

Connecting Generations in Senior Housing:

A Program Implementation Toolkit



**generations
united**[®]
Because we're stronger together[®]

 **LeadingAge
LTSS CENTER
@UMass Boston**
Research bridging policy and practice

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About this Toolkit

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Residents of Country View Apartments and Town Homes, a multifamily Volunteers of America community in Benton Harbor, MI, gather to play games and socialize as part of the newly initiated intergenerational program.

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Section I. Overview

Rationale: Why Bring Generations Together?

Interaction among multiple generations is not a new concept. It was once considered the norm for several generations to live together, or at least very close by.

What changed?

Greater geographic mobility, and an increase in the number of individuals living independently into much older age, has made age-segregated living accommodations far more common. This segregation offers older adults easier access to aging services, but it also raises the likelihood that an older adult will experience increased social isolation and the loss of his or her role as a guiding presence within extended families and social networks.

When older adults move to congregate housing settings, they often must sever the social connections they enjoyed as long-time members of their former communities. Many older adults find it difficult to establish new social connections or become integrated into the broader community after such a move. This lack of connection to former and current communities leaves older adults feeling left behind. The associated feelings of isolation affect their quality of life and can lead to decreased life satisfaction and loneliness.

In the face of these challenges, it becomes increasingly important for providers of senior housing to develop opportunities for residents to continue engaging with and contributing to their communities through intergenerational engagement.

Intergenerational engagement brings people of different ages together in purposeful, mutually beneficial activities that promote greater understanding and respect between generations. Such engagement builds on the positive resources that young and old have to offer each other and to their communities.

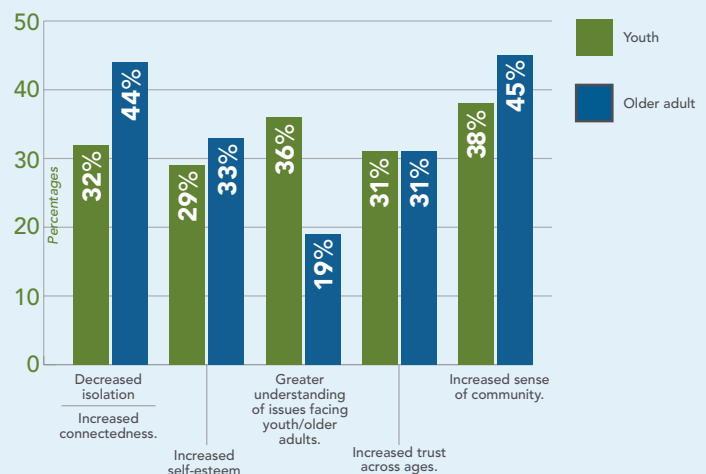
Research suggests that engagement in high-quality intergenerational programs and in meaningful cross-age relationships can decrease social isolation among older adults while increasing their feelings of belonging, self-esteem, and well-being.

Young people also benefit from intergenerational programs, which can help them experience improvements in behavior and academic skills, increased self-esteem, and a greater sense of empathy.

Intergenerational programs and practices can also address our society's pervasive ageism, which threatens to undermine the "social compact" of obligations that we have to one another.

Senior housing can be an ideal platform for high-quality intergenerational programming. When housing communities develop long-term partnerships with local educational institutions and youth-serving agencies, they help expand the social networks of older adults, create meaningful civic engagement opportunities, and build social capital within the broader community.

Top 5 Perceived Benefits of Intergenerational Programs for Older Adults and Youth



Source: Henkin and Patterson (2017). Intergenerational Programming in Senior Housing: From Promise to Practice. A Report of Generations United and LeadingAge.

Why Foster Intergenerational Interaction? A Real-World Example

Austin Adams was working with residents at Friendsview Retirement Community in Newberg, OR, as part of his master's in social work (MSW) program at George Fox University when he met Dale Sloat, a resident leader. Dale had been convening a men's group through which he and his fellow male residents discussed topics ranging from health to the trials and tribulations of married life. Austin soon learned that he and his peers also struggled with some of these issues.

Austin and Dale became fast friends and decided to convene a weekly intergenerational men's group where students and residents could share challenges and successes related to their lives.

"Perspective is a key word. I think intergenerational contact gives perspective to our lives and how far we have come since we were their age. It gives us perspective on their hopes and dreams in a contemporary sense. It also provides an opportunity to encourage young people in their future careers and faith journeys."

— Dale Sloat, resident and men's group co-leader, Friendsview, Newberg, OR

"I love interacting with older adults because it provides me with a sense of service. I feel that I have so much that I can share with them in addition to what I can learn from them. The personal connection has more meaning and connecting with residents at Friendsview face to face has gone beyond any relationship on social media."

— Austin Adams, George Fox University MSW student and men's group co-leader, Friendsview, Newberg, OR



Background: Why Did We Create this Toolkit?

In 2016, [Generations United](#) (GU) and the [Leading Age LTSS Center @UMass Boston](#) received funding from The Retirement Research Foundation (RRF) to explore the range and nature of intergenerational programming within senior housing. Findings from that research suggested that there is a growing interest among housing providers in using intergenerational programming as a vehicle for dispelling negative age-related stereotypes, preparing a future workforce for the field of aging services, and improving the well-being of both older adults and youth.

During the second phase of their research, conducted in 2017 with continued support from RRF, Generations United and the LTSS Center worked with staff and leaders of senior housing organizations to implement intergenerational pilot projects and develop this toolkit. The information and tools developed during the project are designed specifically for professionals in the housing setting and the broader community who might be interested in starting or strengthening an intergenerational program.

The ultimate goal of this ongoing work is to ensure that intergenerational programming becomes part of every housing community in the nation, and that housing-based staff become part of a network of professionals who can support and encourage one another in planning and implementing activities that connect older residents to people of all ages in their communities.



A resident from a Lutheran Senior Services community, Hylton Point II, in St. Louis meets with a student from the St. Louis College of Pharmacy as part of an intergenerational workforce development partnership.

In Practice: How to Use This Toolkit

This toolkit was designed specifically to help senior housing organizations plan and implement high-quality intergenerational programs that will benefit residents and young people in their communities. A range of organizations interested in planning and implementing intergenerational programs and activities will also find the toolkit useful.

There are many ways to take an intergenerational approach to programming. The materials contained in the following pages can help you begin developing your program and/or give you tips on deepening or expanding your intergenerational work.

The toolkit features:

- ➔ Tools to help you get started, including:
 - Organizational assessment questions.
 - Survey templates to assess resident interests.
- ➔ Tools to help you design a high-quality program, including:
 - Concrete planning and implementation strategies and tips.
 - Ideas for both short- and long-term activities.
 - Examples of promising practices.
- ➔ Tools to help you decide if your program is fulfilling its goals, including:
 - Evaluation tools to better understand your program's impact.



This artwork, on display at the Geezer Gallery in Portland, OR, was created by youth and older adult residents of the nearby Bridge Meadows Housing Community

Section II: Getting Started

Beginning a new program or partnership can be an exciting endeavor for any organization. Housing organizations are in a unique position to witness the day-to-day impact these programs can have on residents.

Do you think your community might benefit from intergenerational programming? Do you want to strengthen and expand your current activities so they are more meaningful for residents and youth? The following sections can help you assess:

- ➔ Your readiness to begin.
- ➔ The extent to which you use best practices in current programming.
- ➔ Resident interest in intergenerational programming.

Assessments

Beginning an Intergenerational Program

Just beginning to engage in intergenerational programming? Before getting started, complete the Readiness Survey below. Then, use the Program Planning Guide in Appendix A to help you move through the steps of program development.

READINESS SURVEY

1. Are you looking for concrete and FUN ways to connect your residents with the broader community?
 2. Do you have ORGANIZATIONAL SUPPORT to pursue partnerships with organizations serving children, youth, and young adults?
 3. Does your housing community have STAFF members who are willing and able to take responsibility for building partnerships and overseeing programming?
 4. Do you have SPACE that can be used to conduct intergenerational activities?
 5. Do you think your residents have an INTEREST in interacting with young people?
 6. Do you have a PASSION for this type of work?
-

If you answered “yes” to these questions, you are ready to develop your program.

1. If you are ready to begin developing your NEW program, visit our Resident Assessment page on [page 9](#).
2. If you are ready to enhance your EXISTING program, continue to the next section.

Enhancing an Existing Intergenerational Program

Do you have an existing intergenerational program? The following checklist will help you assess the degree to which you are following best practices in intergenerational program development. Then you can determine which areas of your programming are strong and which areas need to be enhanced.

ORGANIZATIONAL ASSESSMENT

Check all statements that apply to your intergenerational work.

Partnerships

- We have at least one ongoing partnership with an educational institution or organization serving youth.
- Top administrators at our partner agencies are supportive of intergenerational programming and understand their roles and responsibilities.
- We meet regularly with a designated staff person at our partner agencies to plan meaningful short- and long-term activities and programs.
- We engage our partner organizations in training activities that raise awareness about the needs of youth and older adults and share effective strategies for fostering cross-age interaction.
- We developed materials to help us market our programs to potential partners.

Staffing

- We have a dedicated staff person or a team of people who maintain partnerships with youth organizations and oversee programming.
- We work closely with staff at partner organizations to implement high-quality programming.
- We created an intergenerational advisory group to help plan and implement programs.
- We use "lead" resident volunteers to help staff plan programming.
- We use "general" volunteers, as needed, to help with program implementation and recruitment.

Resident Engagement

- We assess the skills, experiences, and interests of residents to help guide our programming.
- We ask residents about the kind of intergenerational programming they would like and how they would like to help younger people.
- We engage residents in the planning and coordination of intergenerational programs.
- We identified a continuum of "intergenerational opportunities" that allows residents to engage with different age groups, in different ways, and for varying lengths of time.
- In recruiting participants, we use language that focuses on how residents can benefit from and contribute to intergenerational activities, rather than just focusing on the activity itself.
- We provide orientation, training, and ongoing support to residents so they can successfully participate in intergenerational programs.

SECTION II: GETTING STARTED

Youth Engagement

- We have strong relationships with teachers, counselors, and youth organization staff who can help engage youth in our intergenerational programs.
- We have relationships with college service-learning programs and faculty in the health and human services fields.
- We work with our partners to develop a range of incentives designed to motivate students to volunteer. (These incentives might include opportunities to fulfill a school's community-service requirement.)
- We developed marketing materials that focus on how students will benefit from participating in an intergenerational program and the impact those programs will have on others.
- We build on the talents and experiences of youth, involving them in planning when possible.
- We developed a continuum of roles for students and can customize the volunteer experience based on a volunteer's interests.
- We work with our partners to provide orientation and training to young people before they engage with residents.

Activities

- We are intentional about designing activities that foster cross-age understanding and empathy.
- We offer a mix of intergenerational opportunities that range from one-time events to ongoing programming.
- We design programs that allow for continued participation in the face of changing physical and cognitive abilities.
- We offer opportunities that engage older adults in helping youth, and we engage youth in helping older adults.
- We create activities that build on the interests, knowledge, and skills of all participants.
- We use housing community vans, if possible, to transport children or older adults to activities.

Evaluation

- We identified potential outcomes for youth and older adults.
- We developed or identified tools we can use to measure our program's impact on older adults and youth.
- We conduct focus groups or interviews with older adults and youth to better understand our successes and challenges.
- We developed a plan to incorporate feedback into ongoing efforts to improve our programming.

Based on your responses to this checklist, identify 3 areas in which your practices are very strong:

1. _____
2. _____
3. _____

Identify 3 areas in which you need to expand or improve current practices:

1. _____
2. _____
3. _____

SECTION II: GETTING STARTED

Assessing Residents' Interests and Skills

You will see greater resident participation in activities if you take the ideas and preferences of residents into consideration during the planning process. Focusing on the strengths residents bring to an intergenerational program, rather than on their vulnerabilities, will help your program contribute to residents' self-esteem and sense of purpose.

Before you plan your intergenerational program or activities, find out what residents would like to do with children and youth, and the skills, knowledge, and experiences they would like to share. You can gather information by:

- ➔ Asking questions in a resident survey, interview, or group discussion.
- ➔ Identifying resident strengths through an activity called "Head, Hands, and Heart."



A resident of 2Life Communities (formerly Jewish Community Housing for the Elderly) in Boston, MA, with a participant in the Young Visitor program.

RESIDENT SURVEY

Here are some suggested questions to help you gauge resident interest in intergenerational programming. Ask these questions in writing, or use them as the basis for one-on-one or group discussions. Feel free to tailor these questions to your community by adding or removing questions. For the sake of inclusivity, you may need to translate these questions into another language, or ask bilingual residents to serve as interpreters for those whose first language is not English.

1. What are your skills, job, or travel experiences, talents, or passions?
2. What do you think you could share with or teach young people?
3. What would you be interested in learning about or learning to do?
4. What age group(s) would you prefer to interact with (Check all that apply):
 - Preschool/kindergarten (3-5 years old).
 - Elementary school (6-10 years old).
 - Middle school (11-13 years old).
 - High school (14-18 years old).
 - College/young adult (18+).

SECTION II: GETTING STARTED

5. What activities would you enjoy doing with young people? (Check all that apply)
- The arts, including visual arts, dance, music, crafts, and creative writing.
 - Mentoring youth.
 - Informal visiting.
 - Tutoring children/youth.
 - Gardening or environmental projects.
 - Cooking.
 - Games.
 - Walking and other physical activities.
 - Community service projects.
 - Sharing stories about my life.
 - Discussing books and/or current events.
 - Preparing youth for jobs.
 - Documenting the history of our community.
 - Learning technology, including how to use computers, iPads, email, and software programs like Skype.
 - No specific focus/varied mutual learning activities.
 - OTHER (Please specify): _____
6. How often would you like to engage in activities with young people? (Check all that apply):
- Daily.
 - Once or twice per week.
 - Every other week.
 - Once a month.
 - OTHER (Please specify): _____
7. Would you like to help plan some intergenerational activities?
- Yes. No.
8. What keeps you from participating in activities at your housing community? (Check all that apply.)
- The current activities and programs don't interest me.
 - My health/functional abilities prevent me from participating.
 - The days/times of events don't work for me.
 - My English is limited, and I can't understand everything.
 - I am still employed and work during the day.
 - I prefer one-on-one activities rather than group settings.
 - I feel unwelcome or bullied by other residents.
 - I'm not comfortable in the space that is used for programming. *(For example, the chairs are uncomfortable.)*
 - I participate in activities outside of my housing community.
 - OTHER (please specify): _____

HEAD, HANDS, AND HEART

You may choose to identify residents' strengths and talents by engaging them in this group-based activity. This activity can also serve as a great ice-breaker to try with residents and young people.

Begin the activity by explaining that everyone can bring special gifts to any group. If we recognize each other's gifts, we can combine those gifts creatively to make our group stronger.

1. Create a simple handout that describes each of the following categories:

- ➔ **Gifts of the hands:** These physical skills or talents can include any gift, talent, or ability having to do with the hands or body, such as:
 - Athletics.
 - Wood working.
 - Playing an instrument.
 - Singing.
 - Painting.
 - Gardening.
 - Dancing.
 - Cooking.
 - Sewing.

- ➔ **Gifts of the head:** *These abilities are associated with learning, knowledge, organizational capacity, or numbers and could include skills related to thinking and planning, like:*
 - Having a knowledge of art history.
 - Speaking another language.
 - Growing vegetables.
 - Organizing special events.

- ➔ **Gifts of the heart:** *These talents are linked to emotions, such as empathy and caring. This includes people skills like:*
 - Being friendly.
 - Seeing humor in a situation.
 - Carrying out volunteer commitments.
 - Being passionate about jogging, family, social justice, teaching, ending world hunger, sports or other interests.

Note: Gifts may appear under multiple categories. For example, I might be very good at fishing (gift of the hand), know a lot about fish (gift of the head), and be passionate about fishing (gift of the heart).

SECTION II: GETTING STARTED

2. Propose silent time, usually about 5 minutes, to give everyone the opportunity to think about and write their own gifts on the handout.

3. Ask each person to share, with a partner or the group, 3-5 gifts they consider to be their most valuable. After everyone has had a chance to share, discuss how these gifts could benefit an intergenerational program. Ask such questions as:

- ➔ Is there anything we are missing?
- ➔ Are there some similarities here? Differences?
- ➔ What did you learn from this exercise?
- ➔ How might this group use some of your gifts in the future?
- ➔ Any other comments or feedback?

Time Required: 10-15 minutes to prepare chart/write responses. If you are conducting this exercise in a group setting, allow 3-5 additional minutes for each person to present a response to the group.

Additional Options:

- ➔ You can also use this exercise to identify community resources. Include a fourth category and ask participants to list their important affiliations or connections.
- ➔ If space allows, hang the charts around the room to help participants get to know other group members.

PUTTING IT ALL TOGETHER

Based on the results of the resident assessment, think about the following:

- ➔ **Needs:** What are major gaps in services or unmet needs of residents that could be met through intergenerational programming? For example, do residents have a desire to learn new technology?
- ➔ **Skills:** What skills might residents wish to share as a part of the program?
- ➔ **Youth Population:** What age group do residents prefer to engage with?
- ➔ **Types of Activities:** What kinds of activities do residents want to engage in? Are residents passionate about any specific activities or community issues?
- ➔ **Frequency of Contact:** How often do most residents want to meet with young people?

SECTION II: GETTING STARTED

Building Organizational Partnerships

In order to create and sustain high-quality intergenerational programs, it is important to form meaningful partnerships with organizations that serve young people. Although partnerships sometimes require a lot of work, they are worth your investment of time and energy.

A productive community partnership requires:

- ➔ A basic understanding of how the other organization functions, including staffing requirements, funding sources, and hours of operation.
- ➔ Adequate time for planning.
- ➔ A willingness to compromise.
- ➔ Clarity about each partner's role.
- ➔ Commitment to nurturing the institutional relationship over time.
- ➔ A clear understanding of how all generations will benefit from intergenerational activities.

You may not be working with a partner at this time. But engaging in the following steps can plant the seeds for future partnership possibilities or other creative ways of collaborating.



Residents of Country View Apartments and Town Homes, a multifamily Volunteers of America community in Benton Harbor, MI, engage in a heated chess match as part of the newly initiated intergenerational program.

STEPS TO BUILDING NEW RELATIONSHIPS

Find partners that have shared interests and values, or a common need that can be met through collaboration. Look for a teacher with a passion for intergenerational activities, rather than someone who is just fulfilling a course need they have. Building partnerships based on resident interests is another strategy. One housing provider surveyed residents to identify the kinds of intergenerational programs they wanted, and then looked for organizations with a mission that aligned with residents' interests.

STEP 1: Use the community mapping tool to list organizations/institutions in your neighborhood/community that serve or engage young people.

Highlight organizations that are located closest to your housing community. Appropriate organizations might include:

- ➔ Elementary and secondary schools.
- ➔ Colleges and universities.
- ➔ Recreation centers.
- ➔ YMCA/YWCA.
- ➔ Boys and Girls Clubs.
- ➔ Girl Scouts and Boy Scouts.
- ➔ 4-H.
- ➔ Teen parenting programs.
- ➔ GED programs for out-of-school youth.
- ➔ After-school programs.
- ➔ Faith-based youth groups.
- ➔ Young professional groups.
- ➔ Groups of parents and other adults who can help implement program activities.
- ➔ Art and music schools.
- ➔ Museums.

For each organization/institution, list the age of the youth it serves, distance from your site, hours of operation, and contact person or department, in the case of a college or university. Think about what each organization could offer your residents and what your residents could offer children/youth the organization serves.

COMMUNITY MAPPING TOOL

Partner organization/ agency name and contact information	Age of youth served by the partner	Distance from proper- ty/Transport options	Available resources to support programming (What can each part- ner offer?)	Possible activities, role of each partner in executing the activity, and goals	Partner staff contact information

SECTION II: GETTING STARTED

STEP 2: Conduct research about each organization to find out how engaging with older adults might fit into its mission, programming, or curriculum.

For example, high schools and colleges might allow students to use participation in your programming as a way to fulfill service learning, internships, or course requirements.

STEP 3: Select two or three organizations that you think would make good partners. Consider the following:

- ➔ Is the organization within walking distance of the housing community? If not, is transportation—including vans, buses, subway, or ride sharing—available and accessible to youth and older adults?
- ➔ Are any residents interested in working with this particular age group?
- ➔ Do you or someone you know have a contact at the organization?
- ➔ Does the organization have a good history of collaborating with others?

STEP 4: Contact one or two of your potential partners to set up an in-person meeting. Use an email or phone call to describe:

- ➔ Your housing community and residents.
- ➔ What residents have to offer youth.
- ➔ Some needs of residents.
- ➔ Why you think connecting older residents at your housing community with the young people at the organization/institution would benefit both populations.

If you know someone at this organization, it may be helpful to talk to that person before initiating contact with the potential partner. This conversation will help you better understand the opportunities and challenges associated with the partnership.

STEP 5: Meet face to face.

Identify individuals from each organization who should attend your first meeting. Include senior leadership from both organizations and staff members who will be directly engaged in programming. Offer to meet at your potential partner's location.

Tips for Face-to-Face Meetings

- ➔ **Ask** your potential partner to describe its mission, programs, and services, and the characteristics and needs of the children/youth who use its services.
- ➔ **Share** information about the services/programs at your housing community and the characteristics, needs, and gifts of residents.
- ➔ **Explore** how intergenerational programming would enhance your prospective partner's programming or curriculum, and how young people would benefit from interacting with older adults.
- ➔ **Brainstorm** some possible activities that would be mutually beneficial. These activities could include:
 - Starting an oral history project.
 - Launching arts programs.
 - Asking young people to teach technology clinics.
 - Asking older adults to volunteer in classrooms.
 - Fostering friendly visiting between young and old.
 - Developing an intergenerational garden.
 - Engaging in a health promotion campaign.

SECTION II: GETTING STARTED

Deciding on an actual program will take more discussion, but it is helpful to envision different possibilities. For more brainstorming ideas, see [Intergenerational Programming in Senior Housing: From Promise to Practice](#).

- ➔ **Discuss** some of the challenges that might arise during the partnership, like scheduling, transportation or finding the time required to plan activities. Identify ways you might address these challenges. What resources are available and/or might be needed to implement a program?
- ➔ **Decide** on a time frame. How soon would you want to start? It is sometimes best to begin with a pilot program for 6-8 weeks rather than asking for a yearlong commitment. You can evaluate the effectiveness of the pilot and then decide what changes need to be made. Keep in mind that creating shorter programs or series may attract organizations and older adults who are unable to commit to yearlong partnerships. Often, these initial, short-term commitments can develop into long-term or more frequent collaborations.
- ➔ **Identify** the person with whom you would be working directly, and what responsibilities that person might assume. Discuss the best way to communicate with this person.



A middle school volunteer plays Rummy at a weekly cards club with residents of Whitney Hill Homestead, a Cathedral Square community in Williston, VT.

NOTE: Avoid using acronyms or other field-related jargon. Your prospective partners may not be familiar with these terms.

STEP 6: Decide if you want to move forward.

Here are a few things to consider when making a decision about moving forward:

- ➔ Is staff from the prospective partner organization interested in working with you and do they seem committed to making the collaboration work?
- ➔ Does the organization have the capacity to follow through on its responsibilities?
- ➔ Does the staff seem flexible and willing to work on creative solutions to problems that might arise?
- ➔ Do you share a common vision about the importance of intergenerational work and how both youth and older adults will benefit?
- ➔ Are there possible areas of concern, such as conflicting work styles, priorities, or values?

STEP 7: Formalize the relationship.

Once you decide to move forward with a partnership and develop an intergenerational program, create a Memorandum of Understanding (MOU). Ask the top leaders at each organization to sign the MOU. A signed agreement obligating all partners to follow through on their commitments is crucial for success. An MOU should include the following:

- ➔ A brief description of the program.
- ➔ The project timeline.
- ➔ What each organization will contribute to the program, including time, staff, money, and supplies.
- ➔ A delineation of each organization's roles and responsibilities.
- ➔ A statement regarding the partners' shared commitment to participate in program meetings, implement the program plan, and participate in the program evaluation.

SECTION II: GETTING STARTED

Note: Some program partnerships may need to develop more organically through one-time service opportunities or a short program series. As these relationships develop, a clearer understanding of and comfort with specific roles and responsibilities will evolve. What you learn during this period will clarify each's organization's investment in the partnership and will help you formalize the MOU.

MEMORANDUM OF UNDERSTANDING (MOU)

Goals and Description of Partnership/Program

Start by outlining the overall intent of the partnership or program. This outline must reflect the goals of all the parties involved in the agreement. An effective MOU will not have any gray areas.

Parties Involved in the Agreement

The MOU should include the names of all the parties involved in the agreement. This may include individuals, groups, companies, organizations, and others.

Time Period

Specify the exact time period of the agreement. Include the start date and end date. You might also want to include a timeline for specific program tasks.

Responsibilities and Contributions

The MOU must describe the responsibilities of the partners. To avoid confusion, miscommunication, or misunderstandings, make sure this information is as detailed as possible. List responsibilities that fall to each partner, as well as shared responsibilities. Each organization should also specify how it is making in-kind contributions to the program through time, staff, money, or supplies.

Commitments

Include the partners' stated commitment to participate in ongoing partnership meetings, implement the action plan, and participate in evaluation activities. List any other tasks that you consider important.

Financial Arrangements

Include financial arrangements, if there are any. Specify which party will pay for specific components of the initiative described in the agreement. In addition, specify the person who will receive payments and the deadline for these payments.

Signatures

MOUs aren't legally binding, but it's still important for the parties to sign the document. Include a space for each partner representative to affix a signature.

Each partner signing the agreement should be given a copy of the document for its records.

Elements of Effective Partnerships

- ➔ Partners are committed to achieving shared goals and mutually beneficial outcomes.
- ➔ The expertise, skills, and experiences of partners and participants are acknowledged and valued.
- ➔ Mutual trust and respect are at the core of the relationship.
- ➔ Decisions are made jointly, and all opinions are honored.
- ➔ There is a balance of power, and resources are shared.
- ➔ Communication between partners is open, clear, timely, and ongoing.

SECTION II: GETTING STARTED

Strategies for Building Effective Partnerships

To ensure that your partnership is effective, be sure to follow these steps:

Garner support from top administrators and other staff at partner agencies.

A meeting with organization/institutional leaders before planning begins can help identify mutually beneficial goals and expectations, clarify communication channels, and provide an opportunity for an open and realistic discussion of opportunities and limitations. It is critical that top-level housing administrators see intergenerational work as a strategy for addressing the needs and interests of residents, not just a “nice thing to do.”

Designate a person or team of people who will initiate and maintain partnerships with youth organizations and educational institutions.

Housing providers that have a volunteer coordinator or outreach coordinator seem better able to develop and sustain strong partnerships.

Identify how other organizations can benefit from collaborating with a housing provider. When partnering with educational institutions, ask the educators how an intergenerational program can fulfill curriculum requirements, meet educational standards, and benefit older and younger participants.

Engage all partners in short and long-term planning. This will enhance the quality of programs and ensure that those programs meet the needs of all age groups. Regular meetings give partners an opportunity to take a creative approach to addressing logistical concerns that could prevent a program’s successful implementation.

Plan meaningful programs and activities that are explicitly designed to address the needs, interests, knowledge, and skills of participants.

IN PRACTICE

A unique and creative partner organization or group may be right outside your front door. Here are a few real-world examples of the partners that housing providers have identified:

- ➔ A local home-schooling organization.
- ➔ Local schools for special populations.
- ➔ University Extension offices.
- ➔ Clubs for stay-at-home moms.

PUTTING IT ALL TOGETHER

Think about:

- ➔ What organizations, institutions, or agencies in your community will be involved in this intergenerational effort?
- ➔ How will each partner benefit from this initiative?
- ➔ What does each partner bring to the table?



Participants in the 2Life (Formerly Jewish Community Housing for the Elderly) Pen Pal Program

Section III: Planning

Once you have your partner(s) in place, work together to plan programs that reflect the interests of all partners and participants and benefit both older and younger populations.

Staff members from housing communities and partner agencies usually have primary responsibility for planning intergenerational experiences. But there are other, equally effective structures for organizing intergenerational programs, including:

- ➔ Creating an intergenerational advisory committee could help you take an inclusive approach to planning that could increase your likelihood of success. The advisory committee might be composed of key housing staff, representatives from partner agencies, older residents who want to be involved in planning, and, if possible, youth representatives.
- ➔ Empowering residents to take major responsibility for planning and implementing a range of intergenerational activities can promote a sense of “ownership” and increase the likelihood of resident participation.

Clarifying Goals

What do you want to achieve by bringing older residents and younger generations together? Goals are the result you desire. They represent broad principles that guide program decisions. Here are some examples of program goals identified by housing communities across the country:

- ➔ To reduce isolation and loneliness among older residents.
- ➔ To connect residents to activities that can give them a sense of purpose.
- ➔ To expose young people to careers in aging.
- ➔ To dispel fears of aging and age-related stereotypes among young people.
- ➔ To enhance the academic and life skills of young people.
- ➔ To promote trust, understanding, and empathy across ages.
- ➔ To foster the transmission of specific skills—such as technology, language, or crafts—from one generation to another.
- ➔ To build a sense of civic responsibility among youth and older adults.

IN PRACTICE

Hylton Point II Apartments (Lutheran Senior Services):

Hylton Point II is an affordable senior housing community in St. Louis, MO. The resident services coordinator convened an Intergenerational Committee comprised of residents and students, including pharmacy students from the St. Louis College of Pharmacy, a partner of the housing community. Committee members meet monthly to plan future programs and discuss successes and challenges.

Country View Apartments and Townhomes (Volunteers of America):

Country View Apartments is a HUD-funded multifamily property in Benton Harbor, MI. Younger and older residents participate in monthly activities that they plan as a group. Activities have included learning about technology, board game competitions, brain teasers, and a community-wide Senior Day.

Also think about:

- ➔ How many individuals do you want to be involved?
- ➔ Who do you want to engage in the program?
- ➔ What tasks need to be accomplished and by when?

EXAMPLE:

What is your goal? To increase the technology skills of older residents.

How will you achieve this? Recruit and train 10 high school students to teach older residents basic technology skills on a weekly basis from February until June.

Questions to Ask as You Plan Programs and Activities

What impact do you want to have on your older residents?

What impact do you want to have on children and young people?

LOGIC MODEL

A good place to begin is to create a logic model to guide your program planning. You can use the logic model to identify the short-term and intermediate outcomes you want to achieve, and to think about the activities that will help you achieve your goals. Below is an example of a logic model for a bi-weekly reading program with youth.

PROGRAM PLANNING		INTENDED PROGRAM RESULTS			
Resources	Activities	Short-term outcomes (1 year)		Intermediate outcomes (2-5 years)	
		<u>Youth</u>	<u>Older Adults</u>	<u>Youth</u>	<u>Older Adults</u>
Staff	Weekly tutoring or reading sessions with elementary school children	Improved confidence in reading or improved reading skills	Engagement of at least 10 older residents in weekly IG activities	Increased understanding of older people and aging issues	Increased life satisfaction
Funding					
Space	Joint planning of sessions with teachers	More positive perceptions of older adults	Increased knowledge about today's youth	Increased empathy towards older people.	Decreased loneliness
Partners	Icebreaker activities		More positive attitudes toward youth	Increased sense of social responsibility	Increased empathy towards youth.
Volunteer Time					

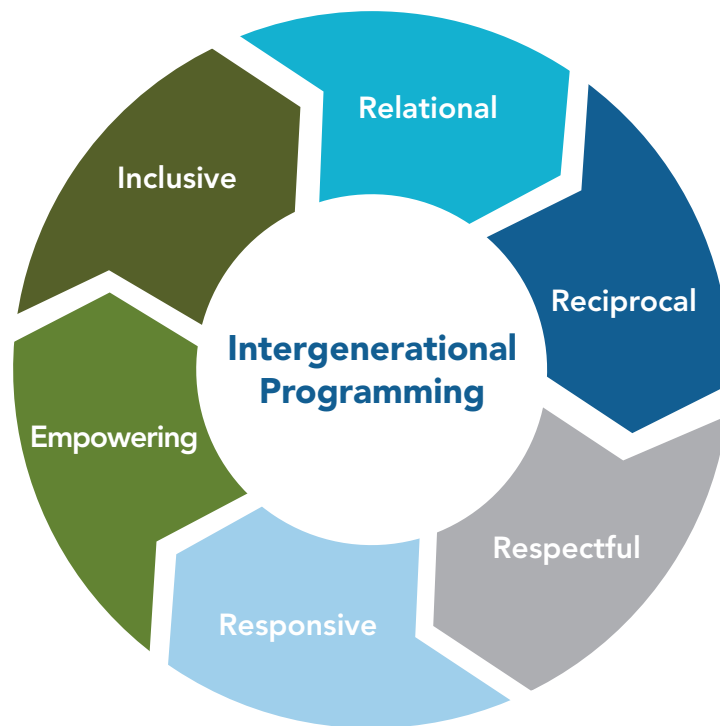
LOGIC MODEL

Here is a blank logic model to complete based on your own programming ideas.

PROGRAM PLANNING		INTENDED PROGRAM RESULTS			
Resources	Activities	Short-term outcomes (1 year)		Intermediate outcomes (2-5 years)	
		<u>Youth</u>	<u>Older Adults</u>	<u>Youth</u>	<u>Older Adults</u>

Key Elements of Intergenerational Programming

Intergenerational programming involves a planned set of activities designed to increase cooperation, interaction, or exchange between different generations. It involves the sharing of skills, knowledge, and experiences between old and young. Developing intergenerational programming that occurs over a period of time, rather than discrete, one-time activities allows you to implement a set of integrated experiences that can have a real impact on all generations. Intergenerational programs and activities may vary significantly from one housing community to another. However, all high-quality intergenerational programming has the following key characteristics:



Relational: Activities are vehicles for building relationships and fostering cross-age interaction.

Reciprocal: Participants have opportunities to give and receive, to teach and to learn.

Respectful: Individual, age, and cultural differences are respected.

Inclusive: People of all ages, backgrounds, and abilities are welcome to participate.

Empowering: The strengths of each generation are highlighted, and participants are involved in all aspects of planning and implementation.

Responsive: Activities are designed to address the needs and interests of different age groups and/or the community.

Depth of Engagement

Intergenerational programs vary in the degree to which they build relationships between older adults and young people. We encourage all programs to strive for deeper levels of engagement among generations. In general, one-time events are less likely to produce the kind of meaningful relationships that can be developed during longer, more intensive programs. Creating an environment that supports relationship-building requires extensive and thoughtful planning.

Kaplan's Scale of Intergenerational Engagement

The Kaplan Scale of Intergenerational Engagement Scale can be used to examine the depth of meaningful engagement among participants in an intergenerational program. The scale can help you assess the depth of current programs or help you plan for a new program.

Use the scale to place your intergenerational program on a continuum with points that correspond to different levels of intergenerational engagement, ranging from initiatives that provide no direct contact between age groups (point #1 on the continuum) to those that promote intensive contact and ongoing opportunities for connections (point #7 on the continuum).

Points on the Continuum:

- 1. Learn About the Other Age Group:** Participants learn about the lives of people in the other age group, but there is no contact between the generations.

Example: A "Learning about Aging" curriculum in school districts where children learn about older people.
- 2. Seeing the Other Age Group at a Distance:** Program participants interact with each other, but have no face-to-face contact.

Examples: Making videos, writing letters, and sharing artwork with each other.
- 3. Meeting Each Other:** During a one-time event, young people and older adults come together in a group to meet each other.

Examples: A group of students makes a one-time visit to a nursing home to interview older adults; children trick-or-treat on Halloween, or youth perform songs at a Christmas Concert in a shared setting.
- 4. Annual or Infrequent Activities:** The generations come together during established community events or organizational celebrations.

Examples: Students visit the housing community to celebrate Grandparents Day, younger and older people compete together in fun physical activities during an annual Intergenerational Olympics, or senior housing residents and a youth club make sandwiches for a soup kitchen twice a year.
- 5. Demonstration Projects:** Older adults and younger people meet regularly over an extended period lasting at least several months. The intergenerational dialogue, sharing, and learning taking place during these activities can be quite intensive. These projects are typically implemented on a trial basis.

Examples: Older adults provide mentoring and support for pregnant and parenting teens through an intergenerational support program, high school seniors interview veterans about World War II through an oral history program, or senior housing residents and a children's group grow vegetables through a seasonal gardening project.

6. Ongoing Intergenerational Programs: This category includes intergenerational programs that are integrated into the participating organizations' general activities and learning curricula because the organizations deem them to be successful and/or valuable.

Examples: Teams of younger and older people plan and implement a multi-session intergenerational arts program, older residents are engaged in mentoring and tutoring activities through a school-based volunteer program, or a community history program captures the stories and experiences of older adults and youth living in a neighborhood.

7. Creating Intergenerational Settings: The value of intergenerational sharing and caring are infused into the way community settings are planned and function. Opportunities for meaningful intergenerational engagement are abundant and embedded in social norms and traditions. Formal and/or informal intergenerational activities or connections are encouraged on a daily basis.

Examples: A housing community is developed as an intergenerational setting with both scheduled and unscheduled opportunities for intergenerational interaction and dedicated programming—such as a preschool or an after-school program—for children and youth; or a community park is designed to bring together people of all ages and accommodate various passive and active recreational interests.



SECTION III: PLANNING

Using the Scale

Use this chart to rate your current level of intergenerational engagement and your goal for intergenerational engagement, on a scale of 1-7, for each of your intergenerational programs. You may find the two numbers are the same. Add additional rows to the chart to list more activities.

If you are just starting a program, think about the level of engagement you desire.

1	2	3	4	5	6	7
Low Level of Contact						High Level of Contact

INTERGENERATIONAL PROJECT/ACTIVITY	CURRENT LEVEL OF ENGAGEMENT	GOAL LEVEL OF ENGAGEMENT
1.		
2.		
3.		
4.		
5.		

Design of Programs and Activities

Range of Program Ideas

Many housing providers develop discrete, stand-alone intergenerational activities. However, it is best to design a set of connected activities that occur over a longer period of time. These connected activities can address a specific topic, theme, or need in the community, and will allow for deeper levels of relationship-building and a sense of shared purpose. Planning and implementing meaningful intergenerational activities requires considerable staff time. Few housing communities have staff dedicated solely to intergenerational programming. However, many housing communities integrate intergenerational programming into their overall activity plan.

Here are some possible programming ideas:

Arts: Music, theater, dance, poetry writing, or visual arts are all wonderful and popular ways to foster cross-age relationships. A performance or art show can connect more people from the broader community to your program. Try creating a quilt with images of your community's history or photos of different age groups, or work with a visual artist to create a mural.

Tutoring and Mentoring: Many housing organizations are eager to create opportunities for residents to support young people. Older adults across the country are tutoring children to improve language and literacy skills. They are also mentoring young people, including those in foster care, supporting students with special needs, organizing after-school homework clubs, and providing professional development for young adults.

Language Learning: The needs of a growing immigrant population have motivated many housing providers to develop programs designed to enhance the language skills of both young people and older adults with limited proficiency in English. Older residents in some housing communities teach English to members of the broader community and help immigrant youth apply to college. In other communities, students tutor older adults who do not speak English or come to the housing community to practice a new language they are learning. For example, 2Life (formerly Jewish Community Housing for the Elderly), a housing community in the greater Boston area, established a Russian Conversation Club with students from Boston College. Students and residents meet together to practice language skills, share meals, attend cultural talks together, or invite guest speakers to give a presentation to the club.

Joint Community Service Projects: Several housing communities engage with the broader community on service projects, including working with youth on environmental, nutrition, and other school-based learning projects. For example, youth and older adults can volunteer together at a local food bank, or a housing community can open a food bank on-site and involve local youth in its operations. Older adults and youth can also work together on environmental projects that focus on conservation and science education; or read the same books as part of students' course work.



High school students and residents from Hebrew SeniorLife in Dedham, MA, paint a mural together to brighten a parking garage that connects resident housing to the community center.

SECTION III: PLANNING

Technology: Many housing providers have forged partnerships with local schools and universities to help the housing community address its technology needs and build the skills of residents. Existing programs include mobilizing high school and university students to serve as tech tutors for residents, managing the resident computer lab, teaching a computer skill like using Skype and sending e-mail, or participating in technology-related clubs.

Physical Exercise: Walking (and chatting), yoga, Tai Chi, and Nintendo Wii bowling leagues are all great ways to connect youth and residents for some active fun. Think about ways your outdoor space can be used for this type of programming. Do you have walking paths? Is there an exercise/yoga instructor who comes to your community and might be willing to teach younger students too?

Friendly Visiting: In many communities, students visit with older residents on a regular basis. Friendly visiting programs involve youth of many different ages and can occur throughout the day, including at lunchtime, after school, and on the weekend. Residents and youth share stories, take walks, and engage in informal activities together.

Community Histories: Youth and elders can interview each other about major events in their community and how life in the community has changed over the past 50 years. Stories and photographs can then be organized into an exhibit or put on a digital platform. You can also ask youth and elders to interview each other about challenges they have faced and how they overcame those challenges. This activity can be a powerful way to look at the strengths people of all ages exhibit in the face of adversity.

Health-related Activities: A major category of programming relates to improving resident health. Many housing providers participate in training programs that provide concrete services to residents while giving students in the allied health fields the opportunity to practice clinical skills like checking blood pressure and vital signs, conducting intake interviews and assessments, and providing physical and occupational therapy services. Other housing providers have recognized the importance of leveraging the talents of social science and nutrition students to offer counseling, support groups, case management, and healthy cooking classes and workshops.

It is important to offer a continuum of intergenerational opportunities so residents can engage with different age groups, in different ways, for varying lengths of time. Make sure you develop opportunities for older residents to serve in helping roles to children/youth and for young people to support elders.



A high-school student teaches a resident of Life's Garden, a HumanGood community in Sunnyvale, CA, about her Kindle as part of the "Teaching Tech" program.

SECTION III: PLANNING

Gardening/Healthy Cooking: Growing vegetables is a popular activity across all ages. If your community has the space for raised garden beds, consider creating a community garden with students or a youth group, and then offering opportunities for youth to learn how to prepare healthy, simple snacks. Complement your community garden project with one of the several established curricula on healthy cooking and shopping, such as Cooking Matters. Additionally, the YMCA and local food banks might have demonstration kitchens and gardens they could use to lend a hand with the instructional portion of the program.

Selecting a Program or Activity

When determining a focus for your programming, consider the following questions to see if your idea is a good choice.

- ➔ Is the proposed activity/program idea appropriate for the age, abilities, and/or cultural background of participants?
- ➔ Does the activity/program fit the mission of all partners and is it likely to lead to desired outcomes for all participants?
- ➔ Will the activity/program foster meaningful interaction between participants and build intergenerational understanding?
- ➔ Are there sufficient staff and financial resources to run the activity/program?
- ➔ When is the best time to offer the activity/program? Be sure to consider both age groups when making your decision.
- ➔ Is there adequate space to conduct the activity/program?
- ➔ Is transportation an issue? Is there a community van that can be used? Where will participants meet and how will participants get to the meeting place?
- ➔ Will refreshments be provided? Is it possible to obtain food donations from your community partners or use your housing budget to cover expenses?



Residents of Hopeton Terrace Senior Housing Community, a National Church Residences' community in Chillicothe, OH, participate with local students in a "Healthy Eating" program facilitated by the Ohio State University Extension Office.

Intergenerational activities don't all have to be brand new initiatives. If you are already organizing an art, theater, or exercise class for residents, invite younger people to participate and encourage cross-age interaction.

Tips for Designing Group Activities

When determining a focus for your programming, consider the following questions to see if your idea is a good choice.

- ➔ Make sure the activities you select will foster cross-age interaction and achieve identified program goals, such as building trust, teaching a skill, or increasing cross-age understanding.
- ➔ Involve participants in planning activities so they will be invested in those activities.
- ➔ Provide opportunities for participants of all ages to share their knowledge, skills, and talents with one another.
- ➔ Balance structured exercises with informal interaction.
- ➔ Provide easy-to-read name tags. Ask participants to wear them throughout the project. This will help everyone avoid the embarrassment of forgetting someone's name.
- ➔ Use brief, lighthearted icebreakers to help people feel energized and at ease. (See [Appendix D](#) for icebreaker suggestions.)
- ➔ Allow participants time to process or reflect on the activity by engaging them in a discussion of what they learned about themselves and others.
- ➔ Provide opportunities for long-term collaboration. For example, ask participants to work as a team to create a piece of artwork, build a community garden, or write a history of a neighborhood.
- ➔ Be mindful of participants' physical capabilities. For example, when painting a mural, provide chairs for participants who may not be able to stand for extended periods, and step stools for participants who have limited reach.
- ➔ Start small and expand the activity or program based on initial successes and challenges.



Residents at Vernon Heights, a Lutheran Senior Services affordable housing community in Lebanon, MO, play balloon volleyball as part of the community's partnership with the Lebanon Area Homeschoolers Association.

Activity Planning Worksheet

Complete the following activity planning sheet to help yourself keep organized

Facilitator Names(s): _____ Date/time of activity: _____
_____ Location: _____

Name of activity: _____

Description of activity:

Goal(s):

Any special equipment needed?

Does the space where you will meet need to be set up in a certain way?

Culturally Sensitive Programming

When designing activities involving a racially and/or ethnically diverse group of older residents and/or youth, be aware of differences regarding cultural norms, values, and communication patterns. Understanding the role that culture can play in promoting meaningful relationships, or creating barriers to those relationships, is critical for successful programming. To ensure that your programs are culturally sensitive, consider:

- 1. The ways older adults and youth in certain cultures are expected to interact.** For example, in some cultures, elders expect young people to listen more than they talk, and not to question an authority figure. How can you help young people appreciate and respond to these expectations? How can you promote mutual respect and engage participants in joint decision making?
- 2. How verbal and non-verbal communication patterns differ across cultures.** For example, different cultures may have different norms relating to making eye contact, touching while talking, perceptions of silence, personal space, and topics that are inappropriate to discuss with a stranger. How can you educate elders and youth so they will be sensitive to these norms?



Students from San Francisco's Wallenberg and Washington high schools meet residents of El Bethel Arms, a HumanGood affordable housing community in San Francisco.

Logistics: Use of Physical Space, Scheduling, and Transportation

The term “logistics” refers to the following details associated with implementing your program. It includes the following issues.

➔ **Space for programming:**

What kinds of outdoor and indoor spaces could be used to foster cross-age interaction? For example, how might you use a community room, courtyard, land for gardening, or walking paths to promote cross-age interactions?

➔ **Time and duration of the program:**

Can your program occur on a weekday, or do you have to hold it in the evening or on the weekend? What time works best for residents and youth?

➔ **Transportation:**

Do you have a van to help transport residents and youth? Are you or your partner near public transportation? Are there any potential partners that have meeting space within walking distance of your housing community?

➔ **Liability:**

Are you aware of liability issues associated with having guests visit your community? For example, check with appropriate staff at your organization to see if there are spaces within the community that are off-limits to guests who do not have appropriate consent or clearance. These spaces might include kitchens or exercise rooms.

➔ **Background checks:**

Are your participants required to have background checks to work with children or older adults? Have you allocated money in your budget to cover the cost of these checks?

➔ **Photo releases:**

Does each participant need to sign a photo release for every activity, or can you obtain one photo release during your first activity that will be valid for all subsequent activities?

Address these logical issues with your supervisor upfront, and ask about how to contact the organization’s legal or human relations department as questions arise along the way.

Developing a Timeline

Developing a timeline can help you organize the tasks you need to accomplish before your program begins. It’s best to develop the timeline in concert with your partner organization so everyone can better understand who is responsible for each task.

Note: When developing your timeline, think about how school holidays, semester breaks, and summer vacations might impact the program’s start and dates.

Staffing Your Program

Staff Roles

Planning and implementing meaningful intergenerational programming requires considerable staff time. Although few housing communities have staff dedicated to intergenerational work, many communities have used existing staff and volunteers to integrate intergenerational programming into their overall activity plan.

Housing Staff: Housing staff members often work together to implement intergenerational programming. Depending on the housing organization, this might include the volunteer coordinator, activity director, and staff from such departments as:

- ➔ Life Enrichment.
- ➔ Marketing.
- ➔ Outreach.
- ➔ Transportation.

Co-located Staff: Campus-based housing properties are sometimes located on the same property with either a school or child care center. These housing communities often leverage staff from both sites to assist with intergenerational programming. Co-location models often have an intergenerational focus and may hire outside consultants to implement on-site activities.

Partner Staff: Make sure you identify a key contact or point person at the partner organization who can help you recruit youth or implement the intergenerational program. Staff at your partner organization should be involved in planning and facilitating activities.

Volunteers: Many housing communities have harnessed the talents and skills of volunteers to help with new programs or fill unmet needs. *Here are a few examples:*

- ➔ Youth volunteers go door-to-door to help recruit and remind residents to participate in intergenerational programs.
- ➔ Adult residents in multifamily public housing help to coordinate various intergenerational programs.
- ➔ Work-study and/or service-learning students provide on-site technology and language assistance to staff.

STAFF BUY-IN

Make sure all staff in your community are aware when intergenerational activities are occurring, and which visitors will be on the premises.

Solicit feedback from staff and address any issues they raise.

For example, if your maintenance staff reports that the flower beds near the front door have been trampled, you may need to establish some rules about walking only on designated walkways.

Staffing Challenges

- ➔ **Lack of dedicated staff for intergenerational programming:** Developing intergenerational activities is only one small part of a staff person's job in most housing communities. Even long-standing programs with dedicated staff never assign more than 1.5 staff members to work exclusively on intergenerational programming.
- ➔ **Lack of enthusiasm from other housing staff:** Housing staff who are not directly involved with the program may perceive children and young people to be disruptive.
- ➔ **Competing demands:** Members of the housing staff may not view additional programming as their top priority due to competing demands.

REMEMBER TO...

- ➔ Train/orient staff at partner organizations about the needs of each population, how participants will benefit from intergenerational interactions, and effective strategies and activities for fostering meaningful cross-age interaction.
- ➔ Use the volunteer coordinator or outreach manager to develop partnerships and oversee intergenerational-related work.
- ➔ Recruit and train "lead" volunteers who can help with activities.
- ➔ Include the marketing department in planning so it can promote the program as a housing community asset.

SECTION III: PLANNING

Budgeting

Outlining your budgetary needs on a spreadsheet or cost tracker will help you plan better for future activities and programs, and will help you apply for a grant or request additional funds from your housing organization. Here's a sample budget that you can use as a guideline.

CONNECTING GENERATIONS PROGRAM: HOUSING ORG ABC ANNUAL COST				
Primary Needs	One time cost	Recurring cost	Total	Possible funding source (Housing organization, partner organization, grant, etc.)
Tools/materials for selected activities	\$	\$	\$	
Cost for the meeting room	\$	\$	\$	
Cost of background checks	\$	\$	\$	
Total cost:	\$	\$	\$	
ADDITIONAL COST				
Secondary Needs	One time cost	Recurring cost	Total	
Transportation for residents or students (milage/ gas cost; car maintenance allocation, public transportation cost.)	\$	\$	\$	
Office supplies	\$	\$	\$	
Miscellaneous cost (snacks, drinks, crafts, training materials, etc.)	\$	\$	\$	
Total cost:	\$	\$	\$	

Section IV. Implementation

Engaging Residents

Challenges Associated with Engaging Residents

Engaging residents in activities and programs is a universal challenge in senior housing. Here are some of the most common reasons older adults don't participate in intergenerational programs:

- ➔ Fear of the unknown and/or resistance to change.
- ➔ Negative views of children and youth.
- ➔ Reluctance to make a long-term commitment.
- ➔ Preference for being served rather than serving as a volunteer.
- ➔ Challenges with aging in place and/or functional decline.
- ➔ Outside commitments or busy schedules among active older residents.
- ➔ Activities that are not appropriate or appealing.
- ➔ Challenges accessing transportation to off-site locations.
- ➔ Barriers presented when older adults need to acquire background checks before they can interact with younger people.

Effective Engagement Strategies

Personal Outreach

- ➔ Personally invite residents to become involved, emphasizing that their involvement matters and that they are valued.
- ➔ Engage young people and current volunteers as volunteer recruiters.
- ➔ Identify resident ambassadors to make phone calls or knock on doors to remind people when programming is taking place.

Events

- ➔ Conduct "Bring-a-Friend" recruitment events.
- ➔ Ask current residents to speak about their participation with intergenerational activities at meetings for new residents.
- ➔ Convene a pilot group of residents who agree to participate in new programming, provide feedback, and engage additional residents.

Marketing

- ➔ Work with resident councils to develop and advertise meaningful intergenerational opportunities.
- ➔ Use language that focuses on how older residents can benefit from and contribute to intergenerational activities, rather than just focusing on the activity itself.
- ➔ Include information about intergenerational opportunities in the welcome packet that new residents receive.

Developing Your Marketing Message: The Creative Brief

Use clear messages to market your activity and/or program to your residents. Marketers often use a creative brief to help them develop these messages. Answering the following questions may help you develop some recruitment messages that resonate with your residents. The following is an example of a creative brief:

Who are you trying to reach and what are their functional/cognitive capacities?

Example: Our residents are primarily independent, but some have slight cognitive impairments. We are particularly interested in reaching those residents who are not involved in many activities and seem lonely.

How do residents feel now about engaging in activities with children and youth?

Example: Some residents say they like being with children, but they don't show up on days when we have intergenerational activities.

What do you want your residents to think, feel, and do as a result of your efforts?

Example: We want residents to get actively involved in planning and participating in a variety of activities with young people. We want them to have fun, feel connected to people in the community, and feel good about themselves because they are helping young people.

What message about participating in intergenerational activities would resonate with residents?

**You have so much knowledge and experience.
Share it with the next generation.
SHAPE THE FUTURE!**

In addition to clear messages, you will also need good photographs to help people visualize the experience you are trying to promote. Create a bank of intergenerational photos or posters you can use to market your programming. Be sure to get photo releases from participants if you plan to use their photos to promote your program.

Preparing Older Adults to Work with Children and Youth

It is critical to orient and/or train older adults before engaging them in intergenerational activities.

This training will help residents:

- ➔ Understand the overall goals of the intergenerational program.
- ➔ Appreciate the strengths and challenges of the age group with whom they will working.
- ➔ Express their hopes and concerns about working with children and/or youth.
- ➔ Develop specific skills that will enhance their effectiveness. These skills might include teaching reading, problem solving, listening, and communication skills.

The amount of training you provide will depend on the role older adults are asked to play in your program. If possible, invite staff members from your partner agency to join you in presenting the training/orientation. These staff members can provide a clear picture of the youth with whom your residents will be working.

When training participants, you should:

- ➔ Draw on the experiences of residents.
- ➔ Be sensitive to the literacy levels and cultural differences of participants.
- ➔ Encourage residents to ask questions.
- ➔ Stress the importance of confidentiality.
- ➔ Encourage tolerance and respect regarding difference in values.
- ➔ Highlight the strengths of young people and what they can offer residents.
- ➔ Model good listening skills.
- ➔ Be flexible. Change direction if an activity isn't working.
- ➔ Provide opportunities for feedback.
- ➔ HAVE FUN!

It may be helpful to schedule times during the course of the program when residents can come together to discuss what is and isn't working and suggest ways to improve activities. Residents may want to increase their knowledge about specific age groups or learn strategies for helping children with special needs.

Help residents manage their expectations, especially about the rate at which young people can achieve milestones. A resident might expect a 10-year-old to behave a certain way and understand certain concepts, but not all 10-year-olds are the same.

Older residents and younger people may hold differing and sometimes conflicting values, attitudes, and beliefs. You can build trusting intergenerational relationships by helping older adults understand generational and cultural differences and encouraging them to avoid judgmental behavior.

See [Appendix C](#) for sample orientation and training activities.

Engaging Children and Youth

Challenges Associated with Engaging Children and Youth

Young people can engage with older residents in many ways. In most cases, the partners in an intergenerational program will work together to identify youth who can participate in activities. You may also want to recruit high school and college students who want to volunteer on their own time.

Before you begin recruiting, think about ways to motivate students to volunteer and about the kinds of experiences young people might find appealing.

You may encounter some challenges when engaging young people in your intergenerational programs, including:

- ➔ Inconsistent student attendance.
- ➔ Transportation.
- ➔ Scheduling and/or logistics.
- ➔ Cost of background checks.

Effective Strategies

Target Your Outreach

- ➔ Develop strong relationships with teachers, counselors, and principals who can facilitate the engagement of students in kindergarten through grade 12. Align intergenerational activities with curricular goals such as history and communication skills.
- ➔ Contact college service-learning offices and faculty from college departments that are preparing students to enter health and human services field.
- ➔ Ask if you can recruit student volunteers during a university jobs fair.
- ➔ Work with student government leaders to recruit students to work with residents.

Create Incentives

- ➔ Work with college service-learning offices to allow students to use intergenerational experiences to fulfill service-learning requirements.
- ➔ Work with partners to explore ways to help students earn extra credit, scholarships, or employment at a partner agency.

Customize Volunteer Opportunities When Possible

- ➔ Create opportunities that address student interests and build on their strengths.
- ➔ Highlight how students will benefit from intergenerational experiences and the impact they can have on their community.

Social Media

- ➔ Use Facebook and other social media outlets to promote intergenerational opportunities.
- ➔ Encourage students to create and share short videos that capture their intergenerational experiences.

Developing Your Marketing Message: The Creative Brief

It is challenging, but important, to develop a compelling message to attract young participants and volunteers to your intergenerational program. Work with your partner to develop a creative brief similar to the one you created when recruiting residents.

Creative Brief Example:

Which students are you trying to reach?

Example: College students who are interested in health or social service fields.

How do these students feel now about engaging in activities with older persons?

Example: Students see older adults as vulnerable people who need services and may not have any opportunities to form personal relationships with students.

What are you offering students? How will they benefit from participating?

Example: We can provide opportunities for students to form meaningful relationships with older adults. Students can learn about the strengths and the challenges that older adults face.

What do you want youth to think, feel, and do as a result of your outreach efforts?

Example: We want young people to see that older people are resilient and have a lot to teach us, and that young people can support older adults while learning from them at the same time. We want students to understand that the field of aging services has many career opportunities.

What message would resonate with students about participating in intergenerational activities?

Example: Give a little, learn a lot. Connect with an older adult in your community!



A resident at Vernon Heights, a Lutheran Senior Services affordable senior housing community in Lebanon, MO, hugs a little girl who is visiting as part of the community's partnership with the Lebanon Area Homeschoolers Association.

Preparing Youth to Work with Older Adults

Before young people meet with older adults, be sure to sensitize them to issues of aging and try to dispel negative stereotypes they may hold about elders. The focus and depth of your training will depend on the age of the young people and the kinds of activities in which they will be engaged. If possible, the housing staff member should conduct training sessions in collaboration with a teacher, youth leader, or faculty member in order to offer students a realistic picture of the population with whom they will be working.

Tips for Training

- ➔ Emphasize the diversity of the older adult population. Young people should understand that older residents vary in their level of ability and cognitive functioning. Not all older adults will have difficulty hearing or understanding, and this will become obvious after a brief encounter.
- ➔ Help youth appreciate both the positive and negative aspects of aging.
- ➔ If possible, give students a tour of your housing community or show them a video before their first visit.
- ➔ Build in time to tell students about the backgrounds of older adults who represent different cultures.
- ➔ Review effective techniques for working with older adults. This is particularly important if your program involves sharing specific skills through technology training programs or activities that teach English to older immigrants.
- ➔ Be prepared to address issues of loss and grief, particularly if students are dealing with the death of a resident.

COMMUNICATION STRATEGIES

- ➔ Make-eye contact.
- ➔ Speak slowly and louder.
- ➔ Position your body closer or so you are facing the other person.
- ➔ Repeat yourself if necessary.
- ➔ Try rephrasing what you are saying or asking.
- ➔ Ask for clarification.

See [Appendix C](#) for sample training materials for youth.

Conducting Group and One-On-One Activities

No matter what the focus of your intergenerational program, you will probably want to engage participants in group activities to foster interaction. Activities give older and younger people opportunities to see their commonalities and differences, have fun together, and connect with each other.

There are a wide range of activities, such as gardening, technology, arts projects, book clubs, and oral/community histories that can bring generations together in meaningful ways. You can enhance the quality of your program by being intentional about creating a welcoming space, structuring activities that encourage self-disclosure and trust, and providing opportunities for participants to reflect on the experience.

Creating a Welcoming Environment for Your Program

- ➔ Is the room clear of safety risks like tripping hazards or uncovered electrical outlets?
- ➔ Is the space accessible to participants using wheelchairs or other mobility aids?
- ➔ Is the space appropriate for the size of your group and the planned activity?
- ➔ Does the space have the appropriate equipment readily available, including electrical outlets, a flip chart, projector, and projector screen?
- ➔ Does the space have enough tables and chairs?
- ➔ Is there minimal background noise?
- ➔ Is there adequate lighting?
- ➔ Can you adjust the temperature?
- ➔ Can the program be relocated to another space if necessary?
- ➔ Is the space near an accessible washroom?
- ➔ Is the space a warm and welcoming environment?

Although senior housing sites differ in the way they use their physical space to foster cross-age interaction, the following are some principles that might be useful:

- ➔ Involve residents and youth in designing spaces that promote meaningful interaction.
- ➔ Encourage participants to personalize indoor and outdoor spaces. This might be as simple as asking participants to create their name badges, or to take photos of each other and create an intergenerational-themed board or mural.
- ➔ Promote informal interaction and formal programming in outdoor spaces by placing benches, tables, and chairs in outdoor spaces, and creating walking paths that have interesting sculptures or art work.
- ➔ Design spaces that are enabling and accommodating of the variations in participants' abilities and preferences. The space should be welcoming to active participants and passive observers.
- ➔ If possible, meet in rooms that can be adapted for both small and large group activities. Moveable walls and furnishings can create quiet, intimate spaces that facilitate self-disclosure.
- ➔ Align the use of physical space with programming that intentionally promotes intergenerational values like interdependence, reciprocity, inclusion, social connectedness, and relationship-building across generations.

SECTION IV: IMPLEMENTATION

Tips for Group Facilitators

Group activities need strong facilitators who can keep the group on task, help participants feel comfortable relating to each other, and ensure everyone's participation.

Here are some helpful hints about serving as a facilitator:

- ➔ Be the facilitator, not a group member. Observe what is going on and intervene when necessary. Be aware of body language, yawns, and side conversations.
- ➔ Be prepared. Make sure you have the materials you need. Walk through your activity before you try it with the group.
- ➔ Work with participants to set ground rules for the group. These ground rules might include instructions about not using cell phones during group activities, not interrupting when others are talking, keeping group conversations confidential, and respecting the opinions of others.
- ➔ Structure seating so older adults and youth are mixed. Avoid situations in which people of one age group always sit together.
- ➔ Pair participants or assign them to small groups to promote interaction and trust building. Introduce an activity in the large group, and then divide participants into smaller groups. Make sure you move around the room to make sure all participants are engaged in the activity.
- ➔ Model and reinforce active listening skills, particularly when participants are interviewing each other.
- ➔ Encourage people to share information about themselves. If the sharing of personal information elicits strong emotions, be prepared to follow up with the person in question or refer him or her to an outside partner, if necessary.
- ➔ Try to balance the number of participating children and older residents. Having too many representatives of one age group can limit the amount of interaction that takes place.

Facilitating One-on-One Relationships

Some residents may prefer to meet with one student on a regular basis rather than engaging in group activities. This preference may emerge through the Resident Survey you administer. Friendly visiting programs are based on this model. Although some relationships will bloom spontaneously, others will need support.

Here are a few strategies you can use to provide some initial structure for friendly visiting:

- ➔ Give students and older adults a list of discussion topics or specific interview questions they can ask each other when they first meet. It takes time to build trust and share personal information. ([See Appendix D](#) for cross-age interview/discussion questions.)
- ➔ Brainstorm some concrete tasks students and older adults can carry out together, such as preparing a snack, reading the newspaper, playing a game or puzzle, working on a crafts project, listening to music, or participating together in a community service project. These tasks will help students and older adults gradually ease into their relationship.
- ➔ Provide students and elders with information about their partner's background and interests. This information will help the pair begin their relationship by identifying commonalities.

SECTION IV: IMPLEMENTATION

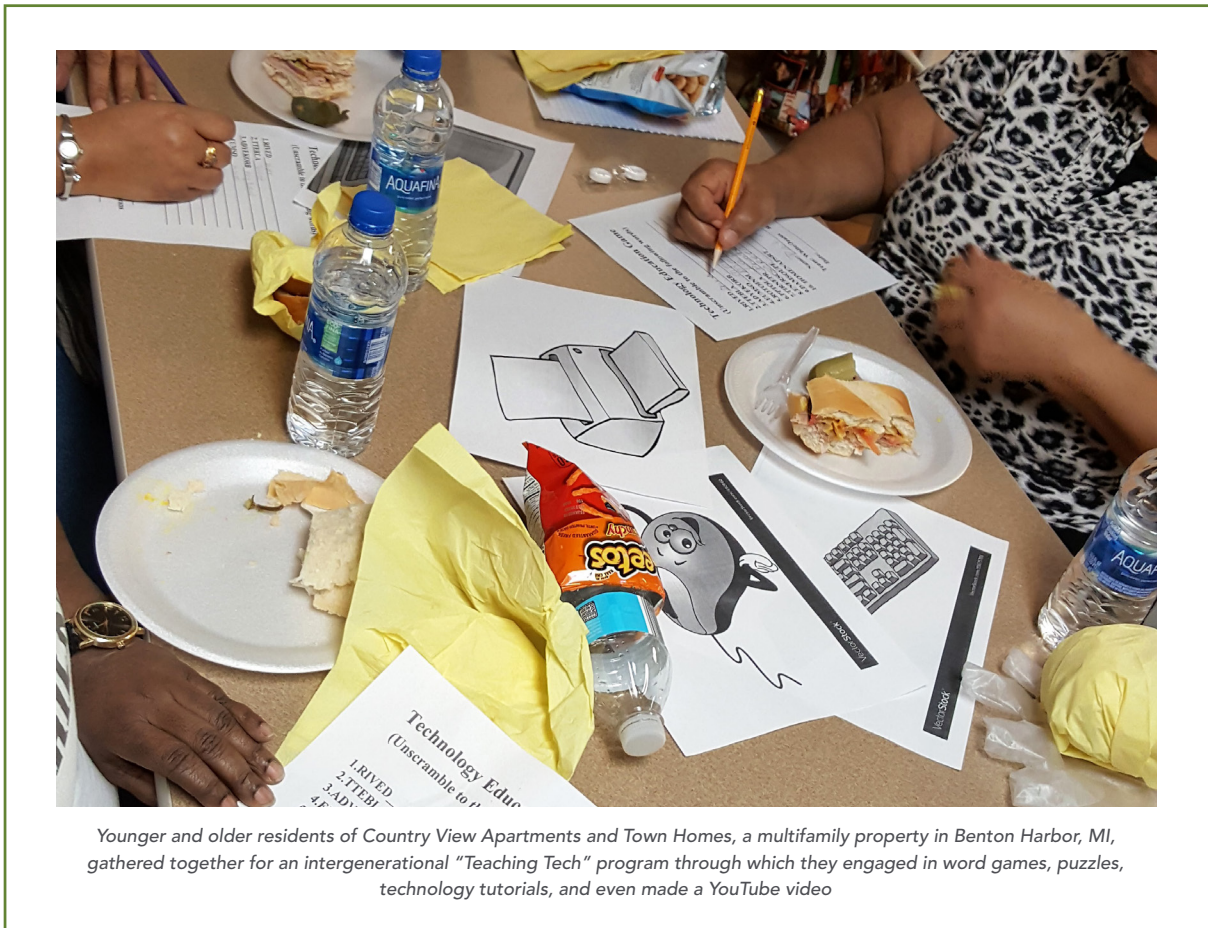
Reflection Exercises for Older Adults and Youth

At the end of each activity or friendly visiting session, provide opportunities for youth and older adults to reflect on their experiences. This approach will increase learning, make the program more meaningful, and help identify problems that need to be addressed.

There are many ways to engage participants in reflection. These include group discussions, arts work, poetry, letter writing, and journaling.

Here are a few reflection questions you can ask:

- ➔ What did you learn about yourself through this program?
- ➔ What did you learn about people who are a different age?
- ➔ What surprised you about what happened today?
- ➔ What concerned you about what happened today?
- ➔ What else would you like to know about older adults or youth?



SECTION IV: IMPLEMENTATION

Documenting Your Activities

The following is a form you can use to document each activity you plan. Compiling information about activities that worked and didn't work well will help you with future planning.

Name of Housing Community:	Date of Activity:
Length of Time:	Number of Participating Youth:
Age or Grade of Youth:	Number of Youth Organization Staff Accompanying Youth:
Number of Residents Participating:	Number of Housing Staff Implementing and/or Supervising the Activity:
Brief Description of Activity:	
Visit # ___ of # ___ planned visits. (For the third of 10 planned activities, write 3/10.)	
Comments (Include level of engagement, extent to which activity fostered interaction, problems that arose, ideas for next steps.)	

Section V. Measuring Your Impact

Program Evaluation

A program evaluation is the systematic gathering of data in order to measure the impact of your program on participants and better understand its effectiveness. Such an evaluation is an important component of high-quality intergenerational work because it can help you:

- ➔ Identify your program's strengths and weaknesses.
- ➔ Make mid-course corrections.
- ➔ Develop credibility for the program.
- ➔ Market the program to participants and partners.
- ➔ Plan future activities.
- ➔ Acquire additional funding from funding agencies or your own organization.

Note that the likelihood of being able to show that your program brought about a change in participants is far greater when participants engage in multiple sessions rather than a one-time event.

Investing energy in designing an evaluation that is thoughtful and doable is well worth the effort. If you feel you don't have the capacity to undertake such an evaluation, you may want to reach out to a local college or university to see if students are available to help you.

Kinds of Evaluation

There are two major types of evaluation—process and outcome. If possible, it is best to use both when assessing your program.

Process Evaluation

A process evaluation attempts to understand what happens during the development and implementation of a program. This kind of evaluation measures what your program provides and the characteristics of the individuals who receive services. It can help you understand why a program did or did not meet its goals.

Here are some questions you might ask during a process evaluation:

- ➔ How many children, families, and older adults are involved in the program?
- ➔ On average, how many hours of contact do older adults and youth have per month?
- ➔ What roles do younger and older participants play in program planning?
- ➔ Are activities implemented as planned or were modifications needed?
- ➔ What barriers to implementation have we encountered?
- ➔ What strategies have we used to overcome these barriers?
- ➔ How satisfied are participants with the program? (See Appendix E for an example of a short satisfaction survey you can use after a program ends.)
- ➔ What do participants like about the program?
- ➔ What do participants dislike about the program?
- ➔ How long do residents and youth typically stay involved in the program?

SECTION V: MEASURING YOUR IMPACT

Outcomes Evaluation

An outcome evaluation measures the impact of a program and addresses crucial questions about program effectiveness by analyzing its immediate results and long-term impact. Typical outcome data measure:

- ➔ Increases in knowledge.
- ➔ Changes in attitudes or values.
- ➔ Modification of behaviors.
- ➔ Improvement in conditions.

To evaluate outcomes, develop questions that measure the degree to which you achieved your desired results. Here are some questions you might ask:

- ➔ What impact did the program have on the outcomes you are addressing? Impacts may include:
 - General well-being, including health, life satisfaction, self-confidence, socialization skills, and generativity, which is the need to nurture and guide younger people and contribute to the next generation.
 - Academic outcomes, including grades, reading/test scores, school attendance, classroom behavior, improved study skills, and second language proficiency.
 - Attitudes toward other generations.
 - Attitudes toward civic participation.
- ➔ Were there unexpected benefits for younger and older participants?
- ➔ What types of activities promoted the greatest level of interaction between participants?
- ➔ What types of activities increased the level of trust and understanding between generations?
- ➔ In what ways, if any, were participants negatively affected by the program?
- ➔ What impact did the program have on the participating organizations?
- ➔ What impact did the program have on the community?

Outcomes can be measured for older adults, youth, and organizations. Here are some commonly measured outcomes related to youth and older adults.

Older Adult Outcomes. Outcomes for older adults might include improvements in:

- ➔ Generativity.
- ➔ Life satisfaction and well-being.
- ➔ Self-esteem.
- ➔ Loneliness.
- ➔ Sense of connectedness to others and/or the community.
- ➔ Attitudes toward youth.
- ➔ Empathy.
- ➔ Physical health, including enhanced energy, stamina, or strength.
- ➔ Engagement with social and physical environments, particularly among persons with dementia.
- ➔ Extent of social networks.

SECTION V: MEASURING YOUR IMPACT

Youth Outcomes. Outcomes for youth might include improvements in:

- ➔ Sense of social responsibility.
- ➔ School behavior.
- ➔ Attitudes toward older people.
- ➔ Self-esteem.
- ➔ Life skills, including problem-solving, decision-making, and communication.
- ➔ Academic achievement.
- ➔ Reading skills.

Organizational Outcomes. Outcomes for organizations might include improvements in:

- ➔ Staff retention.
- ➔ Organizational climate.
- ➔ Staff/teacher morale.



Residents of Bridge Meadows, an intergenerational housing community in Portland, OR, walk across their campus after a community event.

Designing Your Evaluation

STEP 1: Decide what you want to learn.

Work with your partners to decide:

- ➔ The kind of information you want to collect.
- ➔ What you hope to learn from the evaluation.
- ➔ How you will use the information. Evaluation data can be used to improve the functioning of the program, convince administrators of the program's value, or apply for funding.

Begin by reviewing the logic model you developed on [page 22](#) to guide your program planning. Look at the activities you included and what you hoped to achieve.

STEP 2: Decide on a research design for your outcome evaluation.

Pre-/Post-Test Comparison: Data are collected from participants before and after the program and then compared. This comparison can measure changes over time, but it cannot tell you whether the changes would have occurred without the program. Pre-/Post-test data can be either quantitative or qualitative. Quantitative data can be compared to assess changes in the group as a whole or changes in individuals.

Mid-term and End-of-Program Data Collection: Frequently, evaluation design and data collection are postponed until the end of a program. In these cases, evaluators typically survey or talk to participants about their experiences after the activity is over. This method gives participants time to reflect before sharing their opinions.

It can also be helpful to:

- ➔ Interview participants or hold group discussions halfway through the program. This practice can help you assess what is working and not working.
- ➔ Talk to people who leave the program prematurely to understand what you could do to increase participant retention.

STEP 3: Explore your options for collecting data.

Both process and outcome data can be collected using either quantitative or qualitative approaches.

Quantitative evaluation refers to something that can be measured numerically. Examples of quantitative data are the number of participants in a program, ratings on a participant satisfaction survey, and scores on instruments that assess knowledge or specific variables, such as loneliness and self-esteem.

Qualitative evaluation uses narrative data such as participants' responses on an open-ended survey, comments collected during interviews or in a focus groups, field notes taken by an observer, journal entries, and notes based on videotapes of intergenerational programming.

Commonly used data-collection methods include:

Surveying participants: You can measure change over time by scoring the answers to close-ended questions, including multiple choice or true/false questions. You can also administer open-ended surveys, which allow participants to fill out a response in their own words, before and after a program. Narrative answers may show that participants' attitudes changed over the course of the program. Open-ended questions might include:

SECTION V: MEASURING YOUR IMPACT

- ➔ Describe what you liked most and least about the program.
- ➔ What are two things you learned about yourself?
- ➔ What are two things you learned about another generation?

Conducting interviews or focus groups. Interviews and focus groups can provide information about outcomes, particularly if you ask questions related to:

- ➔ Participants' feelings about the program and what it means to them.
- ➔ Activities participants liked and disliked and why.
- ➔ What people learned.
- ➔ Ways the program might be run differently.
- ➔ Activities participants might like to do in the future.

Make sure to document particularly poignant quotes and/or stories from participants. These responses can add richness and depth to your evaluation and also be used in your public relations effort.

Using pre- and post-surveys to understand the impact of the program on specific variables. Standardized scales or measures are the gold standard for assessing impact. However, you are not conducting a research project, so you don't need to worry about the true "validity" of a measure. See the list of frequently used measures in the box on the next page. All of these measures can be used both as a pre-test before you begin a longer term series of activities, and as a post-test after your program has concluded.

You do not need to use every measure. Think about the impact your programs or activities might have and see if there is a measure that will help you measure that impact. Don't try to measure impact after a stand-alone event, aside from conducting a satisfaction survey.

Observing participants. You can observe interactions between residents and youth, either in person or on video, and record your observations on a checklist of desirable behaviors. Over the course of an intergenerational relationship, observers would expect to see an increase in behaviors that reflect that children and residents feel closer to one another. This kind of research project might appeal to a graduate student.

Reviewing records. Analyzing the information you collect routinely can provide insights into a program's impact. For example, count the number of times residents attend any activity programs before and after an intergenerational program. You may find that you've made progress toward a program goal, like decreasing residents' isolation. You can also review records of residents who do and do not attend intergenerational programs. However, be cautious about interpreting these comparisons, because other factors may account for changes in residents' behavior. (See the Documenting Your Activities form on [page 46](#).)

Frequently Used Outcomes Measures

Measures for Older Adults

- ➔ **Generativity:** This 20-item assessment measures concern about guiding the next generation. It has been validated in adult populations.
- ➔ **Attitudes Toward Youth:** This survey was originally designed to gauge perceptions of youth by mentors, but it can be administered to adults more broadly.
- ➔ **Mental Wellness:** The Patient Health Questionnaire (PHQ) is a self-administered, two-item questionnaire that helps identify the frequency of a depressed mood.

Measures for Older Adults and Youth

- ➔ **Empathy:** This seven-item scale gauges self-reported feelings of empathy, which is the ability to understand and share the feelings of another.
- ➔ **Loneliness:** This three-item scale is used to assess feelings of loneliness or social isolation in adults 18 years and older. Although it has not been validated in younger populations, the questions could be administered to older youth.
- ➔ **Self-esteem:** This 10-item scale gauges self-worth by measuring both positive and negative appraisals about the self.
- ➔ **Civic Responsibility:** This eight-item survey gauges the extent to which participants believe they have obligations and duties to their communities.
- ➔ **Resilience:** The 6-item Brief Resilience Scale (BRS) assesses the ability to bounce back or recover from stress.
- ➔ **Satisfaction Survey:** Use this survey after a program or activity has concluded to better understand what participants liked or didn't like about the program, and what you might change moving forward.

Measures for Youth

- ➔ **Attitudes about Older Adults/Aging Scales:** These three surveys are designed to understand the perceptions of aging and older adults held by youth.

STEP 4: Identify someone to help you analyze the data.

A great way to get volunteers or students interns involved in your program is to ask for help with compiling and analyzing surveys results. Consider approaching the research methods instructor at a local college or university to ask if students might be interested in gaining experience with program evaluation. This would be a great final project for students, and something they could add to their resumes.

Tips for Carrying Out Evaluations

Here are some tips for carrying out both process and outcome evaluations.

- ➔ **Learn all you can about the culture and customs of the youth and older adults in your program.** Factors such as race, religion, age, gender, sexual orientation, county of origin, and primary language can affect how people respond to evaluation questions and procedures. These factors should be taken into consideration when you are designing your evaluation and analyzing your data.
- ➔ **Maintain program and partnership logs.** By keeping a log of conversations and observations, you can track what does and does not work. These logs will help you problem-solve and communicate with program partners and participants, and help you plan future programs.
- ➔ **Keep thorough attendance records.** Document individual attendance and the youth-to-resident ratio. Growth in program attendance may suggest that the program is going well. Declines in attendance may indicate problems with the program or other developments at school or in the housing community. After the program ends, study these records to detect patterns.
- ➔ **Keep financial records.** Tally direct expenses like refreshments, art supplies, entertainment tickets, and transportation. Divide the costs by the number of participants or hours of programming. This will give you a per-participant or per-hour cost.

Summarizing Your Findings

Once you have administered your surveys to residents and youth, you will want to interpret the findings.

Depending on the number of respondents, you may be able to score each measure by hand and enter the anonymous scores into an Excel spreadsheet. That way you can track pre- and post-activity surveys easily and observe any changes over time.

Keep scores you collect for youth in a separate Excel file from the scores you collect for older adults. That way, you can see if the two groups differed in their responses.

EVALUATION IN ACTION

A resident services coordinator (RSC) is planning to host a Cantonese language conversation class with residents and local university students. The group will meet weekly for 6 weeks at the housing community. The first meeting will focus on getting to know one another over light snacks. Subsequent meetings will be informal, small-group conversations about any topic of the group's choosing.

The RSC and her university faculty partner decide that this type of program could impact their respective populations on the following measures:

Residents

- ➔ ↑ Generativity
- ➔ ↑ Attitudes about youth
- ➔ ↓ Depression
- ➔ ↓ Loneliness

Students

- ➔ ↑ Empathy
- ➔ ↑ Attitudes about older adults
- ➔ ↑ Knowledge of Cantonese language

The RSC and faculty partner decide they will conduct a survey covering these measures on the first and last day of the 6-week program. The university instructor has a measure of Conversational Cantonese Language that she can use to gauge improvised conversational skills among her students.

The university instructor will work with an undergraduate work-study student who will help enter and tally the survey results in an excel file.

SECTION IV: IMPLEMENTATION

This could be a great task for a volunteer or student intern!

Once you have entered your pre- and post-activity scores, and observed any differences from the first meeting to the final meeting, you can start to illustrate the impact your program on the two populations involved.

Don't overstate what the findings might mean. Do not summarize your finding by saying "there was a *significant* change in the way..." Rather, you should say "There was an increase, decrease, or no change in the way..."

Collect quotations or testimonials from participants. Anecdotal evidence of experiences can provide important learning opportunities and can attract new participants to participate in the future.



High-school 4-H students participate in the "Learn to Knit" program at Town Meadow Senior Housing, an affordable Cathedral Square housing community in Essex Junction, VT

Section VI. Sustaining and Growing Your Work

Sustainability and Institutionalization

Once you have your intergenerational program(s) up and running, it is time to think about how to sustain and institutionalize this work over time.

Sustainability refers to continuing a program beyond its initial planned period.

Institutionalization implies making a program an integral part of your mission and services.

Build Internal Support

Building support among other staff and administrators is a critical step toward program sustainability. You will need internal and external partners to help you implement high-quality programming. Here are some strategies for increasing support:

- ➔ Lobby to have intergenerational programming written into the mission of your organization.
- ➔ Invite supervisors or administrators to intergenerational events.
- ➔ Involve other staff members in your programming.
- ➔ Display program-related products such as art work, photos, and essays in public areas for residents and families to see.
- ➔ Invite local media to attend events and write about your program.

Deepen and Expand Your Partnerships

Often, it is the partnership itself, not the specific program you created, that should be sustained and deepened. The range of intergenerational programs and activities is endless and can easily grow if your collaboration is strong.

As you think about your partnership, ask yourself the following questions:

- ➔ Are you and your partners continuing to meet on a regular basis to plan both short-term and long-term programming?
- ➔ Are the expectations of each partner clear?
- ➔ Are you assessing the programs periodically to make sure all age groups are benefiting?
- ➔ Are you addressing problems as they arise?
- ➔ Are all partners publicly acknowledged in materials and in the media?

Understanding the strengths and challenges you have experienced in your partnerships, as well as the impact of programming on participants, will help you determine how to move forward. Ideally, intergenerational programming will become an integral part of your and your partners' organizations. Knowing that every year, faculty from a nearby college will send students to your community, or that older residents are welcome as tutors at a local elementary school, will make your job easier and increase the likelihood that your intergenerational work will be sustained.

You can also look for new organizational partners if you want to expand your intergenerational activities or work with a different age group. Working with a variety of partners can offer residents a wide range of meaningful experiences that will positively impact the quality of their lives.

SECTION VI. SUSTAINING AND GROWING YOUR WORK

Prepare for Staff Turnover

Staff turnover is one of the biggest risks to program sustainability. When the person coordinating a program leaves, things can fall apart. There are several things you can do to prepare for this situation.

- ➔ **Document what you are doing.** Make sure you have copies of your partnership agreements, job descriptions, activity/project plans, and assessment tools.
- ➔ **Involve other staff members in your program.** That way, you are not the only person who knows how to implement the work. If possible, have a back-up staff person who can serve as a liaison with your partner.

Develop a Public Relations Plan

Public relations encompasses all the activities involved in promoting a positive image for your programming. It can include getting media coverage, developing promotional materials, and sharing information about the benefits of your program with members of the wider community, and with housing and partner staff. A positive public image can help you attract and retain volunteers, build pride among program participants, and enhance support among community members.

Raise Additional Funds

Most housing communities do not need a lot of funding to implement ongoing intergenerational programs. Whether you try to obtain some additional funding for your programming efforts will depend on your program's size, staffing capacity, and needed supplies.

The idea of bringing generations together in mutually beneficial activities is very appealing to many funders and individual donors. However, fundraising takes a significant investment of time and energy. Be clear about how much money you and/or your partner need, what the funding would cover, and the best source of funding.

Funding could come from different sources, including:

- ➔ **Individual donations:** Consider reaching out to the families of residents or the parents of young people involved in your program to solicit small donations or supplies like food or art supplies. Make sure donors know how you will use their money and recognize their contributions.
- ➔ **Corporate donations:** Corporations tend to donate to local projects that are aligned with their priorities or products. Some corporations only accept funding requests brought to them by employees, so ask people affiliated with your program if they work for a corporation with a charitable giving program, or if they know anyone who does. Other corporations donate materials they manufacture, such as computers, software, toys, and books.
- ➔ **Foundation grants:** Grants typically come from foundations or government agencies. The grant-writing process can be cumbersome, particularly for people who have little experience with this task. Consider partnering with an organization that has a strong track record in fundraising. Many schools, nonprofits serving youth, or universities are well-suited to work with you on a grant that would benefit their constituents and yours.

FUNDRAISING IN PRACTICE

Housing providers have received funding through these mechanisms:

- ➔ Contributions made in memory of a deceased resident or contributions made to resident memorial funds.
- ➔ Resident-initiated fundraisers.
- ➔ United Way.
- ➔ Rotary clubs or other county-specific organizations.
- ➔ School-based funds that are dedicated to supporting social service activities. This funding typically pays for transportation for youth, snacks, and program supplies.

SECTION VI. SUSTAINING AND GROWING YOUR WORK

- ➔ **In-kind support:** You might be able to increase your resources by attracting in-kind donations of gardening tools, art supplies, or refreshments from businesses or civic groups.
- ➔ **Special events:** You can raise some money for your program, and let the community know what you are doing, by organizing a talent show or selling arts and crafts, food products, or cookbooks that were made by youth and older adults. These activities can be time-intensive, so it is advisable to create a committee of residents, students, and family members to organize them.

Conclusion

We hope that you have found information in *Connecting Generations in Senior Housing: An Implementation Toolkit* helpful as you plan and implement high-quality intergenerational programs that benefit residents, children, and young people, some of whom may pursue careers in the aging field. Now that you have reviewed the toolkit in its entirety, we hope you will refer back to specific sections as needed. We also encourage you to explore the valuable tools and activities included in the appendices to this report. We hope these tools will help you enhance the quality of life for older adults and youth in your community.



Section VII: Appendices

Appendix A: Intergenerational Program Planner

The following Program Planner will help you think about what the intergenerational program you want to start, what you want to accomplish through the program, and the steps involved in reaching your goals. After reviewing this toolkit, you will be better prepared to work with your partners to complete this planning guide.

I. Needs/Assets Assessment

- ➔ What are the major organizational, community, or individual needs you are trying to meet?
- ➔ What are the assets/resources of the youth, older adults, or families you serve?
- ➔ In what ways could intergenerational strategies help address some of the identified needs?

II. Anticipated Impact

- ➔ What impact do you want the intergenerational program/initiative to have on participants, your organization, and/or your community? (Fill in all that apply)

GROUP/POPULATION	POSSIBLE IMPACT
Children/Youth	
Older Adults	
Families	
Your Organization	
Your Community	

III. Challenges

- ➔ What barriers do you expect to encounter as you develop or expand your intergenerational work?

IV. Partnerships (External and Internal)

- ➔ What organizations, institutions, or agencies in your community might be potential partners?
- ➔ How could these partners benefit from working with you?
- ➔ What could your partners bring to the partnership?
- ➔ What would be each partner's specific responsibilities?

V. Structure/Design

- ➔ What is the overall goal(s) of your intergenerational program/initiative?
- ➔ Who needs to be involved in the planning process? How will you ensure that the voices of different age groups are heard?
- ➔ Who will participate in the program/initiative and how will you recruit and train/orient participants and staff?
- ➔ What kinds of age and culturally appropriate activities will you design to meet your goals?
- ➔ How can you facilitate trust and understanding across ages?
- ➔ How will you meet specific needs of each age group?
- ➔ What logistical issues—including location, scheduling, and transportation—must you address to increase the likelihood of your program's success?

VI. Resources Needed

- ➔ What resources—including staffing supplies, transportation, and stipends—will you need to implement your idea?

VII. Evaluation

- ➔ How will you evaluate the program?
- ➔ Who will be responsible for the evaluation?
- ➔ What tools can be used to measure impact?

APPENDIX B: MEMORANDUM OF UNDERSTANDING TEMPLATE

[Date]

RE: Memorandum of Understanding (MOU)

Dear [Community Partner A]:

Thank you for participating in the [name of your program], a program designed to [brief description]. This initiative is a partnership between [Community Partner A] and [Community Partner B]. [If there is grant funding or additional financial contributions, briefly state this here.]

The work period for this initiative is [start date] to [end date].

The organizations involved include:

Community Organization 1: _____

Address: _____

Site Contact: _____

Email/Telephone: _____

Community Organization 2: _____

Address: _____

Site Contact: _____

Email/Telephone: _____

As a partner in the [insert program name], you agree to work with project staff to accomplish the following tasks:

- Task 1
- Task 2
- Task 3, etc.

ACKNOWLEDGED, ACCEPTED, AND AGREED,

[Partner organization representative]

[Qualified staff from your organization]

Date: _____

Date: _____

APPENDIX B: MEMORANDUM OF UNDERSTANDING TEMPLATE

[List primary project staff]

NAME

EMAIL ADDRESS

PHONE

NAME

EMAIL ADDRESS

PHONE

By agreeing to this MOU, your organization is agreeing to contribute to the programming tasks and responsibilities outlined below. Review these responsibilities and affirm your organization's agreement by signing and returning the document to [name] at [email address] by [date].

If you have any questions about the [insert program name] or the tasks outlined in this document, please contact [name] at [email] or [phone].

Sincerely,

[Organizational Representative(s)]

SAMPLE TRAINING ACTIVITIES FOR OLDER ADULTS

The following activities should be conducted before residents meet with youth:

1. Childhood Memories

- ➔ Ask residents to find a partner.
- ➔ Talk about what you were like when you were the age of the youth with whom you will be working.
 - What did you look like?
 - What did you love about being that age?
 - What was the hardest thing about being that age?
 - Share some of your answers and discuss common themes.
- ➔ Explore challenges facing today's youth.
 - How has the experience of childhood and/or adolescence changed since you were young?

2. Teenagers are...

- ➔ Write the word "teenager" on the board. Ask participants to tell you the first thing they think of when they see this word. How would they describe someone in their teen years? Record all responses. Notice if this list is based on stereotypes.
- ➔ Ask participants to think of a teenager they know or have known. Ask them to talk about this person with a partner. Ask a few residents to share with the group their descriptions of teens they know. Record key phrases. Notice if this list, which is based on experience, is more positive than the first list.
- ➔ Discuss how the two lists differ and why.

3. Active Listening

- ➔ Begin by explaining that active listening involves fully concentrating, understanding, responding, and remembering what is said.
- ➔ Ask participants to think of a time when they felt that work colleagues, family members, doctors, store clerks, or others weren't listening to them.
- ➔ Split into pairs and share stories. Ask the listener to identify what the person in the story did that demonstrated they weren't listening. How did this affect the speaker? Did the speaker feel devalued, angry, upset, or hurt?
- ➔ Gather the ideas and develop some principles of good listening.

SAMPLE TRAINING ACTIVITIES FOR YOUTH

The following activities should be conducted before youth meet with residents. They can help you and your partner organization sensitize youth to issues of aging and dispel negative stereotypes of older people. Feel free to adapt these exercises, based on the age and culture of the youth and older adults with whom you are working.

1. What is Old?

- ➔ Write “old person” or “elder” on a blackboard or flip chart.
- ➔ Ask students to tell you the first thing they think of when they see these words. Record all responses.
- ➔ Ask participants to think about a person they know who is over age 65, such as a grandparent, older relative, or older neighbor. Ask students to write words or a short paragraph describing that person.
- ➔ Ask volunteers to share their descriptions.
- ➔ Ask students why the first list is almost always different than the second. Discuss how many words in the first list are stereotypes, compared to words in the second list, which is based on experience.
- ➔ Discuss the concepts of stereotyping and ageism, which is negative stereotypes based on age. Ask how youth are stereotyped by adults and how older people are stereotyped by younger people.

2. Imagine ...

- ➔ Ask students to relax, close their eyes, and try to imagine themselves at age 75. You can ask the following questions to help guide students while they are imagining the future:
 - What do you look like?
 - Where do you live?
 - How do you spend your time?
 - What is your favorite thing to do?
 - What makes you happy?
 - What makes you sad?
- ➔ Discuss answers either in pairs or as a large group. Ask students to describe what attitudes they think are behind the images that came to mind, and how they felt about the experience.

3. Understanding Older Adults

- ➔ On a blackboard or flip chart, make two columns. Label one, “Concerns/Needs,” and label the other, “Strengths/Assets.”
- ➔ Ask students to brainstorm the concerns/needs and strengths/assets of older people. Write the attributes in the appropriate column, or ask students to write them on sticky notes first and then place the notes in the appropriate column.
- ➔ Explain that older adults have needs and face challenges, but they also have developed many strengths over their lifetimes. Help young people recognize the positive and negative aspects of aging.
- ➔ Follow up with a discussion of what young people have to offer older adults and what older adults have to offer young people. Reciprocity is the key to meaningful intergenerational relationships.

4. Hopes and Fears

- ➔ Near the end of the orientation, ask students to list their hopes and fears related to working with older adults. It is important to discuss these issues before you bring the youth and older adults together.
 - Hopes might include making a new friend, learning a new skill, or understanding what it's like to grow older.
 - Fears might include concerns about illness, disability or death; fear of being judged by an older adult; or discomfort when communicating with older adults.

5. Instant Aging

Note: This exercise is intended to simulate some of the physical changes that may accompany aging and to help young people experience feelings of dependency. The exercise should only be used if youth will be working with frail older adults. If not implemented properly, this exercise could promote negative stereotypes of older people.

- ➔ To prepare for this exercise, collect the following supplies:
 - Masking tape.
 - Un-popped popcorn.
 - Eyeglasses with Vaseline on the lenses.
 - Wax earplugs.
 - A wheelchair, if possible.
- ➔ Introduce the activity by telling students the goals of the exercise and warning them that they might experience some discomfort or frustration.
- ➔ Hand out the supplies as follows:
 - Tape some students' hands, arms and/or legs to simulate strokes and arthritis.
 - Hand out eyeglasses with lenses covered with Vaseline to some students.
 - Give ear plugs to some students.
 - Place popcorn in some students' shoes to simulate corns, calluses, bunions, and arthritis.
 - Have one or more students sit in the wheelchair.
- ➔ Choose an activity that requires a motor skill, such as writing a letter, using a cell phone, or eating a snack. Tell students who can't do the task that they may ask for help from others.
- ➔ After students have completed the activity, ask them to remove their aging-simulation gear. Facilitate a discussion using some of the following questions:
 - How did you feel when you had limited use of your body?
 - How did it feel to be dependent on other people?
 - How did you adapt to these limitations?
 - Did you reach out to help others? Did you ask for help when you needed it?
 - How did it feel to ask for and receive (or not receive) help?
- ➔ Discuss how an older person with a disability might want to be treated. Write the words "empathy" and "sympathy" on the board or flip chart. Provide clear definitions of both concepts and discuss. Make it clear that not all older people experience disabilities. Be careful not to feed into stereotypes.

The following poem, written by a nurse, highlights the perspective of a frail older woman. It is a great way to help students develop empathy.

“Crabby Old Woman”

*What do you see, what do you see?
Are you thinking, when you look at me-
A crabbit old woman, not very wise,
Uncertain of habit, with far-away eyes,
Who dribbles her food and makes no reply
When you say in a loud voice,
I do wish you'd try.
Who seems not to notice the things that you do
And forever is losing a stocking or shoe.
Who, unresisting or not, lets you do as you will
With bathing and feeding the long day is fill.
Is that what you're thinking,
Is that what you see?
Then open your eyes,
nurse, you're looking at me.
I'll tell you who I am as I sit here so still!
As I rise at your bidding, as I eat at your will.*

*I'm a small child of 10 with a father and mother,
Brothers and sisters, who loved one another-
A young girl of 16 with wings on her feet,
Dreaming that soon now a lover she'll meet,
A bride soon at 20- my heart gives a leap,
Remembering the vows that I promised to keep.
At 25 now I have young of my own
Who need me to build a secure happy home;
A woman of 30, my young now grow fast,
Bound to each other with ties that should last;*

*At 40, my young sons have grown and are gone,
But my man's beside me to see I don't mourn;
At 50 once more babies play around my knee,
Again we know children, my loved one and me.
Dark days are upon me, my husband is dead,
I look at the future, I shudder with dread,
For my young are all rearing young of their own.
And I think of the years and the love that I've
known;
I'm an old woman now and nature is cruel-
Tis her jest to make old age look like a fool.
The body is crumbled, grace and vigor depart,
There is now a stone where I once had a heart,
But inside this old carcass, a young girl still dwells,
And now and again my battered heart swells,
I remember the joy, I remember the pain,
And I'm loving and living life over again.
I think of the years all too few- gone too fast.
And accept the stark fact that nothing can last-
So open your eyes, nurse, open and see,
Not a crabby old woman, look closer-
See ME.*

Ice Breakers

Ice breakers can be used at the beginning of some intergenerational sessions to help people of different ages feel comfortable with each other. An ice breaker should only last 5-10 minutes and can be followed by a short discussion of what participants learned from the activity.

1. Round up: Kindergarten and Older

- ➔ Ask the group to stand or sit in one large circle.
- ➔ The facilitator stands in the middle and announces a category such as:
 - Likes chocolate.
 - Loves to travel.
 - Is named after an ancestor.
 - Is a first child.
 - Likes to dance.
- ➔ Ask all those who think they fit a category to come into the center of the circle and look around to see who else is there. Continue picking categories until everyone has been in the middle of the circle.
- ➔ End with a discussion about differences and commonalities among and between age groups.

2. Me Too: Elementary and Older

- ➔ Start with the whole group seated.
- ➔ Ask one person to stand up and make a true statement about him/herself. Encourage participants to state facts or to name characteristics that they think are:
 - a. True for many people, such as “I love ice cream.”
 - b. Unique to them, such as “I was raised by my grandmother.”
- ➔ Ask those who feel a statement applies to them to raise their hands or stand up and shout “Me too.”
- ➔ Lead a discussion about what group members have in common and what sets them apart.

3. Same and Different: Late Elementary and Older

- ➔ Ask the group to form intergenerational pairs.
- ➔ Create a list of questions about such topics as:
 - Family.
 - Interests.
 - Travel.
 - Books they like to read.
 - Favorite TV shows or movies.
 - Types of music they like.
 - Hopes and dreams.
 - Traditions.
 - Passions.

APPENDIX D: GROUP ACTIVITIES

- ➔ Ask pairs to pick questions from the list and talk about their similarities and differences.
- ➔ Ask each pair to share two similarities and two differences with the large group.

4. Concentric Circles: Middle School and Older

- ➔ Arrange the chairs in two concentric circles. The inner circle should face the outer circle.
- ➔ Ask the older adults to sit in the inner circle and the young people to sit in the outer circle. Chairs in both circles should face each other. Everyone should have a partner.
- ➔ Ask a question for each pair to discuss. Sample questions include:
 - What is the best and worst thing about being your age?
 - What is the most important thing an older person has taught you?
 - What do you want to learn about people of a different age?
 - What is your favorite childhood memory?
- ➔ When each partner has had time to speak, ask all the young people to move one seat to the right. The older adults should not move.
- ➔ Now that everyone has a new partner, ask a new question.
- ➔ Continue this for at least four rounds.

5. Two Truths and a Lie: Middle School and Older

- ➔ Ask participants to sit in age-integrated groups of three or four.
- ➔ Ask each group member to tell other group members two true things about him/herself and one lie.
- ➔ Ask the partners to guess which statement is the lie. Stories about adventures, famous people they have met, and/or major life achievements all work well in this exercise.
- ➔ When everyone has told their truths and lies, ask participants to introduce one of their partners to the larger group by reporting one interesting thing they learned about him/her.

Extended Intergenerational Activities That Foster Cross-Age Understanding

Longer duration activities can help participants build cross-age trust and understanding. These activities usually take 20-40 minutes, depending on the number of people.

1. The Age Line Exercise: Late Elementary and Older

- ➔ Ask all participants, including staff and volunteers, to place themselves in a circle from the youngest to the oldest member of the group. You can add an element of difficulty to the exercise by asking people to find their places without saying a word to each other.
- ➔ Taking turns, ask people to state their age. If participants are in the wrong spot, ask them to change places.
- ➔ Depending on the size of the group, ask people in each 5- or 10-year period what they like best about being their age. Once you have gone around the circle, ask each age group to share what they find most difficult/challenging about their age. Ask people to listen for commonalities and differences across age groups.
- ➔ After participants are seated, ask them to share what they observed or learned.
 - Did anything surprise them?
 - How did it feel to share their age with the group?
 - Did people have more in common or were the differences across ages greater?

2. Timeline: High School and Older

- ➔ Divide mural paper into 10-year periods.
- ➔ Ask participants to identify major historical events and key personal events in each period.
- ➔ Divide into intergenerational pairs and discuss how historical events influenced participants' attitudes, beliefs, and behaviors.
- ➔ Share insights with the larger group for further discussion.

3. Cross-Age Interview/Discussion Questions: Middle School and Older

Asking participants to interview others of a different age is a good way to build relationships and enhance communication skills. Before you engage in cross-age interviews, help participants develop and practice good interviewing skills. Emphasize how to ask open-ended questions that require more than just yes-or-no answers.

Some of these sample questions can generate powerful stories for participants to share:

- ➔ What you are proud of?
- ➔ Where were you born and what was your life like growing up?
- ➔ What is something significant that happened to you this year?
- ➔ If you could choose an age to remain forever, which age would you choose?
- ➔ What is one important skill every person should have?
- ➔ How would your friends describe you?
- ➔ What would be the best gift you could ever receive?
- ➔ What is the most important personal characteristic that you bring to this program?
- ➔ What was going on during the happiest time of your life?
- ➔ What would you like to be known for?
- ➔ If you could live anywhere in the world, where would it be and why?
- ➔ What is the greatest bit of advice a parent or mentor has given you?

APPENDIX D: GROUP ACTIVITIES

Encourage participants to learn how to ask follow-up questions to explore answers in more depth.

These follow-up questions might include:

- ➔ How did you feel about what happened?
- ➔ Why do you think that is so important?
- ➔ Why do you think that happened?

SATISFACTION SURVEY

Program Title and Location: _____

Program Date(s): _____

Thank you for filling out this survey. Your response will help us improve your experience.

Please check one:

I am a resident

I am a volunteer

I am a staff member

Name: (optional): _____

Apartment #: _____

Did you enjoy this program? (Please circle one)

(5) Very Satisfied (4) Satisfied (3) Neither Satisfied nor Dissatisfied (2) Dissatisfied (1) Very Dissatisfied

Would you participate in this program again?

Yes

No

I don't know

Why or why not?

What did you like about this program?

Meeting new people

Socializing with others

Getting out of my home

Program content or topic

Food

Other: _____

Did the program meet your expectations?

Yes

No

Why or why not?

What more could we do to make this a better experience in the future?

What other kinds of programs would you like to participate in?

MEASURES FOR OLDER ADULTS/RESIDENTS

LOYOLA GENERATIVITY SCALE

Instructions: For each of the following statements, indicate how often the statement applies to you by marking the appropriate number in the space in front of each statement.

- ➔ Mark "0" if the statement *never* applies to you.
- ➔ Mark "1" if the statement *only occasionally* or *seldom* applies to you.
- ➔ Mark "2" if the statement applies to you *fairly often*.
- ➔ Mark "3" if the statement applies to you *very often* or *nearly always*.

- ___ Try to pass along the knowledge I have gained through my experiences.
- ___ I feel that other people need me.
- ___ I think I would like the work of a teacher.
- ___ I feel as though I have made a difference to many people.
- ___ I volunteer to work for a charity.
- ___ I have made and created things that have had an impact on other people.
- ___ I try to be creative in most things that I do.
- ___ I think that I will be remembered for a long time after I die.
- ___ I believe that society should be responsible for providing food and shelter for all homeless people.
- ___ Others would say that I have made unique contributions to society.
- ___ If I were unable to have children of my own, I would like to adopt children.
- ___ I have important skills that I try to teach others.
- ___ I feel that things I have done in my life will survive after I die.
- ___ In general, my actions have a positive effect on other people.
- ___ I feel as though I have done a lot to contribute to others.
- ___ I have made many commitments to many different kinds of people, groups, and activities in my life.
- ___ Other people say that I am a very productive person.
- ___ I have a responsibility to improve the neighborhood in which I live.
- ___ People come to me for advice.
- ___ I feel as though my contributions will exist after I die.

Scoring:

Add up the 20 items. The higher the score, the greater the sense of generativity.

Source: McAdams, D.P., & de St. Aubin, E. (1992). A theory of generativity and its assessment through self-report, behavioral acts, and narrative themes in autobiography. *Journal of Personality and Social Psychology*, 62, 1003-1015

APPENDIX F: OUTCOME MEASURES

ATTITUDES ABOUT YOUTH

Please rate how many of the youth in your community can be characterized by the following statements. Circle your response for each item.

	None	Very Few	Some	Many	All or Almost All
1. They expect things to be handed to them.	5	4	3	2	1
2. They respect adults.	1	2	3	4	5
3. They are trouble-makers.	5	4	3	2	1
4. They are fun to be around.	1	2	3	4	5
5. They work hard at school.	1	2	3	4	5
6. They try to do their best.	1	2	3	4	5
7. They are interested in learning.	1	2	3	4	5

Scoring:

Add up the 7 items. Higher scores indicate more positive attitudes about youth.

Source: Raposa, Elizabeth B., Jean E. Rhodes, and Carla Herrera. "The Impact of Youth Risk on Mentoring Relationship Quality: Do Mentor Characteristics Matter?" *American Journal of Community Psychology* 57.3-4 (2016): 320-29.

APPENDIX F: OUTCOME MEASURES

WELLNESS SURVEY (PHQ-2)

Choose the answer that best describes your experience over the past two weeks.

1. OVER THE PAST 2 WEEKS how often have you been bothered by little interest or pleasure in doing things?

- Not at all (0)
- Several days (1)
- Over half of the days in the past 2 weeks (2)
- Never every day (3)

2. OVER THE PAST 2 WEEKS how often have you been bothered by feeling down, depressed, or hopeless?

- Not at all (0)
- Several days (1)
- Over half of the days in the past 2 weeks (2)
- Never every day (3)

Scoring:

Add up the corresponding score for each item. A PHQ-2 score ranges from 0-6. If the score is 3 or greater, you may want to follow up to connect the resident with appropriate assistance.

Source: Kroenke, K., Spitzer, R.L., Williams, J.B. (2003). The Patient Health Questionnaire-2: validity of a two-item depression screener. *Medical Care*, 41:1284-92.

MEASURES FOR BOTH OLDER ADULTS AND YOUTH

EMPATHY QUESTIONNAIRE

Please describe how frequently you feel or act in the manner described.

	Never	Rarely	Sometimes	Often	Always
1. It is easy for me to see things from an older person’s (or younger person’s) point of view.	1	2	3	4	5
2. I try to look at everybody’s side of a disagreement before I make a decision.	1	2	3	4	5
3. I sometimes try to understand older people (or younger people) by imagining how things look from their perspective.	1	2	3	4	5
4. Even if I am right about something, I still listen to other people’s opinions.	1	2	3	4	5
5. I believe that there are two sides to every question and try to look at them both.	1	2	3	4	5
6. When I am bothered by someone, I usually try to “put myself in his/her shoes” for a while.	1	2	3	4	5
7. Before criticizing somebody, I try to imagine how I would feel if I were in his or her place.	1	2	3	4	5

Scoring:

Add up the 7 items. Higher scores indicate greater levels of empathy.

Source: Adapted from Interpersonal Reactivity Index (Davis, M. H. (1980). A multidimensional approach to individual differences in empathy. JSAS Catalog of Selected Documents in Psychology, 10, 85.

UCLA Loneliness Scale

Please answer the following questions to the best of your ability.
Write the corresponding number (in parentheses) in the box.

1. How often do you feel that you lack companionship/friendship?	Hardly Ever (1) <input type="checkbox"/>	Some of the time (2) <input type="checkbox"/>	Often (3) <input type="checkbox"/>
2. How often do you feel left out?	Hardly Ever (1) <input type="checkbox"/>	Some of the time (2) <input type="checkbox"/>	Often (3) <input type="checkbox"/>
3. How often do you feel isolated from others?	Hardly Ever (1) <input type="checkbox"/>	Some of the time (2) <input type="checkbox"/>	Often (3) <input type="checkbox"/>

Scoring:

Add up all the responses. A score of 3-6 indicates the person is not at risk for loneliness. A score 7-9 indicates that the person is at risk for loneliness.

Source: Hughes, Mary E., Linda J. Waite, Louise C. Hawkey, and John T. Cacioppo. 2004. "A Short Scale for Measuring Loneliness in Large Surveys: Results from Two Population-Based Studies." *Research on Aging* 26:655-72.

SELF-ESTEEM (BACHMAN REVISION OF ROSENBERG'S SELF-ESTEEM SCALE)

Directions: Circle how often each statement is true for you.

	Never True	Rarely True	Sometimes True	Often True	Always Agree
1. I feel that I'm a person of worth, I feel equal to others.	1	2	3	4	5
2. I feel that I have a good number of qualities.	1	2	3	4	5
3. I am able to do things as well as most other people.	1	2	3	4	5
4. I feel that I have much to be proud of.	1	2	3	4	5
5. I have a positive attitude toward myself.	1	2	3	4	5
6. I think I am a good person.	1	2	3	4	5
7. I am a useful person to have around.	1	2	3	4	5
8. I feel I do a lot of things right.	1	2	3	4	5
9. When I do a job, I do it well.	1	2	3	4	5
10. I feel that I am useful.	1	2	3	4	5

Scoring:

Add up all of the items. Higher scores indicate higher self-esteem.

Source: Bachman, J.G. (1970). Youth in Transition II. The impact of family background and intelligence on tenth-grade boys. Ann Arbor, MI. The Institute for Social Research.

CIVIC RESPONSIBILITY

How much do you agree with the following statements?

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1. I believe I have responsibilities to my community.	4	3	2	1	0
2. I give time to making a difference for someone else.	4	3	2	1	0
3. I work with others to make my communities better places.	4	3	2	1	0
4. I have the power to make a difference in my community.	4	3	2	1	0
5. I am willing to act for the rights of others.	4	3	2	1	0
6. I participate in activities that contribute to the common good.	4	3	2	1	0
7. I believe I have a civic responsibility to the greater public.	4	3	2	1	0
8. I value opportunities that allow me to contribute to my community.	4	3	2	1	0

Scoring:

Add up all responses. Higher scores indicate greater perceptions of civic responsibility.

Source: Adapted from The Civic Responsibility Survey (1998). A. Furco, P. Muller, and M.S. Ammon at the Service-Learning Research & Development Center, University of California, Berkeley.

APPENDIX F: OUTCOME MEASURES

BRIEF RESILIENCE SCALE (BRS)

How much do you agree with the following statements?

Please respond to each item by marking one box per row	Strongly Disagree	Agree	Neutral	Disagree	Strongly Agree
I tend to bounce back quickly after hard times.	1	2	3	4	5
I have a hard time making it through stressful events.	5	4	3	2	1
It does not take me long to recover from a stressful event.	1	2	3	4	5
It is hard for me to snap back when something bad happens.	5	4	3	2	1
I usually come through difficult times with little trouble.	1	2	3	4	5
I tend to take a long time to get over set-backs in my life.	5	4	3	2	1

Scoring:

Add the responses for all six items. Scores will range from 6-30. Divide the sum by 6 (or however many questions were answered by the participant) to get the individual's score. Higher scores indicate greater levels of resilience.

BRS Score	Interpretation
1.00 - 2.99	Low resilience
3.00 - 4.30	Normal resilience
4.31 - 5.00	High resilience

Source: Smith, B. W., Dalen, J., Wiggins, K., Tooley, E., Christopher, P., & Bernard, J. (2008). The brief resilience scale: assessing the ability to bounce back. *International journal of behavioral medicine*, 15(3), 194-200.

MEASURES FOR YOUTH ONLY

ATTITUDES ABOUT OLDER ADULTS 1

How much do you agree with the following statements?

	Strongly Disagree	Somewhat Disagree	Somewhat Agree	Strongly Agree
1. Most older people are set in their ways and unable to change.	1	2	3	4
2. Most older people are isolated.	1	2	3	4
3. Older people tend to complain.	1	2	3	4
4. Older people cannot learn new things as well as younger people can.	1	2	3	4
5. People do not become wiser with age.	1	2	3	4
6. Older people are often against needed reform in our society because they want to hang on to the past.	1	2	3	4
7. Most older people are not in good health.	1	2	3	4
8. Most older people spend too much time prying into the affairs of others.	1	2	3	4
9. In most jobs, older people cannot perform as well as younger people.	1	2	3	4

Scoring:

Add up the 9 items. High scores mean more positive attitudes toward older adults.

APPENDIX F: OUTCOME MEASURES

ATTITUDES ABOUT OLDER ADULTS 2

Please circle the degree to which you agree or disagree with each of the statements below.

1. I really enjoy talking with older adults.

1	2	3	4	5	6
Strongly Disagree					Strongly Agree

2. Older adults say things that interest me.

1	2	3	4	5	6
Strongly Disagree					Strongly Agree

3. I think I can learn something from older people.

1	2	3	4	5	6
Strongly Disagree					Strongly Agree

4. I think I have skills and talents that I can teach to older people.

1	2	3	4	5	6
Strongly Disagree					Strongly Agree

Scoring:

Add up the 4 items. Higher scores mean more positive attitudes toward older adults.

APPENDIX F: OUTCOME MEASURES

ATTITUDES ABOUT AGING

Please indicate how strongly you agree or disagree with the following statements by circling a number.

	Strongly Disagree		Neutral		Strongly Agree
1. I expect to feel good about life as I get older.	1	2	3	4	5
2. I enjoy being around older people.	1	2	3	4	5
3. I like to visit with older relatives.	1	2	3	4	5
4. I feel very comfortable when I am around an older person.	1	2	3	4	5
5. I enjoy doing things for older people.	1	2	3	4	5
6. My opinions will matter to others in my older age.	1	2	3	4	5
7. People will respect me in my older age.	1	2	3	4	5
8. People will see me as competent in my older age.	1	2	3	4	5
9. People will see me as knowledgeable in my older age.	1	2	3	4	5

Scoring:

Add up all the score. Higher scores indicate more positive attitudes about aging.

Organizations

[Generations United:](#)

Generations United works to improve the lives of children, youth, and older adults through intergenerational programs, policies, and strategies.

[LeadingAge:](#)

LeadingAge is a member organization consisting of 6,000+ non-profit organizations representing the entire field of aging services.

[Gen2Gen:](#)

Gen2Gen, an initiative of Encore.org, is a diverse and growing community bringing the generations together to improve life for all, and helping youth-serving organizations tap experienced talent.

Tools & Guides

[Connecting Generations, Strengthening Communities: A Toolkit for Intergenerational Program Planners](#),
Temple University

[Tried and True: A Guide to Successful Intergenerational Activities at Shared Site Programs](#),
Generations United

[Youth-Led Intergenerational Projects](#),
Generations United

[Food for a Long Life](#),
a community-based intergenerational project with the Ohio State University and Virginia Tech that promotes healthy food knowledge, consumption, and access.

[Intergenerational Activities Sourcebook](#),
Penn State Extension

[Intergenerational Programming Toolkit](#),
City of Edmonton, Alberta, Canada

[Intergenerational Programs Directory](#),
San Diego County, CA



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