Intergenerational Activities Sourcebook

PennState
College of Agricultural Sciences

Foreword

Intergenerational connections are magic. But anyone who has worked in an intergenerational program knows that magic takes work. If our goal is to develop meaningful connections, we can't simply put different generations in a giant blender and hit the mix button. We need to prepare and take time to be thoughtful, intentional, and respectful. This book offers the tools to start to do just that.

Intergenerational connections begin with activities. Matt Kaplan and Lydia Hanhardt have written a terrific sourcebook that captures the best of what has been developed over the years. This *Intergenerational Activities Sourcebook* is rich with concrete exercises designed to break the ice and begin bringing the generations together. It's practical and as accessible to first timers as it is to seasoned pros. The book is a welcome addition to the growing body of work available for intergenerational professionals.

Indeed, interest in using intergenerational strategies to create relevant community programs and social policy is growing. For almost 40 years, intergenerational pioneers have forged a road of respect and reciprocity. At the heart of the social compact is the understanding that our civil society is based on the giving and receiving of resources across the lifespan. We all need and, in turn, are needed at different stages of our lives. Intergenerational work demands that we recognize the inherent strength of each generation and the need we all share to be connected. One of the original members of the Buena Vista Social Club, a group of wonderful Cuban musicians, expressed this well when he was interviewed at the age of 94. He was asked how he could keep up with his busy performing schedule. He replied, "I can't get tired. I'm still needed."

Intergenerational work is about building bridges not barricades. It is about what is possible when we view people of different generations as pure potential ready to engage, not left behind to wait. In a world of easy isolation and quick, impersonal media connections, intergenerational approaches are proving once again to be not just nice, but to be necessary. Whether addressing a pressing community need, tutoring a child, teaching an older person to surf the Internet, or sharing a community building, the generations are meant to be together. Our communities and country are better served when we encourage the connection and benefit from the magic. Thanks to Matt and Lydia for giving us this book and helping to keep that magic coming.

Donna Butts
Generations United

Preface

One of the golden moments of a successful intergenerational program is when a young person and an older adult first realize that the other person, once a total stranger, is now important to them—that this new relationship "matters." Whether it is a shy teenager developing a sense of trust with a senior adult mentor, or the bond that develops between a homebound elder and a high school youth doing "friendly visits," these emergent relationships make a difference in people's lives.

Yet, such relationships do not just happen—they require time, a prolonged period of interaction, and careful planning. Probably the hardest part is getting started and figuring out good ways to bring people together. This is where the *Intergenerational Activities Sourcebook* comes in. Our goal is to provide both introductory activities for young people and older adults to do together (listed as "warm-up activities") and more in-depth activities designed to help them get to know each other better and explore common interests.

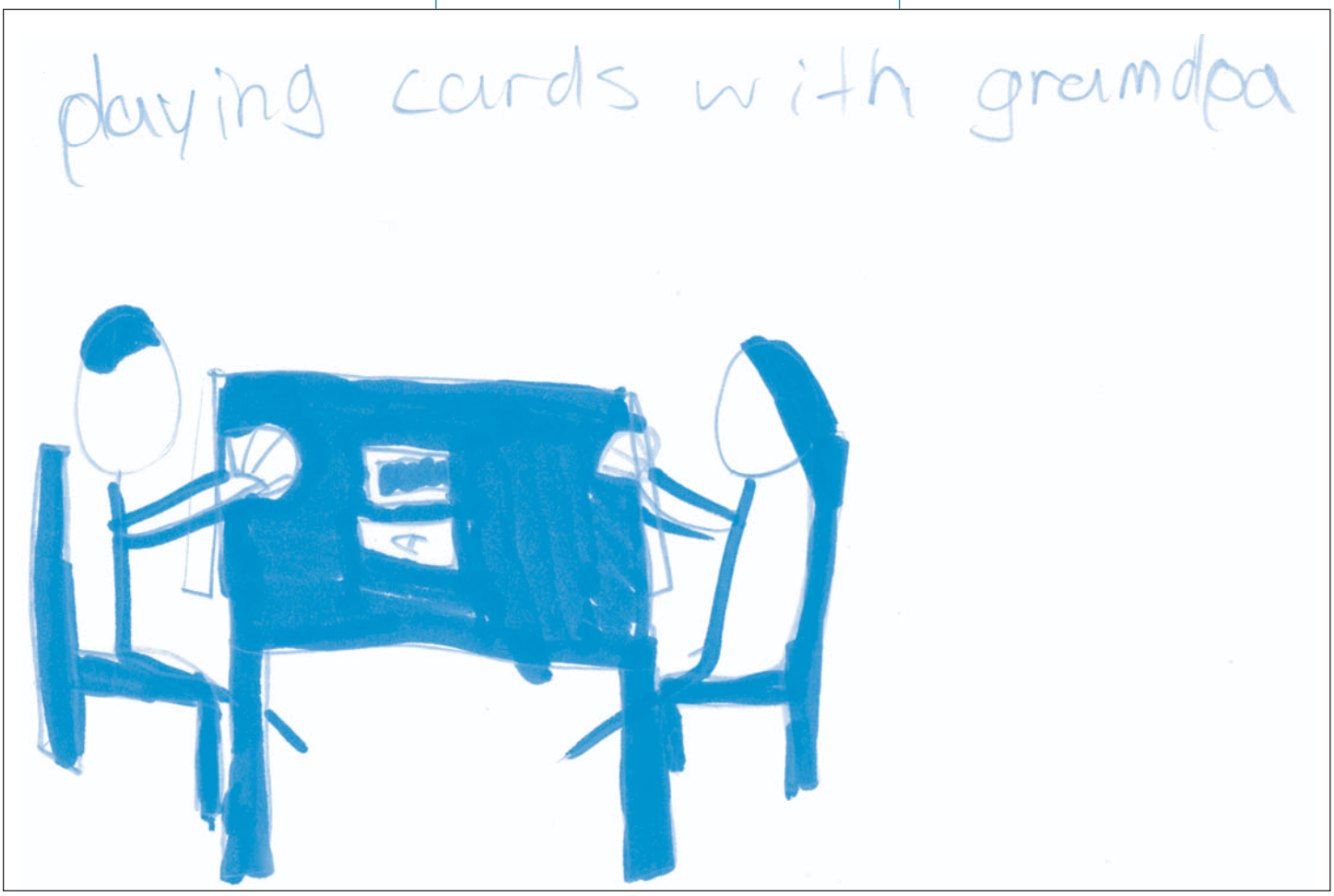
Our premise is that in order to help people understand and appreciate those who are different from themselves—whether this difference is based on race, ethnicity, gender, or, as discussed here, age—it is necessary to go beyond simply providing them with information about the "other." It is through shared experiences and regular contact that attitudes are changed. This holds true for influencing young children's attitudes toward older adults, and we believe it holds true when trying to promote intergenerational understanding in other contexts and with other age-groups.

The possibilities for intergenerational activities are limitless. To convey the many possibilities, in putting this sourcebook together we included a broad range of examples. To keep the publication of a manageable length, activity descriptions are kept brief. Basic information is presented on the following: participant requirements, activity objectives, connections to the academic curriculum and implications for life skills development, required materials or resources, the steps involved in conducting the activity, and several activity planning and implementation considerations.

This publication includes 53 activities. These activities can be used in a variety of settings and for a variety of purposes. The common thread of all activities is that they encourage younger and older participants to communicate with one another, learn from and about each other, and share new learning experiences.

Passive activities such as movie watching are not included because no active intergenerational engagement occurs. Adding an interactive game to a movie-time scenario, however, such as with the "movie kits" activity highlighted in this sourcebook, successfully transforms a once passive activity into an interactive one.

We foresee this publication functioning much like a cookbook: It includes numerous recipes for promoting rich, mutually beneficial interaction between people of different generations. We leave it to you—the intergenerational practitioner—to do the cooking. Mix, match, and modify activities as you see fit in light of your interests, resources, circumstances, and the interests and abilities of your participants. And, by all means, be imaginative and create your own recipes for bringing the generations together.



Acknowledgments

In putting the sourcebook together, we acknowledge the generosity of many professionals who allowed us to include intergenerational activities that they developed. These individuals are: Susan V. Bosak ("Something to Remember Me By" Legacy Project), Barbara Friedman (Jewish Community House for the Elderly), Nancy Henkin (Temple University's Center for Intergenerational Learning), Susan Perlstein (Elders Share the Arts), Lucinda Robbins (community development educator, Penn State Cooperative Extension at Fayette County), Doris Stahl (horticultural extension educator, Penn State Cooperative Extension at Philadelphia County), Bill Wertheim (intergenerational consultant), and Ellen Williams (4-H agent, Rutgers Cooperative Extension of Monmouth County).

We extend our appreciation to the following people who reviewed earlier drafts of the sourcebook: Linda Duerr (executive director, Child Development Lab, Penn State), Susan Hoover (director for outreach, Penn State Gerontology Center), Mary Jo Kraft (4-H/youth development extension educator, Penn State Cooperative Extension at York County), Maureen Statland (unit educator, Youth Development, University of Illinois Extension), and Nancy Wallace (family and consumer science extension educator, Penn State Cooperative Extension at Westmoreland County).

Finally, we would like to acknowledge members of the Penn State Intergenerational Program (PSIP) advisory group for providing ongoing support and direction in the development of this and other resources for intergenerational practitioners. PSIP resources are posted on the Web at intergenerational.cas.psu.edu.

Contents

Introduction

To "make the most" of any intergenerational activity, including those in this sourcebook, we suggest keeping in mind the following five principles.

Avoid stereotypes

Intergenerational programs often involve the participation of specific subgroups of a generation, such as frail elders in nursing homes or teenagers with drug problems. The program experience may unintentionally reinforce certain age-related stereotypes, such as the notion that all older adults are frail and teenagers are drug users. One strategy for countering this dynamic is to organize additional intergenerational activities that enable participants to interact with a diverse pool of "representatives" of the other age-group. For example, when arranging for children to visit frail elders in a nursing home, also try to arrange an opportunity for them to meet with well elders in a community center. Such exposure to diverse members of an age-group will counter the human tendency to make the cognitive error of applying characteristics found in a small sample of individuals to an entire group of people.

Design developmentally appropriate activities

When planning and conducting activities, take into account participants' strengths (e.g., readiness to create and explore) as well as their functional limitations (in terms of mobility, experience, and cognitive functioning). Before taking children to an assisted-living or long-term care facility, for example, give them the chance to experiment or "play" with wheelchairs, canes, or other support equipment they are likely to see on the visit. Young children, in particular, enjoy and learn the most through experiences that allow for direct exploration and active involvement of their senses.

Another example of modifying activities to match the abilities of participants is to provide transportation assistance when involving frail senior adults in activities requiring a lot of walking (e.g.,"Walk-About-Talk-About").

Many of the activities in this sourcebook can be adapted for involvement with younger children—most notably those involving storytelling, cooking, outdoor explora-

tion (nature, gardening, wildlife, bugs, etc.), and music and movement. Activities that involve reading can at times be adapted through the use of photos or illustrations in the place of words. Young children also love to talk about themselves with others so they can be a part of sharing their young lives with those who have a vast amount of life experience. Most young children will limit themselves to memories of yesterday and perhaps a thought for tomorrow—but always, they live in the present! In that way they keep us all mindful of the gift we all share—this moment.

Stimulate dialogue

One thread that runs through all of the activities in this sourcebook is conversation. Whatever the focus of the activity, from photography to shopping on the Internet, the facilitator plays an active role in stimulating dialogue. The facilitator:

- promotes question asking,
- encourages discussion about similarities and differences in participants' answers, and
- provides ongoing encouragement for participants to share what they learned from their intergenerational exchange experiences.

A good facilitator also knows when to step back and allow the participants to figure out on their own the best way to share their knowledge, insights, and engaging personalities.

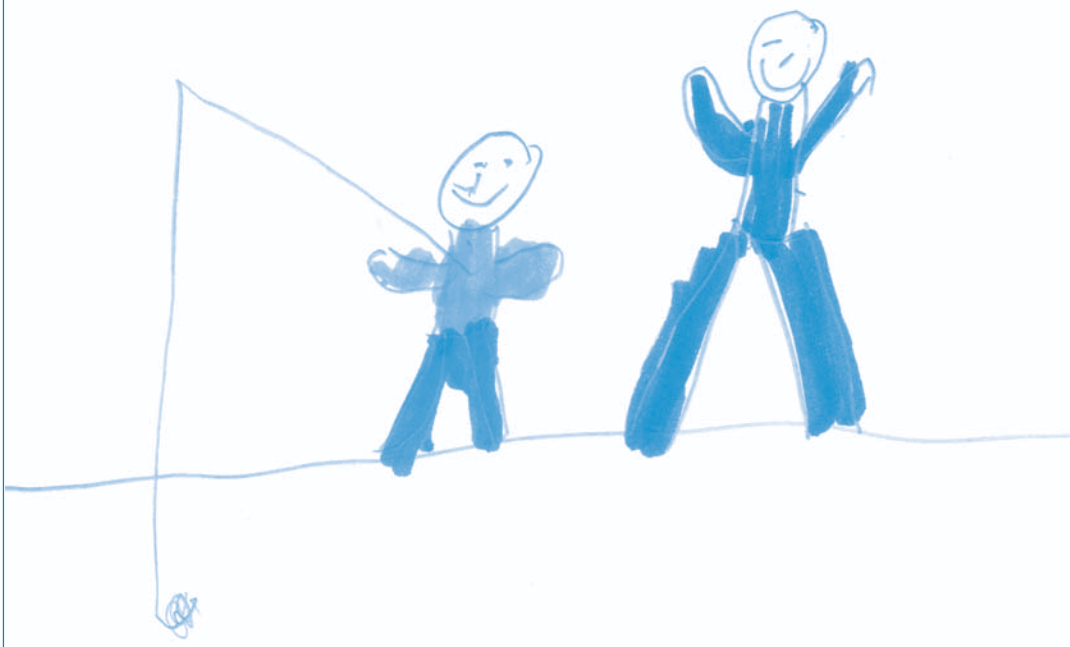
Emphasize learning

Several things can be done to reinforce the academic learning and life skills development objectives of the intergenerational activities:

- Make sure staff and participants are clear about the academic/learning objectives associated with each activity.
- Include a reflection component at the end of activities. This helps to reinforce what was learned during the activities.
- Take a multidisciplinary perspective. Consider what academic lessons participants can gain pertaining to a wide range of academic subject areas, including natural sciences, literature, music, art, math, and social studies. Each activity in this sourcebook includes a section labeled "Academic Connections/Life Skills" that identifies some of the subjects and skills reinforced by the activity.

Think "sustainability"

"Sustainability" is the current catchword in intergenerational programming circles. Although excitement is typically high, many programs have a transitory nature. To counter this tendency, try to establish formal partnerships between participating organizations. If things are left to informal understandings between individual staff members, when people change jobs there is often not enough institutional memory or commitment to keep the program going. Also, try to create ancillary materials and resources that future staff members can use to keep the program going. These materials—such as maps for walking tours and markers for drawing—should be accessible, flexible, and easy to use.



Warm-Up Activities

The Age-Line Exercise

Overview

In this activity participants share their feelings about their own age and aging in general.

Objectives

- Elicit participants' perceptions about aging.
- Stimulate dialogue about age-related issues.

Steps

1. Have everybody (participants, staff, volunteers, etc.) place themselves in a line from the youngest to the oldest member of the group. (This may also be done in a semicircle.) To add an element of difficulty, have people find their places in line without saying a word to each other.
2. Taking turns, have each person state their age and how they feel about their age.
3. Now invite participants to find a new place in line, but this time, suggest they may move up or down in age.
4. Taking turns, have each person state their desired age and why they chose to be that age. The facilitator can ask questions such as: What does it mean to be that age? What do you think you could do at that age that you can't do now?

Considerations

One theme that usually comes out in this activity is that each age has its advantages and disadvantages. In other words, no one age-group is inherently better or worse than other age-groups. Another powerful theme is how there are similarities across age-groups, such as how we all enjoy socializing with other people.

A discussion about the meaning of age could also be launched by asking the question "How can physical cues be accurate or inaccurate in judging someone's age?"

Derived from activities compiled by the Center for Intergenerational Learning at Temple University (1995).

Concentric Circles

Overview

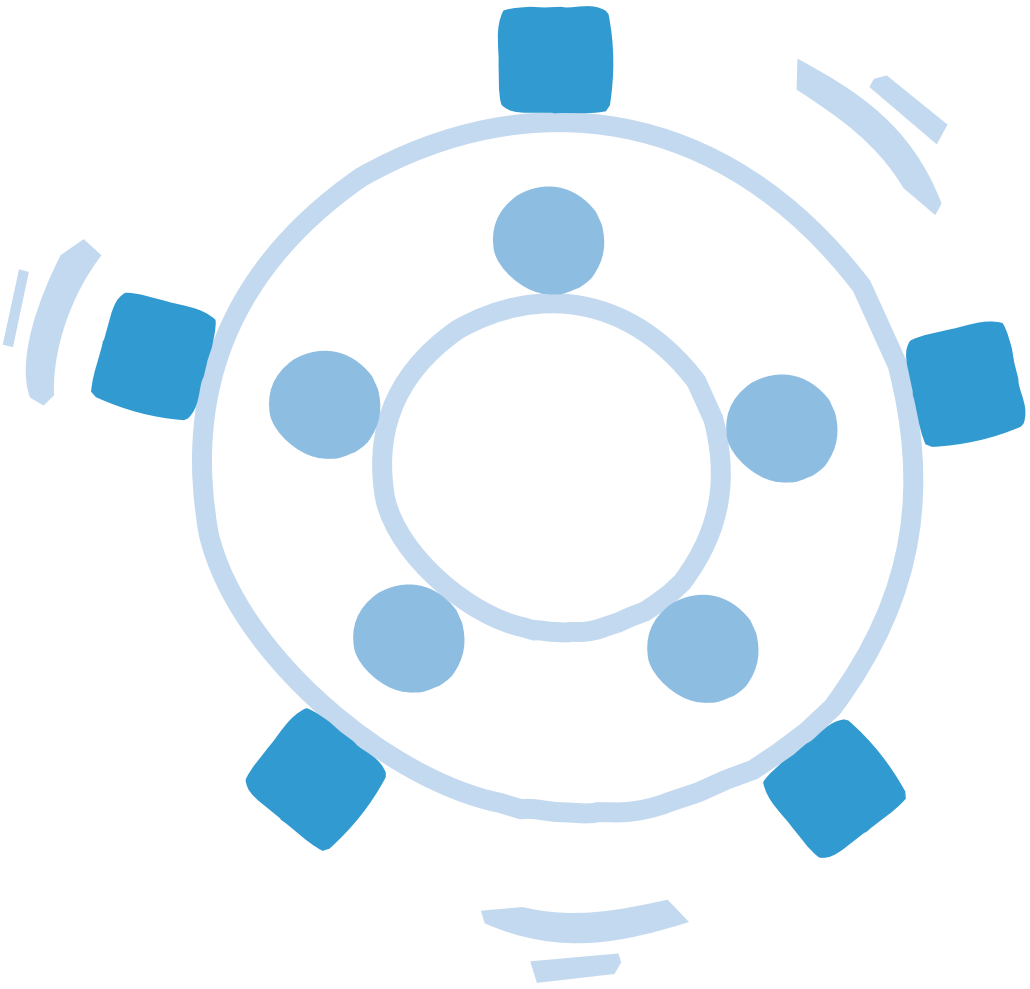
This activity allows young and old participants to have a series of brief one-on-one discussions in which they share experiences and feelings on a variety of topics.

Objectives

- Build rapport between young people and older adults.
- Develop participant recognition and appreciation of other people's experiences.

Steps

1. Arrange the chairs in two concentric circles. The inner circle faces the outer one.
2. Ask the older half of the participants to sit in the inner circle and the younger half to sit in the outer one facing them (or vice versa). Everyone should have a partner.
3. Ask a question for each pair to discuss. When they've had just enough time for each partner to speak (usually about 3–4 minutes), ask either the younger participants or the older participants to move one seat to the right. Now everyone has a new partner. Ask a new question. Continue this for at least four rounds. Some sample questions include:
   - What is the best and worst thing about being your age?
   - What makes you proud of being a member of your cultural group?
   - What are you most eager to learn about from people in other age-groups?
   - What is the most important thing an elder has taught you?
   - What is your favorite childhood memory?
   - What is your favorite kind of music?
   - How do you feel about the neighborhood in which you live?



Derived from activities compiled by the Center for Intergenerational Learning at Temple University (1995).

Confronting the Stereotypes

Overview

This activity encourages program participants to think critically about the stereotypes they have of other generations.

Objectives

- Help participants identify and think critically about stereotypes that are commonly held for younger and older people.

Steps

1. To begin the activity, write out each of the statements listed below on a blackboard or large sheet of paper. They could also be typed up and handed out.

2. After each of the statements listed below are read out loud, have participants vote (show of hands) whether they think the target is young people, older people, or perhaps both young and older people.

   - They always stick together and keep their distance from other age-groups.
   - I hate the way they drive. They're a menace on the road.
   - They're always taking and never giving. They think the world owes them a living.
   - They're so opinionated. They think they know everything.
   - They're never satisfied, always complaining about something.
   - Don't hire them, you can't depend on them.
   - Don't they have anything better to do than hang around the parks and shopping malls?
   - Why are they always so forgetful?
   - I wish I had as much freedom as they have.
   - Why don't they act their age?

   Note those statements that call to mind common stereotypes of young people and older people.

3. Discuss.

   Discussion themes

   Has anyone ever heard any of these statements?

   Stereotypes are the basis for prejudice and discrimination. Note how such statements express common stereotypes about groups of people only defined as "they." As a youth or an adult, have you ever experienced (or known anyone who experienced) prejudice or discrimination based on age (for example, when applying for a job, renting an apartment, or trying to participate in some activity of another age-group)?

   Can both younger and older people be the victims of prejudice and discrimination based on age? Are there any other ways in which "growing up" is similar to "growing old"? What are they?

   What could and should be done about age-based prejudice and discrimination? Is this a problem that older and younger people could work on together?

Considerations

Similar activities can be found on the Web site for the National Academy for Teaching and Learning about Aging (Denton, Texas): www.unt.edu/natla/index.html.

Adapted from the "Growing Up and Growing Older: Confronting Ageism" activity developed by Fran Pratt.

Dancing in the Mirror

Overview

A gentle movement icebreaker conducted in intergenerational pairs.

Objectives

- Build rapport between young people and older adults.
- Provide a relaxed opportunity for physical movement, with an emphasis on stretching.

Steps

1. Create intergenerational teams, each with a young person and an older adult.
2. Ask one member to volunteer to be the "leader."
3. The partners stand or sit close together, facing one another.
4. The leader starts a slow movement of hands, shoulders, head, etc., while the other group member mirrors the leader's movements.
5. After a time, the other member of the team becomes the leader and the process is repeated.
6. The result is a synchronized dance of movement that can be effective in lightening tension and fostering concentration and enjoyment.

Considerations

Although this activity doesn't reference the intergenerational component directly, by having participants do shared movements and have fun with these movements, they get a chance to experience a fundamental similarity that transcends age.

Referenced in *Together* (Generations United's newsletter), 1995, Vol. 1, No. 1, p. 5.

Data Match

Overview

In this activity participants answer simple questions about their lives and look to find others who share their experiences.

Objectives

- Draw attention to how people of different generations often share interests and life experiences.
- Promote casual conversation.

Steps

1. Preparation:
   Ahead of time, print copies of sheets of paper with the following questions written on them with a blank on each side of the question (or two blanks to one side). Additional questions can be added that follow a similar theme.

You		Group Member
	1. Favorite Color	
	2. Birth Month	
	3. Favorite Food	
	4. Number of Siblings	
	5. State You Live In	
	6. Middle, Youngest, Oldest, Only Child	
	7. Has [# of] Pets	
	8. Last Movie Watched	
	9. First Name Starts with Which Letter	
	10. Does/Does Not Have a Driver's License	

2. Play:
   Provide each participant with one sheet and ask them to fill out the answers to the questions under the YOU column so that one side will be filled in. Once everyone has answered the questions, have them move around the room and look for people who share the same answers. For example, participants will want to find people born in their same month, people who have the same number of pets or who are also a middle child. Once everyone is done, the group should sit down again and share some of the things that they learned.

Considerations

To further extend the activity, young and older adult participants who have much in common can work together on creating a poem or a short article for a school or community newspaper to highlight the fact that people of different generations have much in common.

Did You Ever . . . ?

Overview

"Did You Ever . . . ?" is a game in which young people and older adults share an assortment of personal experiences. This activity can work with children as young as 5 years of age and with a wide range of older adults, as long as they are willing and able to share all sorts of memories.

Objectives

- Stimulate young people and older adults to remember and share memories.

Steps

1. Saying, "Tell me about your life," is usually a little too broad to evoke memories. It is important to zero in on a specific topic.

2. Each person in a group tells a true story about one of the topics below. These stories should be in as much detail as possible. Remember the incident like a movie in your head, and explain what you see one step at a time—what happened, what you thought, and what you felt before, during, and after.

   Here are some topic ideas:

   Did you ever . . .
   - see a lion?
   - go swimming?
   - go on a boat?
   - take a cruise?
   - go to a beach?
   - visit an art gallery?
   - stay on a farm?
   - sleep in a cabin or tent?
   - go to a county fair?
   - go berry or vegetable picking?
   - see a circus?
   - act in a play?
   - see a really scary movie?
   - get a bad grade?
   - win a prize?
   - have a good luck charm?
   - make something you were really proud of?
   - move to a new house?
   - travel overseas?
   - live in a foreign country?
   - stay in a fancy hotel?
   - drive in a convertible?
   - have a pet?
   - bake bread?
   - play an instrument?

Considerations

Both children and adults are likely to have memories on most of these topics and can compare memories from different times. However, if they don't come up with specific, real memories on a certain topic, encourage them to make a story up. Tell the story as if it really happened. As you go around to each person in the group, and after they've told their story, the group then has to guess if the story was real or made up. How often can you guess accurately? How clever can people be in making up stories? Is truth sometimes stranger than fiction?

Developed by Susan V. Bosak as part of the "Something to Remember Me By" Legacy Project's "Across Generations" series of intergenerational activity kits. For more information, visit www.somethingtorememberme by.org.

Greetings

Overview

This activity allows groups of young people and older adults to "break the ice" in a playful, expressive, and safe manner, using theater techniques.

Objectives

- Provide a dynamic way for young people and older adults to meet one another and begin developing a sense of rapport.
- Provide a physical movement opportunity for participants.

Steps

1. Form intergenerational pairs. Have each person stand back-to-back, a few feet apart from one another.
2. Call out different emotions (e.g., overjoyed, scared, curious), each time suggesting different greetings. When the direction is given, have the pairs of individuals turn and greet one another. Examples: Two old friends who meet suddenly after a long separation and are overjoyed to see each other. Other examples include an angry meeting, aloof, afraid, sad, or humorous greetings. One person may be aloof, the other angry, etc. Each small scene begins with the participants back-to-back, turning to one another for the greeting, and then, when each meeting is over, turning back around.
3. End the exercise by having the people greet each other as they really are in the present.

Considerations

With frailer group members, this exercise can be done as though the two greeters are on the telephone. The greeting can be varied by having greeters sing it, sign it, or mirror each other's movements.

To extend the activity and its educational value, present participants with the following homework idea: "Observe how people greet each other at school, on the bus, in a restaurant, and in other settings. Look at body language, rhythms, voice, and gestures. In what ways do young people and older adults use different greetings? In what ways do young people and older adults use similar greetings?"

Developed by Elders Share the Arts (New York City).

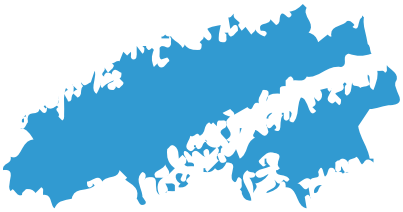
M&M Game

Overview

One of the things that young people and older adults have in common that is often overlooked is that they are neighbors. The "M&M Game" is designed to encourage young and older participants to express their views about their shared community.

Objectives

- Help young people and older adults get to know more about what people in other age-groups care about.
- Help participants learn that even though they may be in different age-groups, as neighbors they have some of the same concerns.



Steps

1. Break into mixed-age-groups of three to six people.
2. Give a bag or bowl of multicolored M&Ms to each group.
3. Ask participants to take turns selecting M&Ms from the bag or bowl (without looking). For each M&M they choose, have them say something about how they feel about their neighborhood based on the color they choose.

   Red:
   Say something that you dislike about your neighborhood.

   Light Brown:
   Say something that you like about your neighborhood.

   Green:
   Say something about what you like to do in your neighborhood.

   Dark Brown:
   Say something about your neighborhood that you would like to change.

   Orange:
   Say something about your neighborhood that you fear.

   Yellow:
   Say something about the world that you would like to change.
4. Keep the activity going until participants tire or run out of M&Ms.

Considerations

On occasion, the colors of M&Ms change. Try to stay on top of this and change the colors noted above accordingly.

Derived from *Side by Side: Exploring Your Neighborhood through Intergenerational Activities* (Kaplan, 1994).

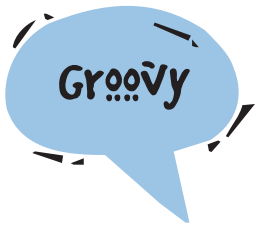
Slang Chart

Overview

Participants explore the different slang expressions used by children/youth, young and middle-aged adults, and senior adults to describe the same items or ideas. This activity can be conducted with small, medium, and large groups, as long as there is a mixed-age group of participants.

Objectives

- Heighten awareness of how our written and spoken language has changed over the past 10 to 60/70 years.
- Facilitate effective intergenerational communication.



Steps

1. With all participants sitting together as one large group, introduce the activity by saying a few words about slang words. Perhaps share one or two of your favorite slang words.
2. Then ask participants to give slang words for "wonderful." Note how people from different generations tend to use different slang words.
3. Begin creating a "slang chart." Write "slang chart" on top of a blackboard or poster paper, list several topics on the left side followed by blanks for the participants to fill in additional topics, and, depending on age of participants, make categories for age-groups (e.g., young people, young adults, and older adults). See below for an example.

Slang Chart

	Young People	Young/ Middle-Aged Adults	Older Adults
Good/Nice			
Police officer			
Money			
Attractive woman			
Attractive man			
House			
Friend			
Food			
Good-bye			
Prison			
Talk			

Considerations

This activity can be conducted in conjunction with a language arts class at the junior high or high school level. Here are some ideas of additional fun activities for exploring language differences between people of different generations:

- Game show-type activities: Participants of one age-group take turns guessing the significance and meanings of words presented by participants of the other age-group. (If organized as a competition, this activity works best when using intergenerational teams.)
- Songs, plays, and poems: Create monogenerational groups. Have participants review the songs, plays, and poems that they know incorporate words that might not be readily familiar to people of other age-groups. Have groups share with each other.

Be alert to the possibility that a participant might find some slang terms offensive, even if the offense is unintentional.

Spelling Game

Overview

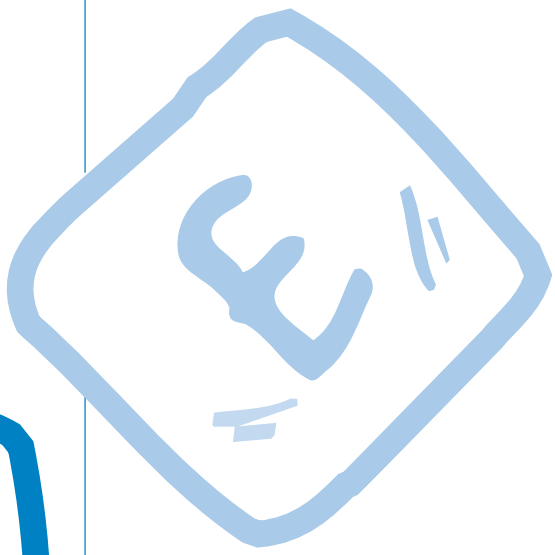
Whereas spelling bees are often competitive, this "spelling game" emphasizes teamwork.

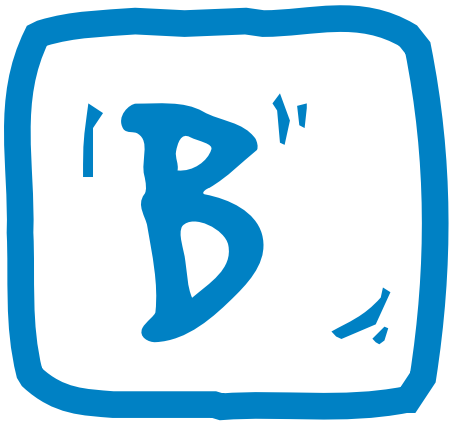
Objectives

- Provide participants with a fun opportunity to demonstrate intergenerational cooperation.

Steps

1. Obtain four volunteers—two younger and two older—from an intergenerational audience.
2. Ask the audience a broad question that relates to the themes of age, aging, or intergenerational relations such as "Tell me a word that makes you think of birthdays" or "Tell me a word that describes activities that people of different generations do together." Group members should shout out words. Select a word and give the word to the spelling team.
3. The team should spell the word one letter, one person at a time. Once they have spelled the word they should then repeat the word together.
4. Next, the spellers make up a group sentence using the word—one person, one word at a time. Then, the group finishes by repeating the word as a group.
5. This is done several times; one or two additional audience members may join the spellers. The facilitator asks the full group what the exercise is really about, guiding them to realize that it is not about accurate spelling or grammar, but rather about team work, collaboration, and trust.





Developed by the Full Circle Theatre, Center for Intergenerational Learning, Temple University.

Two Truths and a Lie

Overview

"Two Truths and a Lie" provides an intergenerational group of participants with a fun, nonpressured way to introduce themselves and meet others.

Objectives

- Facilitate discussion between people who are at first strangers to each other.

Steps

1. Create intergenerational pairings or small groups of up to four participants. Have each person state his or her name.

2. Inform participants that they are to come up with three statements about themselves; two are to be truths and one is to be a falsehood.

3. Each person gets a turn saying their three statements followed by a period in which their partner(s) have to guess which of the three statements is a falsehood.

4. Reconvening in a large group, ask participants how well they did distinguishing between fact and falsehood. Invite participants to share particularly interesting or funny occurrences with the larger group if desired.

Considerations

Some of the younger participants may have reluctance to participate in this activity—perhaps due to shyness and perhaps due to not having ideas about what to say. As facilitator for the activity, one way to help is to demonstrate the activity. To model the process, present very different types of information (e.g., I had a dog named Spot when I was a kid, I broke my leg in six places when I was in high school, I met the President of the United States last year.) Invite the group to guess which statement is the falsehood.

This activity also presents an opportunity to have a conversation about the ethics of lying. To launch such a discussion, ask: "When is it okay (if ever) to not tell the truth?" In case the activity turns into a lively discussion of strongly held points of view, ensure that the atmosphere remains open and that all participants feel comfortable about voicing their views. The discussion should be one of values clarification rather than moral instruction.

Although this activity doesn't reference the intergenerational component directly, by having participants joke around with each other, they get a chance to experience a fundamental similarity that transcends age, i.e., humor. In addition, some of the truths may be surprising to members of both generations and therefore help to dispel generational stereotypes.

Intergenerational Activities

Baking—Now and Then

Overview

Youth and older adults work together to create two sets of baked goods, one using traditional baking implements and recipes and the other using modern baking instruments and ready-made mixes.

Participant Requirements

At least one older adult and one young person (6 years of age or older).

Objectives

- Together, young and older participants will examine how cooking methods and materials have changed over time.

Academic Connections/Life Skills

- family and consumer science
- social studies
- math

Materials/Resources

- cookie log
- hand mixer (non-electric)
- flour sifter
- dough mixer
- cookie recipe and ingredients
- cake tins
- cake mix
- icing ingredients
- tub of pre-made icing
- kitchen facility with oven and sink

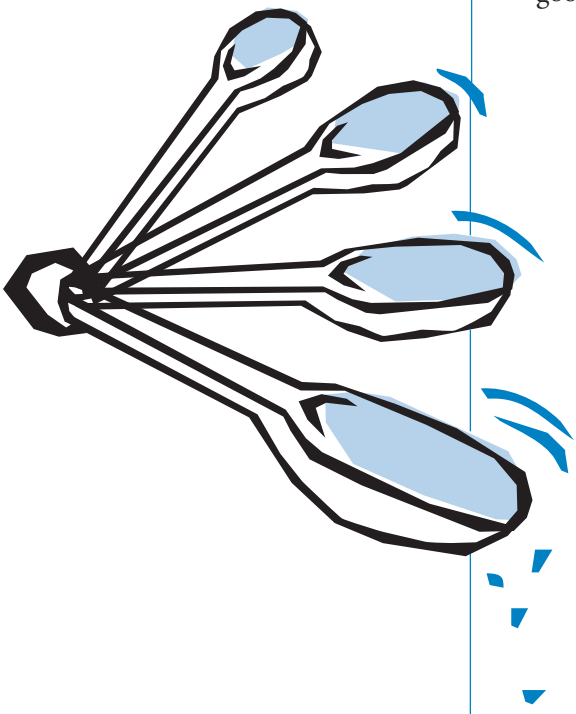
Steps

1. Preparation:
   Create intergenerational groups of two to four people; each group should have at least one participant who knows how to bake a cake or cookies using a mix sold in supermarkets, and one person who knows how to work with all of the ingredients necessary to bake "from scratch."

   Provide each group with the ingredients to make cookies or cake from scratch and from a mix. Before they get started each group should review the materials on the table to make sure that everyone knows what each tool is used for. Make only one recipe at a time to avoid confusion.

2. Bake:
   Have members of each group work together on each baking activity. They can divide the tasks for each recipe, e.g., sifting flour, cracking eggs, and mixing. Make sure that participating children/youth get hands-on experience with traditional baking utensils.

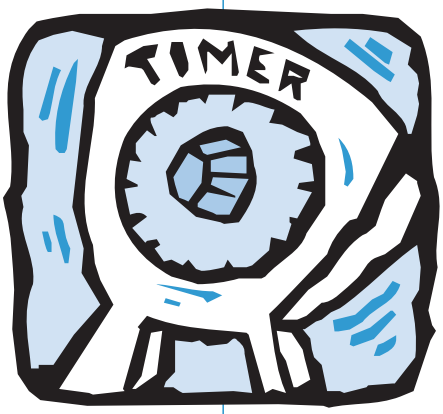
3. Taste test and discussion:
   After both recipes are completed and baked, have participants sample the items they made and discuss the pros and cons of each baking experience. Themes may include: time, flavor, nutrition, artificial versus more natural ingredients, ease of use, ability to adjust for personal taste, moistness, crispness, etc. At the end of the discussion, put all of the baked goods out for everyone to enjoy!



Considerations

As with any project involving the kitchen, it is important that safety precautions be followed. Review with the participants the location of the fire extinguisher and oven mitts. Also remember to follow proper food safety procedures.

This project can be done with any baked good that has a mix version. Muffins, especially fruit muffins, are a good alternative to cake and cookies.



Bringing Our Photographs to Life through Intergenerational Drama

Overview

In this activity, youth and adults come to treasure each others' life memories by portraying the characters and situations in each others' personal photographs. In the process of discussing and enacting each others' photos, youth and elders develop a stronger bond between each other.

Participant Requirements

The young participants should be at least 8 years old, an age at which they are likely to have personal photographs and be interested in engaging others in dialogue about their photos.

Objectives

- Increase the appreciation of the life experiences of people from other generations among participants.
- Participants will develop enhanced communication skills.

Academic Connections/Life Skills

- English
- visual arts
- genealogy
- social studies
- communication skills
- values clarification

Materials/Resources

- photographs
- paper
- pens
- pencils
- possible props and costumes music and video equipment, if desired

Steps

1. Have each youth and older adult participant share a photograph of personal importance, explaining why it is of such importance.
2. Following discussions of the photos, have each youth ask the older adults to take positions of the people in the picture. In turn, each senior then asks the youth to portray the people in their pictures. Have each group form tableaux or frozen images corresponding with each photograph. The owner of each photo can request that the group bring the photo to life through creative movement and dialogue. Following each enactment, the individual whose photo was brought to life discusses the feelings that emerged from viewing the enactment.

Considerations

Depending on the size of the group, photos can be passed around in a circle, in small groups, or in pairs. It is important that the youth dramatize the older adults' pictures and vice versa as this activity is intended to promote greater understanding across the generations. The age and abilities of the youth and the older adults will determine the levels to which the photographs are dramatized and discussed. On a primary level, the photos can be recreated as a tableaux or stationary picture, with all assuming the physical positions of those in the photograph. On the next level, dialogue can be created between the characters in the tableaux. Interpretive movement can also be created to represent the mood of the photograph. On a more advanced level, groups can form a tableaux of a photograph they feel could have been taken just prior to that photo or after that photo.

As a corollary activity, youth and elders can write journal articles or scripts based on their enactments. Enactments could be fully developed into performance pieces incorporating costumes, props and or music, and possibly, even videotape. Older youth may choose to work with elders on linking their tableaux according to lifestyle themes (e.g., pride, freedom, love, family). Examples of more advanced discussion questions include:

- What does your photo show about what you value?
- How would you describe this period in your life in which this photo was taken?
- What life story would you write based on this photo?

Developed by Ellen Williams, 4-H agent, Rutgers Cooperative Extension of Monmouth County.

Creating a Butterfly Habitat Garden

Overview

Through creating a habitat garden for butterflies, participants will gain an understanding of the interdependence of plants and animals, including people.

Participants Requirements

Ten to twenty youths, depending on the size of the garden; at least one adult for every five young people. Youth should be at least 9 years old and elders should be physically able to dig and carry soil and plants.

Objectives

Participants will learn to:

- identify butterflies that live in their part of the country;
- choose appropriate plants for each stage of the life cycle;
- plant, water, and maintain the garden;
- garden without chemical inputs;
- choose a site that includes elements conducive to attracting butterflies; and
- appreciate that the joy of connecting with nature is one of the things they have in common with people of other age-groups.

Academic Connections/Life Skills

- life science
- horticulture
- chemistry
- math

Materials/Resources

- basic gardening tools
- water
- water bottles
- plants, seeds
- resource books about butterflies
- resource books about butterfly gardening
- hats
- gloves

Steps

1. Introduction:
   Introduce participants to the fundamentals of gardening, and of butterfly gardening in particular. Include the following topics: site and soil preparation, planting seeds and transplanting seedlings, mulching, watering properly, weeding and pruning (e.g., knowing what to leave in for the winter).

2. Planning phase:
   Plan out the garden with the participants. Stimulate a discussion on how to design the garden using the following questions: Which plants attract butterflies? When do butterflies come out? Sun? Wind? Where do butterflies lay their eggs? What do larvae eat? Where are the chrysalis? What plants do adult butterflies like? What kind of soil, exposure, drainage, does the garden have? How much water does the garden need? What weeds can be left in?

3. Garden creation:
   Finalize gardening plans, gather supplies, create work teams and work schedules, and, using gardening skills noted above, develop the garden.

4. Expression:
   Tour of garden. Also, there are ways to infuse "creative dramatics" activities into this habitat creation project. For example, demonstrations or theatrical skits could be developed to convey information about the life cycle of the butterfly or butterflies in the neighborhood,

demonstrate proper planting techniques, and show how to feed caterpillars.

5. Share and discuss:
   Focus on the butterfly garden: What is it like to see butterflies in your garden for the first time? How could you have kept those plants alive? What happened to the caterpillars? How to improve the soil? What are some of the most important things to consider when designing a garden?

   Focus on intergenerational sharing—How have gardens in this area changed over time (e.g., changes in types of items grown and how they are used)? Are gardens viewed and used differently today than they were 40–50 years ago? Another set of themes that participants could explore relates to human–butterfly comparisons. It could be emphasized that a butterfly's development involves dramatic metamorphoses, as it goes from caterpillar to butterfly, whereas a human's development is more gradual.

Considerations

For safety purposes wear proper clothes, use sun screen, drink enough water, avoid overdoing it, and handle tools safely. Do background reading on butterflies and gardening. Most local libraries have good educational resources on butterflies and gardens. There are also a lot of good Web sites, e.g., www.kidsgardening.com (the National Gardening Association's Web site is filled with resources for teachers, parents, and community leaders who garden with children). As a next step, provide notebooks and give participants time to write about their garden-related observations and thoughts.

Developed by Doris Stahl, horticultural extension educator, Penn State Cooperative Extension at Philadelphia County.

Observing and Appreciating Butterflies

Overview

Participants will gain, through observation and further development of the butterfly habitat, an appreciation of the complexity of the butterfly's life cycle and the variety of plants needed to sustain it.

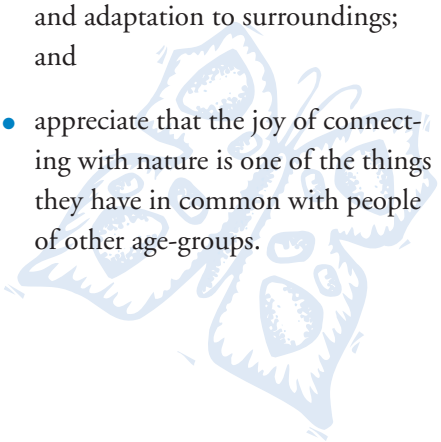
Participant Requirements

Ten to twenty youths, depending on the size of the garden; at least one adult for every five young people. Youth should be at least 9 years old.

Objectives

Participants will learn to:

- identify butterflies while in flight as well as still through flight and wing patterns;
- identify larvae through body markings;
- identify appropriate plant material and native species;
- respect and not interfere with the natural cycles of life;
- identify the difference between moths and butterflies;
- appreciate protective coloration and adaptation to surroundings; and
- appreciate that the joy of connecting with nature is one of the things they have in common with people of other age-groups.



Academic Connections/Life Skills

- observation skills
- writing skills
- gardening skills
- increased knowledge of butterfly habitats and lifecycles

Materials/Resources

See "Butterfly Series—Creating a Habitat Garden" notebooks

Steps

1. Introduction:
   Introduce participants to the fundamentals of butterfly observation. Drawing upon information obtained from the local library and/or Internet, help participants learn which butterfly species live in which parts of the country and what plants they need to live. Other topics to learn about: wing markings and flight patterns, inside and outside wing coloration, emergence times, weather patterns, plant preferences, etc.

2. Observation:
   Have participants use their notebooks to record observations on the following: What plants do monarch butterflies need to live? Which butterflies float and which flit around? What caterpillars are easy to spot? Which flowers bloom continuously? How do butterflies "nectar"? How do caterpillars eat? How would you assess the garden (pros and cons) as a butterfly habitat?

3. Expression:
   Participants can express their feelings about butterflies through poetry, drawing, creative writing, dramatics (any folklore about butterflies), or even gardening (e.g., by creating swaths of color in the garden based on butterfly preferences). Also, the topic of butterflies (butterfly habitats) can be used to stimulate self-reflection/expression—e.g., the life cycle changes of butterflies can be compared to human life cycle changes.

4. Share and discuss:
   Share journal writings; share findings and observations in notebooks. Discussion topics to increase awareness about aging:

   - What does it mean to age?
   - What are some parallels between human and butterfly development? [One line of discussion is how the stages in a butterfly's development are more distinct than in a human's development; e.g., note the dramatic metamorphosis from caterpillar to butterfly.]

Considerations

Safety:
When gardening, make sure to wear proper clothes, use sun screen, drink enough water, avoid overdoing it, and handle tools safely.

Educational opportunities:
The focus on butterflies symbolizes the need to take action to protect an area's natural environment. Also, with forethought and planning, butterflies can be used to heighten awareness of local cultural traditions, such as those tied with gardening, local ecology, and respect for nature.

Developed by Doris Stahl, horticultural extension educator, Penn State Cooperative Extension at Philadelphia County.

Card Game: Getting to Know You

Overview

This card game is designed to provide young people and older adults with a fun way to find out more about each other's lives.

Participant Requirements

This activity is appropriate for children 6 years old and above, and any age of older adult. It is ideal for groups of four or more, but can be played with as few as two players as long as they are from different generations.

Objectives

- Teach participants about how people of different age-groups often have varying perspectives that cause them to think, act, and relate differently than people of their own generation.
- Encourage participants get to know each other and share of themselves in a personal way; the first steps to building intergenerational friendships.

Academic Connections/Life Skills

- social studies
- speech
- listening

Materials/Resources

- "Getting to Know You" cards (next page)

Steps

1. Preparation:
   Copy the "Getting to Know You" card sheet on the next page, and cut out individual cards.
2. Have participants introduce themselves:
   As they state their names, have them share something they are doing in school or in the community, a favorite hobby, or some item such as a photo that tells something about themselves.
3. Play cards:
   Use the "Getting to Know You" cards to stimulate more information sharing. Have participants take turns picking up cards and asking questions of each other. If someone doesn't want to answer a question, that's fine—just go on to the next question or next card.
4. Discussion:
   At the end of the session, ask each participant to say a few words about similarities and differences between their own lives and those of their other-aged friends.

Considerations

This game can also be played with each person answering the question on the card drawn. After the game has been played for a while, and participants are feeling more comfortable talking with each other, provide extra time so that participants can have spontaneous conversations about topics of mutual interest.

From *Generation Celebration* by Jan Scholl, Matt Kaplan, and Lydia Hanhardt (2002).

The "Getting to Know You" Cards

About School
What subjects do/did you like the most?
What were some of the school rules?
Did you have homework?
What was your school day like?

About Family
How many people are in your family?
Where were you in the family (oldest, youngest)?
Did you live in one place or move around?
What did you like most about your family?

About Growing Up
What was life like when you were younger?
Did you have any problems?
How did you solve them?
What is your favorite childhood memory?

Recreation
What did people do for fun when you were growing up?
What did you do as a family?
Did you have hobbies?
Did you collect anything?

Clothes
What is your favorite color?
Have you ever worn a hat?
What do/did people wear to school? to religious services?
What is/was in fashion?

If You Had a Million Dollars:
How would you spend it?
How would your life change?

Wild Card: Question of your choice
Ask any question you like.
(Remember the other people do not have to answer!)

Reverse Wild Card:
Ask your partner(s) the question they would most like you to ask them.

Food
What is your favorite food?

Describe how your favorite food tastes.
What was the first food you learned to cook?

Candy
What is your favorite candy?
Describe how it tastes.
How do your teeth feel after eating a lot of it?

Travel
Where have you traveled?
Where would you like to travel and why?

Pets
Do you have any pets? What are their names?
What is your favorite kind of pet and why?
Do you think people look like their pets?

Good Health
What is "good health"?
What are three things people can do to improve their health?

Television
Do you watch TV?
If so, what is your favorite show?
How do you feel about TV?

Ocean
Do you have any special feelings when you think about looking out over the ocean?
Which ocean do you think about when you think of the ocean?
Have you ever been fishing? Did you catch anything?
Have you ever swum in the ocean?

Music
What is your favorite kind of music?
What is your favorite song?
How do you feel listening to your favorite music?

Hiking
Have you ever gone hiking?
If yes, where did you go and how did you feel about it?
Where would you like to go hiking?

Summer
Which would you rather be—too hot or too cold?
What do you like to do during the summer?

Dancing
Do you like to dance?
What dances do you know?
Which, if any, dances would you like to learn?

Holidays
What is your favorite holiday?
What other special days do you celebrate?

Humor
Tell a joke, a riddle, or a funny story.

"Commandments" of Good Living

Overview

This activity brings young people and older adults together to share their conceptions about what it means to live a "good life."

Participant Requirements

This activity is good for any sized intergenerational group, as long as participants are willing to share personal values and listen to those held by others.

Objectives

- Provide a venue in which a group of young people and older adults can openly and nonjudgmentally discuss their values.

Academic Connections/Life Skills

- cultures
- civics
- values clarification
- leadership

Materials/Resources

- paper
- pencils
- blackboard or poster paper

Steps

1. Introduction: Read the following:

   "There are many ways to live one's life. Many people look to religion for guidance in making decisions about how to behave. In the Judeo-Christian tradition, the Ten Commandments represent a code or a set of rules to live by. An example of one of the commandments is 'You shall not murder.' Another is 'You shall not steal.' In this activity, we will ask you to work with others to create your own list of rules (or 'commandments') to live by. Afterwards, you will share and discuss your ideas with each other."

2. Form intergenerational groups, each with three to eight participants.

3. Group discussion:
   Have each group start with a general discussion about what it means to be a "good" or "upstanding" citizen. Then, have each group write down their ideas about items individuals feel should be included in a listing of "commandments of good living." Instruct participants to list as many items as they see fit, as long as the majority of group members agree with each item.

4. Reconvene in a large group, and have the groups, one at a time, present their lists and share some of the highlights from their group discussions. (If desired, an additional step could be included in which the overall group attempts to develop an integrated list that reflects the input provided by the various groups.)

5. Ask participants to think about answers to the following questions: Have these values changed? Do any values that your group selected not apply to your generation? Why? Are there any values that are left out?

Considerations

Encourage participants to think of all aspects of "good living." When this activity was piloted in Mount Vernon, New York, in 1989, the group came up with items as diverse as: "Don't lie," "Let everybody in the family be proud of you," "People should not use drugs," "Everyone should have a fair share of the world's resources," and "No cursing at one's parents."

This activity is likely to lead to lively discussion of strongly held points of view. Ensure that the atmosphere remains open and that all participants feel comfortable about voicing their views.

For this project to work well in a public school setting, make sure to emphasize that this is a values clarification exercise rather than one of moral instruction.

This activity was developed by Matt Kaplan and Bill Wertheim (1989) as part of the "Mount Vernon-2000" project, Mount Vernon, New York.

Cost Comparison

Overview

By examining changes in prices of basic consumer goods over a hundred-year period, activity participants jointly learn about and discuss inflation.

Participant Requirements

Young participants should be old enough to be able to understand the concept of inflation (8–9 years of age or older).

Objectives

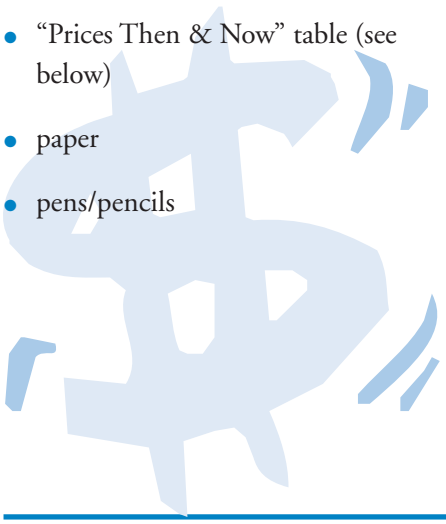
- Teach children and youth how the cost for basic items has increased due to inflation.
- Encourage discussion about why older adults have more firsthand experiences with inflation than people of any other generation.

Academic Connections/Life Skills

- math
- social studies including history
- family and consumer science

Materials/Resources

- "Prices Then & Now" table (see below)
- paper
- pens/pencils



Steps

1. Introduction:
   The "Prices Then & Now" chart (see below) can be used as a tool to help grandparents and grandchildren, or unrelated older adults and young people, discuss and compare present prices to prices when the older adults were growing up. Aside from the categories in the table, participants can also compare the price of a candy bar, a soft drink, an apple, a meal in a restaurant, a newspaper, a movie, a bicycle, and anything else they can think of.
2. Using the chart:
   Have participants calculate the percentage increase for each item (i.e., subtract past price from current price; divide the difference by the past price; multiply by 100).
3. Discussion questions:
   Have some items gone up more than others? What's gone up the most? The least? Has anything stayed about the same? How have increases in average income compared to increases in the costs of goods?

Considerations

Robin Kulek, family living agent for Penn State Cooperative Extension, McKean-Potter Unit, suggests that another way to work a math lesson into a discussion of inflation is to introduce the "rule of 72." This means that if inflation is 3 percent, then by calculating 72/3 = 24, it would be concluded that the prices of most things will double in 24 years. So if a 3-year-old has $1 million under his mattress, in 24 years it will only buy $500,000 worth of goods. Wait another 24 years and it will only buy $250,000 worth of goods.

Activity and the "Prices Then & Now" chart developed by Susan V. Bosak as part of the "Something to Remember Me By" Legacy Project's "Across Generations" series of intergenerational activity kits. For more information, visit www.somethingtorememberme by.org.

Prices Then & Now, 1900 to 2000

	Bread	Milk (gal)	Postage	Gas	Car	House	Avg. Income
1900	3¢	30¢	2¢	5¢	$500	$4,000	$640
1920	11¢	58¢	2¢	10¢	$500	$6,400	$1,180
1940	8¢	51¢	3¢	15¢	$810	$6,560	$1,230
1960	20¢	$1.04	4¢	25¢	$2,275	$30,000	$5,200
1980	48¢	$1.60	15¢	$1.03	$5,400	$86,200	$11,300
2000	$1.72	$2.55	34¢	$1.30	$14,400	$126,500	$22,060

Creative Writing

Overview

This is a creative writing activity in which younger and older participants share various experiences and perceptions with each other.

Objectives

- Provide participants with a relaxed, fun way to learn about the ideas and feelings of members of another generation.

Academic Connections/Life Skills

- public speaking
- creative writing

Materials/Resources

- pens
- pencils
- paper
- a large room to meet in

Steps

1. Select a theme:
   Either in a large group or several small intergenerational groups, have participants brainstorm a list of topics about which they care and have something to say. Some examples are: childhood, summer, spring, school, or the future. Pick one using a simple majority vote. (Keep in mind that not all participants will have an easy time writing, so make sure that the topic is one of interest to participants.)

2. Preliminary discussion:
   Ask participants to describe the theme using ideas of things that they associate with it such as smells, foods, clothing, and events. Encourage participants of all ages to help one another write down their ideas. If necessary, ask prompting questions. For example, if the theme is "the spring," ask questions such as: 1) What did your family do in the spring? 2) Has the meaning of spring changed for you over the years? 3) What do you do in school in the spring? 4) Do you eat a lot of chili and hot soup in the spring? Why not? 5) Does the cost of heating go up in the spring? Why not?

3. Develop an acronym:
   Give each group a sheet of paper and ask them to write the name of the theme in capital letters going down the left side of the paper. Instruct the group to work together in figuring out a series of sentences, phrases, or words, each starting with one of the letters of the theme word and reflecting a specific aspect of how the group feels about the theme. For example, if the theme were the spring an example might look like this:

   Soft winds blow
   Purple flowers bloom
   Rain feeds the ground
   I feel happy
   New animals are all around
   Growth is everywhere

4. Give the group fifteen minutes to work and then ask a couple of people to share with the rest of the group.

5. Letter-writing:
   Ask participants to close their eyes and then say to them, "Imagine that it is the first day of _____ (school, spring, summer, etc.). You leave your house and walk around outside. As you walk you remember your favorite thing about the _____ (spring, summer, first day of school, etc). You rush home to tell someone about it, but nobody is there. You decide to write a letter to someone in your family to tell them about how you are feeling. Write the letter now."

6. Hand out paper to everyone and give them twenty minutes to write. When they are done ask a couple of people to share their letters with their group or with the overall group.

Considerations

A good way to help participants think of words to describe how they feel about an object or event is to bring pictures of these things. Participants can focus on a picture of a school building, school bus, field of flowers, or playground as a way to get them started.

Dance Down

Overview

This activity brings young people and older adults together in fun and celebration as they share their favorite dances with one another.

Participant Requirements

A group of young people and a group of older adults ideally affiliated with organizations that have dance programs.

Objectives

- Participants share the dances they know, learn new dances, and gain some insight into the generation-specific trends that have influenced others.

Academic Connections/Life Skills

- performing arts
- appreciation of diversity

Materials/Resources

- music to dance to—on compact disc (CD), audiotape, or other format
- entertainment system to play the music

Steps

1. Preparation:
   Find two groups, one of young people and one of older adults, willing to be involved in a jointly planned, intergenerational dance event. All participants should have knowledge of a dance form, be willing to share it with others, and be open to learning new dances.

2. Have members of each group (perhaps a subcommittee of group members) develop a plan to introduce their favorite dances to the other group. They should decide what music they need, how they will demonstrate the dance form(s), and strategies they will use to teach their dances (e.g., taking learners through a progression of simple steps to more complex ones).

3. Have representatives of both groups meet and plan the joint dance event. Things to be worked out at this meeting include determining which dance forms will be highlighted at the event (try to achieve balance between both groups' favorite dance forms), creating an agenda for the event, and establishing general plans for refreshments and decorations.

4. Have participants select a Master of Ceremonies who will say a few words at the beginning of the event, introduce each dance group, and keep things on schedule. At the beginning and end of the event, this individual will thank everyone who has made the event possible and, throughout the dance, encourage all participants to try new dances.

5. Conducting the "dance down" event: There are many ways to organize an intergenerational dance event.

   - Consider the dance sharing emphasis of the event. Here is one way to introduce each dance or dance form. Have the group introducing/performing the dance do the following:

     (1) Say a few words to introduce a dance. Share any special social, cultural, or historical meanings associated with the dance/dance form.

     (2) Provide a brief demonstration of the dance form.

     (3) Provide instruction either in a large group or in small groups. If members of the audience are hesitant to try the dance, have members of the demonstrating group go into the audience and make personal requests for partners.

     (4) If everyone is picking up the dance nicely, provide some time (at least the length of a song) for people to dance on their own with the partner of their choice.
     Optional: Include some dances to teach the overall group—e.g., the hokey pokey and the chicken dance.

Considerations

A successful "dance down" event need not be a one-time event. One way to build upon an intergenerational group's enthusiasm for dance exchange is to plan intergenerational dance performances for community festivals and other public events. If the group is very ambitious, consider establishing an "intergenerational dance troupe." To make the troupe idea a reality, however, it will help to have one institution—school, community center, senior citizens organization—take the lead, with a head administrator, a dance instructor, and a board of directors all highly committed to this vision and program.

Discussion and Deliberation

Overview

In this activity, youth and older adults participate in an open discussion and deliberate on issues that are of common concern. Through adopting a format of deliberation, rather than debate or mere dialogue, participants learn more about the issue and have the opportunity to consider solutions from an intergenerational perspective.

Participant Requirements

Ideally, a minimum 12 participants. This activity is best suited for older youth (14–18 years old) due to the mature nature of many of the current issues.

Objectives

- Educate participants about current issues.
- Strengthen participants' critical thinking and discussion skills.
- Encourage participants to become less judgmental about the ways in which people of other generations feel about controversial topics.

Academic Connections/Life Skills

- reading
- listening
- social studies
- speech

Materials/Resources

- chairs
- flip chart on adjustable easel and markers
- photocopies of two to three articles or information sheets about the topic selected

Steps

1. Preparation:
   Before the group meets, select a topic for the deliberation. Selection can be made by providing all participants with a ballot containing topic options and asking them to select three that interest them. Some examples of topics that work well are: alcoholism, affirmative action, immigration, the death penalty, violence in the media, First Amendment protections, social security, Medicare, school vouchers, gun control, and alternative fuels. Note that these are larger issues, rather than current events that are tied to a single news item. For the topic that receives the most votes, the facilitator locates two–three articles and a fact sheet. The best materials will be ones that represent different views on the same issue. A good set of sources would include an "objective" statistical source, and two editorials or sources that are clearly arguing one side of the issue providing pro and con perspectives. Distribute these sources to participants in advance, but bring copies for people who forget theirs at home.

2. Introductions and procedure:
   Seat the entire group in a large circle and ask one member of the group to volunteer as the recorder. (Place the flip chart beside the volunteer so that they can take notes for the group). Ask participants to take out the reading so they can reference them during the discussion.

3. Introduce yourself and explain to the group that the discussion is designed to be open and friendly. Participants need to show respect to one another by:

   - criticizing the comment, not the person;
   - listening when someone else is speaking—maintain eye contact and limit "side-bar" conversations;
   - being patient—don't interrupt the speaker; and
   - keeping what is discussed private. People should feel comfortable sharing personal experiences without worrying that others will share these stories with strangers.

4. Ask all the members of the group to introduce themselves and say why they think the selected topic is an important one to discuss.

5. Deliberation:
   Lead the group discussion. Structure the discussion around the various perspectives on the topic. This is possible by preparing questions in advance that are both general and specific to the sources for the topic. Good questions include:

   - What are the different view points that people have about this topic?
   - What are the arguments for/against this issue?
   - What do opponents/supporters feel is the problem behind this issue? (e.g., the problem behind violent kids is the growth of single-parent households versus the problem behind violent kids is that there is not enough discipline in the home versus the problem behind violent kids is poverty).
   - What do you think about the statement that the author of the article made regarding?
   - How would a supporter/critic of this issue respond to the criticism given by _____ ?
   - Why is this an important issue today? Why wasn't it a problem in the past?
   - Where do you stand on this issue?
   - What accounts for the different ways that people think about this topic?

6. During this discussion, make sure to encourage all age-groups to contribute. This discussion should be at least 45 minutes to 1 hour to allow for a thorough discussion. After the group has discussed the issue, have them begin to look at a workable solution. It is important to keep in mind that the best idea that comes from this deliberation may be a solution that only helps, but does not solve, the problem. Helpful questions include:

   - What are the different ways in which people think we should address this issue?
   - Do these different "solutions" have anything in common? Any shared beliefs about the problems?
   - Are there any workable solutions with which all participants could live? (Many times solutions involving education programs are ones that all sides can live with. The facilitator may want to point the group toward looking in this direction for a common direction that all can agree upon.)

Considerations

The group may decide to continue meeting. The next step would be to have the group develop an action plan for addressing the problem. Together, the group may develop an idea for a legislative bill and send it to their representatives in federal, state, or local government. They may create a pamphlet, make a video, or create a curriculum for schools. If the topic was teenage pregnancy, for example, they could develop an intergenerational skit that they would perform at local schools.

Many resources are available to help plan and conduct deliberation-type activities. A valuable resource is the National Issues Forums Web site (www.nifi.org), which provides an array of useful resources including fact sheets and moderator guides on dozens of societal issues.

Land Use Mapping

Overview

In this mapping exercise, participants learn about the various land uses within their neighborhoods.

Participant Requirements

An intergenerational group of participants, with the youngest being at least 10 years of age.

Objectives

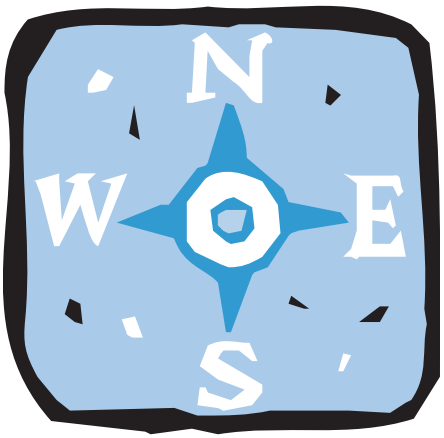
- Participants will become more familiar with the distribution of land use functions in the local neighborhood.
- Participants will have an opportunity to learn what their older/younger neighbors know and think about the neighborhood they share.

Academic Connections/Life Skills

- math
- social studies
- geography
- and land use planning

Materials/Resources

- several copies of an outline map of the neighborhood (at least one copy per group)
- at least one copy of a land use map or aerial photograph of the neighborhood (such maps and photos can usually be obtained from local planning departments)
- colored markers of colored pencils (one set of 10–12 colors per group)
- rulers
- colored stickers or push pins
- masking tape



Steps

1. Preparation:
   Set the room up with desks or tables organized into groups, ideally four people per group—one senior and three youths. Each group should have an outline map, markers or colored pencils, and a ruler. Place one map in the front of the room.
2. Introduction/Orientation:
   Orient the map: If the room in which you are working has windows, it might help some of the youth and senior adults to have their maps rotated into correct orientation with the landscape.
   - Orientation to the map:
     To start this activity, participants need to make a personal connection to the outline map. One way to do this is to have each person find where they live and where they are currently located (e.g., at a school or community center) on the map.
   - Most large-scale outline neighborhood maps will have at least the major streets named, but little or nothing else may be marked. Choose a local landmark everyone knows and ask someone to come up and mark it on the copy of the map in front of the class. For the next landmark (perhaps the school or community center), have participants name the grid square in which it is located. This orientation exercise will review the use of grid lines as a map reference system.

- Also, ask participants to place colored stickers or push pins onto the map at the front of the class to show the location of their homes. Attach small pieces of masking tape to the back of each pin, number them, and make a chart listing each person's number.

4. Mapping land uses:
   Define land use: Explain that in order for planners to plan for the future, they first need to know where things are in the present. For example, if they need to decide whether a new park or playground is needed and where to locate it, they should first look at the current pattern of residences in relation to the current distribution of green spaces in the neighborhood. Perhaps there is a large area of housing with no green space nearby, or perhaps there are abandoned lots with nothing on them at all. All of this information can be learned from land use maps. A land use map is made by coloring in all of the spaces on the map using different colors to show different uses, such as parks, houses, stores, and abandoned lots.

5. Develop the categories and symbols for the map: Once the participants understand the purpose of the map, they should be able to suggest relevant land use categories such as "parks and recreation," "small business," and "residential." Have them list the different ways land can be used and write their ideas on the blackboard. This could readily lead to a group discussion of the appropriateness of these categories for planning purposes. Colors should be discussed by the groups for each of these categories and agreed upon for uniformity on all maps. For example, everyone might agree to use green to represent parks and playgrounds. Explain to the participants that after they begin, they can suggest additional categories.

6. Complete the exercise:
   To hasten completion of the exercise while stressing its collaborative nature, make each group responsible for just one area of the neighborhood. To this end, groups can be organized according to the location of participants' homes within the neighborhood.

Considerations

Follow-up activities: If after the first mapping session there are still some places unidentified, participants can take home a photocopy or tracing of their section of the map to complete after doing fieldwork observations on their own. When in groups again, these sections can be colored in on the group map (using the categories and color system already developed).

Land use mapping can be reinforced through follow-up trips to social studies or city planning exhibits. Your local planning department should be able to help you locate such resources, either in their offices or at local museums or universities. There are also follow-up mapping exercises. For example, use regional maps to illustrate the geographical relationship between the participants' neighborhood and the city, state, and/or region they live in.

If a neighborhood map is not available, the groups can head into the neighborhood to identify (and draft) the layout of the community, section by section. This is likely to take several days.

Derived from *Side by Side: Exploring Your Neighborhood through Intergenerational Activities* (Kaplan, 1994).

Accessibility Mapping

Overview

This activity is designed to teach participants how to recognize inaccessibility in public places and to develop an understanding of why and how changes can be made.

Participant Requirements

An intergenerational group of participants, with the youngest being at least 10 years of age.

Objectives

- Participants will learn how to identify where accessibility is an issue in public places.
- Participants will create useful maps and proposals to respond to accessibility issues in the local community.

Academic Connections/Life Skills

- social studies
- design
- math
- mapping skills
- problem solving (learn to gather information, apply it to problems)

Materials/Resources

- neighborhood map
- fine-tipped markers
- clipboards

Steps

1. Introduction:
   Ask the participants to turn toward their neighbor, introduce themselves, and then proceed with the following exercise. One person should describe, in detail, how they got from home to the place they are now sitting. As the one person speaks the other should note what actions the person mentions. For example, if I said that I turned the door knob of the front door, stepped down onto the walkway, walked straight to the sidewalk, turned left, walked to the corner, stepped down onto the street, walked across the street, stepped up onto the curb, etc., my partner might write down the words turn wrist, step down, walk, and step up. After the partners are finished the group will come together again and the facilitator should ask people to share what words they wrote down. Discuss how limited physical mobility might hamper everyday activities without adjustments. Questions to ask include:
   - What action words repeated a lot?
   - How would getting places change if you could not step up or down?
   - Has any one here every broken a leg or arm? How did that change your daily life? What changes in the world would have made this period easier to handle?
   - Can you think of any additional things that would be difficult to do in your everyday life if you could not walk? Step up and down? See the cross-walks?

- What are some adjustments that you have noticed in this town that are made to help people who have physical disabilities? Why are these adjustments necessary?

2. Getting started:
   Divide the group into smaller teams of two to four older adults and youth. Provide each team with a piece of paper to draft a copy of an assigned block or group of blocks. Use the larger neighborhood map for this purpose. All teams should use an agreed upon coding system for their individual maps. For example, buildings may be indicated by white squares, parks by green squares, parking lots by black squares, and empty lots by squares with diagonal lines. Within the building squares the teams should label the building number with the letter B if there is a business operating within that building or OB for a business that is out of business.

3. Accessibility mapping:
   Once the teams have the schematics for their block(s) they should head out to their area and examine the accessibility issues there. Are the street corners wheelchair accessible? Are there walk/don't walk posts with audio components? Are the businesses wheelchair accessible? Do the multistory buildings have elevators? Are the residential buildings accessible? Again, the team should use codes here—perhaps making a check on street corners with ramps, writing A for accessible on the buildings with ramps or flat entrances, E for buildings with elevators, NE for those without elevators, etc. Another method is to color code the chart and give a color for each of the accessibility issues for which the team is looking.

4. Accessibility proposal:
   Once the team has finished its map they should make a proposal to share with the rest of the larger group about which site(s) of inaccessibility they feel is in most need of repair. The group should develop an idea of what changes could and should be made and share with the entire group when they come together again at the end of this activity.

5. If activity participants are particularly ambitious, send the suggestions made by the teams to your town planning department or invite a representative to sit on the presentations the groups make at the end of the activity. Furthermore, a press release with information on accessibility levels of local sites can be distributed to media outlets.

Considerations

If a neighborhood map is not available this activity can be spread across several days. On the first day the groups can head into the neighborhood to identify (and draft) the layout of their section of the community.

Human Maps

Overview

This activity involves forming a human map of a specific neighborhood or geographic locality. After participants place themselves on the spots representing where they live, they talk with their neighbors and discover common concerns.

Participant Requirements

Activity participants should all be from the same geographic area. The young participants should be at least 7 years of age.

Objectives

- Participants will realize that as neighbors they have much in common, despite differences in age.

Academic Connections/Life Skills

- math
- social studies
- geography
- communication

Materials/Resources

- one large copy of a neighborhood (local) map (ideally a land use map or aerial photograph)
- a large enough meeting room to provide standing space for all participants
- four to six clipboards
- writing pads
- pencils

Steps

1. Introduction:
   Place a large map in the front of the room. Orient activity participants to the area neighborhood/area of interest.
2. Then, drawing the group's attention to an open space area in the room, explain that in this activity they are challenged to form a human map of their neighborhood/area of interest. To orient the group to the large mapping space, have participants identify locally significant landmarks—such as the local high school, library, and city hall building—and agree upon where to place these landmarks in the room. Use chairs or other objects to represent these sites.
3. Mapping:
   Have each participant go to the spot in the large mapping space in the room that represents where they live or work.
4. Once everybody is placed, have participants form clusters of neighbors, each with two to six individuals. Try to arrange the clusters so that each includes multigenerational representation.
5. Distribute clipboards, writing pads, and pencils, one set per group.
6. Have each group assign a recorder and, either standing in place or repositioning to a seating area, have the groups discuss those aspects of the shared neighborhood that they like as well as dislike.
7. Have the recorders report on the perceived desirable as well as undesirable items noted by group members.
8. After reconvening to the large group, as facilitator, ask participants to reflect upon generational similarities and differences regarding views about the shared neighborhood.

Considerations

Insofar as this activity enhances awareness about neighborhood strengths and weaknesses, it could be a good preliminary activity for an intergenerational community improvement project.

Be aware that some students and older adults may be embarrassed to talk about where they live. If you suspect this may be the case, prepare participants before the activity by having a discussion about the importance of being nonjudgmental about where and how people live.

History Treasure Hunt

Overview

This activity provides a fun, hands-on way for an intergenerational group to learn about the history of their neighborhood.

Participant Requirements

An intergenerational group; participants should have the mobility to travel to various local sites of historical interest.

Objectives

- Raise awareness and appreciation of local history.
- Provide recognition of the extensive knowledge of long-time neighborhood residents.

Materials/Resources

- neighborhood maps
- clipboards
- writing pads
- pencils

Steps

1. Planning the treasure hunt:
   Form an intergenerational event planning committee.

2. Assist the committee in doing background research of local sites of historical significance. This might include sites such as the first park built in the neighborhood, the hotel in which somebody famous stayed when passing through, and the oldest tree in the neighborhood. Encourage planning team members to draw upon resources in the local library and tap the knowledge base of long-time residents and local educators.

3. Draw up a list of 5–15 local sites of historical significance to include in the treasure hunt.

4. For each site, write out a question and a clue (hint) on a separate piece of paper. Try to develop clues that emphasize more than one generation's experience, hence stimulating intergenerational discussion. For example, one clue might be "This site was the location of a ____ in 1952 and a ____ in 2002."

5. Figure out an order of the sites for which competing intergenerational teams will search. This could be done randomly, to minimize travel distance, or according to some other criteria.

6. Place clue sheets (one per team) at the various sites. Make sure to place the right clues at the right sites; i.e., clue sheets for any particular site should be placed at the previous site on the site order list.

7. Doing the hunt:
   Form intergenerational teams.

8. Provide each team with a clue sheet to get them started with figuring out the first site to visit.

Considerations

For particularly difficult pieces of history, figure out some additional clues to put on the clue sheets that describe it from several different perspectives.

Emphasize the local exploration aspects of this activity rather than the competition.

Consider ways to use the information found in planning this activity for other events and activities. For example, try creating a local history quiz for members of various community groups or establish a local history display at the local mall.

Family History Museum

Overview

This activity brings family members together to create a mini-museum of keepsakes and other objects that represent their family history.

Participant Requirements

Any number of family members of mixed generations

Objectives

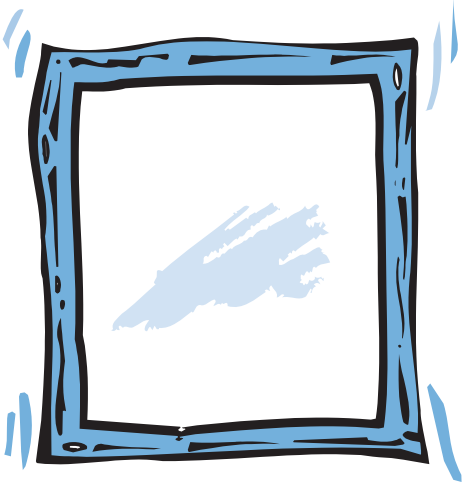
- Enrich the family life of participants through the sharing of family history.

Academic Connections/Life Skills

- history
- family systems and values
- cataloguing

Materials/Resources

- family keepsakes and mementos
- shallow, decorated box
- small pieces of paper
- pen/pencil
- notebook (optional)



Steps

1. This activity begins by having participants of each generation collect objects, photos, newspaper clippings, family documents, ticket stubs from special events, and other important mementos. The "family history museum" can also be organized with a special theme, e.g., "Basketball Rules in This Family" or "Our Chinese Heritage." (To protect originals, it may be helpful to photocopy papers or photos that are precious and use the photocopies for the museum.)
2. In intergenerational groups of two or more, set up a mini-museum on a table with a nice cloth draped over it or in a shallow, decorated box. Arrange items attractively and in a logical order. Use small pieces of paper to label each object with a brief description of what it is, where it came from, and/or why it's important.
3. Take other members of your family or class on a guided tour of the mini-museum. Participants can even make a catalog of the items to accompany the museum and as a permanent record.

Considerations

One of the strengths of this activity is that it can be done anytime and anywhere. It can be done in the classroom, in a senior center, or as a family activity at home.

This activity was developed by Susan V. Bosak as part of the "Something to Remember Me By" Legacy Project's "Across Generations" series of intergenerational activity kits. For more information, visit www.somethingtoremembermeby.org.

Family Photo Tree

Overview

This activity is a fun way to look at family trees. It asks participants to use photos and stories to illustrate the members of their extended families.

Participant Requirements

This activity is best suited for older children who might know more information about their families. This activity can be conducted with various types of intergenerational groups; it can also be conducted in dyads of one older adult and one young person.

Objectives

- Participants will learn about the differences in how people define (and construct) family.

Academic Connections/Life Skills

- art
- social studies (especially history)

Materials/Resources

- glue sticks
- pencils
- markers
- crayons
- poster board
- flip chart or blackboard

Steps

1. Preparation:
   In advance ask participants to bring pictures or photocopies of pictures of their family members. The youth should be encouraged to bring pictures of their parents, siblings, grandparents, aunts, uncles, cousins, and even great-grandparents if they have pictures. Older adults should be encouraged to bring pictures of their siblings, children, grandchildren, nieces, and nephews.

2. Getting Started:
   Divide participants into intergenerational tables of two to six. Place enough art supplies and poster boards for everyone at the table; each person gets a poster board. Ask each person at the table to introduce themselves in the group.

3. Show the entire group a sample-chart (minus the pictures). Use the flip chart or blackboard and use yourself as an example. This process will go relatively quickly if you ask participants questions such as "What is the name of my mother?" "How many cousins do I have?" Through finding the answers to these questions participants will develop a better understanding of how the charts work.

4. Indicate that the older adults should trace their families into the future, so that their generation will be the oldest, while the youth should trace their family into the past with them being the youngest generation.

5. Then explain what makes this chart different. Instead of just names, the participants should attach the pictures they brought. If a participant is missing any pictures for some relatives, ask them to either draw a picture or write a story about or description of the person where the picture would be located.

6. Making the chart:
   Provide the groups with at least 30 minutes to work on their family tree. Encourage participants to view the other people at their table as helpful resources about family structure.

7. Show and tell:
   Once everyone has finished their tree, each person should take a turn to stand in front of the group and describe their tree. You may want to help the presenters by asking them questions such as:

   - Which person on your tree was born the longest time ago?
   - How many cousins do you have in total?
   - What does your son do for a living?
   - Which person lives the farthest away from you?
   - Who lives closest?

Considerations

In some cases a photo will have multiple people in it but the person will not want to cut the photo. In this case, allow them to create a family tree that has bending branches—as long as they connect to the right people it is okay if the tree looks a little "abstract."

This activity can be readily modified so it works as an activity for members of the same family.

To protect originals, it may be helpful to photocopy photos that are precious.

Genealogy Charts

Overview

This activity is designed to lead youth and older adults through an investigation about the size and shape of their families.

Participant Requirements

Ideally, there should be six or more participants for this group activity, however, the basic activity can be conducted in dyads of one older adult and one young person. This activity is best suited for older children who might know more information about their families.

Objectives

- Participants will learn how to create genealogy charts of their own families.
- Participants will become more aware of how family size and structure have changed in recent generations.

Academic Connections/Life Skills

- categorization of items
- art
- math
- social studies

Materials/Resources

- 8 1/2 x 11 paper
- 8 1/2 x 17 paper
- pens
- markers
- pencils
- crayons
- blackboard or butcher block paper for wall

Steps

1. Introductions:
   Put participants in groups of four to six (preferably around a round table). Place markers, crayons, pencils and 8 1/2 x 11 paper on each table.

2. Explain that a genealogy chart is kind of like a big family tree and it traces family history. The easiest way to begin is to start with oneself and move backward in time. As participants fill in the names of family members, the chart will get bigger and messier and will include many people who are still alive and many people who are no longer alive.

3. Write YOU on the top center of the board. Then ask the group to think of a list of potential people to go on the chart. Try to begin with those relatives closest to YOU. As participants name categories of relatives, write them on the board in the form of a model chart. Common names would include: mother, father, sister, brother, aunt, uncle, grandmother (x2), grandfather (x2), cousin, stepfather, half sister, etc.

4. Make your own chart:
   Ask each participant to use their 8 1/2 x 11 piece of paper to chart their own family. Remind the participants that it is okay if they don't remember all the names—just put "cousin _____" "grandma (Mom's side)" or "Dad's brother" if you can't remember. Give the groups 20 minutes to work and then instruct the participants to share with the other members of their small group. As each person shares, the group should think of one "remarkable" thing about the person's genealogy chart (e.g., Maria has 10 sisters, Sam's brother is 102 years old). They should then select one person from the group to share these "remarkable" things with the larger group.

5. Big group share:
   Each smaller group should share with the larger group by having each person hold up their chart while the group spokesperson tells the "remarkable" thing(s) about the chart.

Considerations

Young participants are likely to benefit from advance notice about this activity so that they can ask questions at home. This would also make a great activity for grandparents and grandchildren to do together.

A potential discussion point that might interest older youth participants is the way that family genealogy charts change over time to reflect demographic changes in society. For example, as people live longer and there are fewer children per family, the shape of genealogy charts changes to become longer (i.e., to accommodate more senior relatives still living) and narrower (because there are fewer siblings in recent generations).

Hang Best Memory Ornaments

Overview

This activity is both a family sharing activity and a way to decorate a Christmas tree or otherwise add fun to a holiday celebration.

Participant Requirements

Any size intergenerational group with at least one person in each group who can hold a pencil or marker and write one to three sentences.

Objectives

- The activity will promote family communication and unity.
- Participants will have greater holiday fun.

Academic Connections/Life Skills

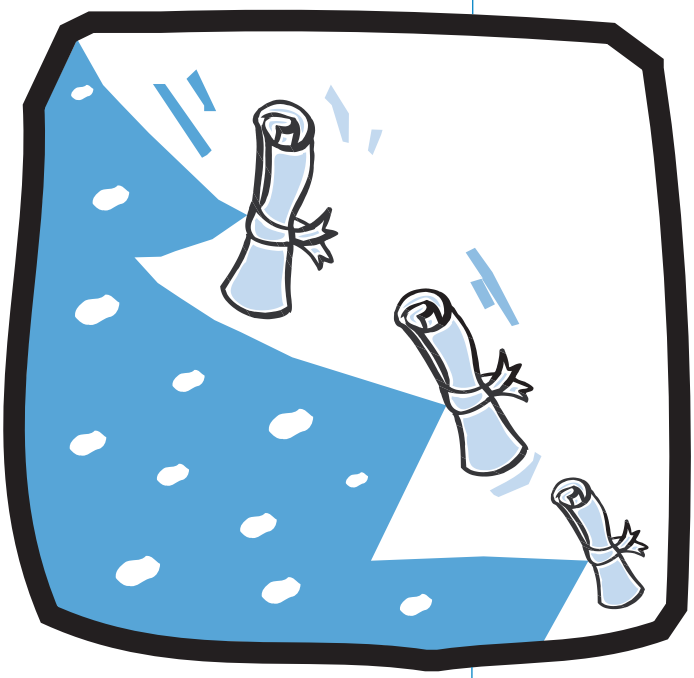
- social studies
- language arts
- traditions, art

Materials/Resources

- ribbon
- wrapping paper
- glue
- tape
- pens
- pencils
- markers

Steps

1. Each person writes out their best memory of each family member from the past year.
2. Brightly decorate the outside of the notes (or write the notes on wrapping paper), roll them up (secure with a small bit of tape), and use gold thread through the center to hang them on the Christmas tree.
3. On Christmas Day, open and read the notes aloud. Collect each year's notes in a "scrapbook."



Considerations

For those who do not celebrate Christmas, modify the activity; e.g., put the memory notes on an item with holiday significance, or in a bowl.

This activity could be done at an annual family reunion.

Developed by Susan V. Bosak as part of the "Something to Remember Me By" Legacy Project's "Across Generations" series of intergenerational activity kits. For more information, visit www.somethingtoremembermeby.org.

Heritage Circles

Overview

This activity matches older adults who are knowledgeable about the distinctive history of an area with young people who would like to learn more about that history. Before they meet, the older adults prepare brief presentations on select aspects of the area's historical and cultural heritage.

Participant Requirements

Three to ten older adults who have specialized knowledge of an area's distinctive history and cultural heritage; an equal number of young people, 6 years of age and older

Objectives

- Raise youth awareness and appreciation of their community's local heritage.
- Provide recognition for local older adults who are knowledgeable about local history and willing to share that knowledge with others.

Academic Connections/Life Skills

- social studies
- language arts

Materials/Resources

- photos
- artifacts
- objects that can be used to convey information about local history
- enough chairs for all participants

Steps

1. Preparation:
   Recruit a group of senior adults who are recognized by others as being knowledgeable about an area's historical and cultural heritage. Such individuals are often referred to as "local treasures."

2. Planning:
   Conduct several planning meetings with this group of senior adults to do the following:

- List those aspects of the community's history and heritage for which residents feel the most pride.
- Determine where relevant historical information and resource materials can be obtained and assign people to gather this information and materials.
- Assign specific history/cultural heritage topics for which individual senior adults will be responsible for developing mini-presentations. Try to match seniors with topics about which they have interest and expertise.

3. Presentation preparation:
   Work with the senior adults to develop mini-presentations on their local history topics; this will involve providing instruction in how to present educational material. One format would involve having seniors develop 3-to-5 minute segments on their topics, with each segment consisting of some facts, a personal story, and several questions designed to interest the young person in the topic and to engage them in conversation. The following passage is an example of such a mini-presentation developed to introduce the history of a pond:

   > "In 1905, the first human-made pond was created in our community. This was a significant thing for our community because before then, people would have to travel far distances to go swimming. My grandfather used to tell me stories about how he and his friends tied a rope to the giant oak tree above the dam and took turns swinging off the big rock into the dam. I sometimes try to imagine what it must have been like for him and his friends. It must have been exciting and scary at the same time. Have you ever been the first to try anything new? Would you like to be the first to try something new? What kind of legacy would you like to leave future generations?"

4. Session with seniors and students: Have the seniors sit or stand in a circle, facing the outside of the circle. With an equal number of children and/or youth, each lined up in front of a senior, have the seniors conduct their 3-to-5 minute presentations. After each presentation and a minute or two of follow-up discussion, rotate the young participants and begin again with the next round of presentations and discussions. If there are more children and youth than seniors, such as in a community fair type event, the seniors and their young partners can be laid out along a straight line, with extra children joining the line as those who have heard all of the mini-presentations rotate off the line.

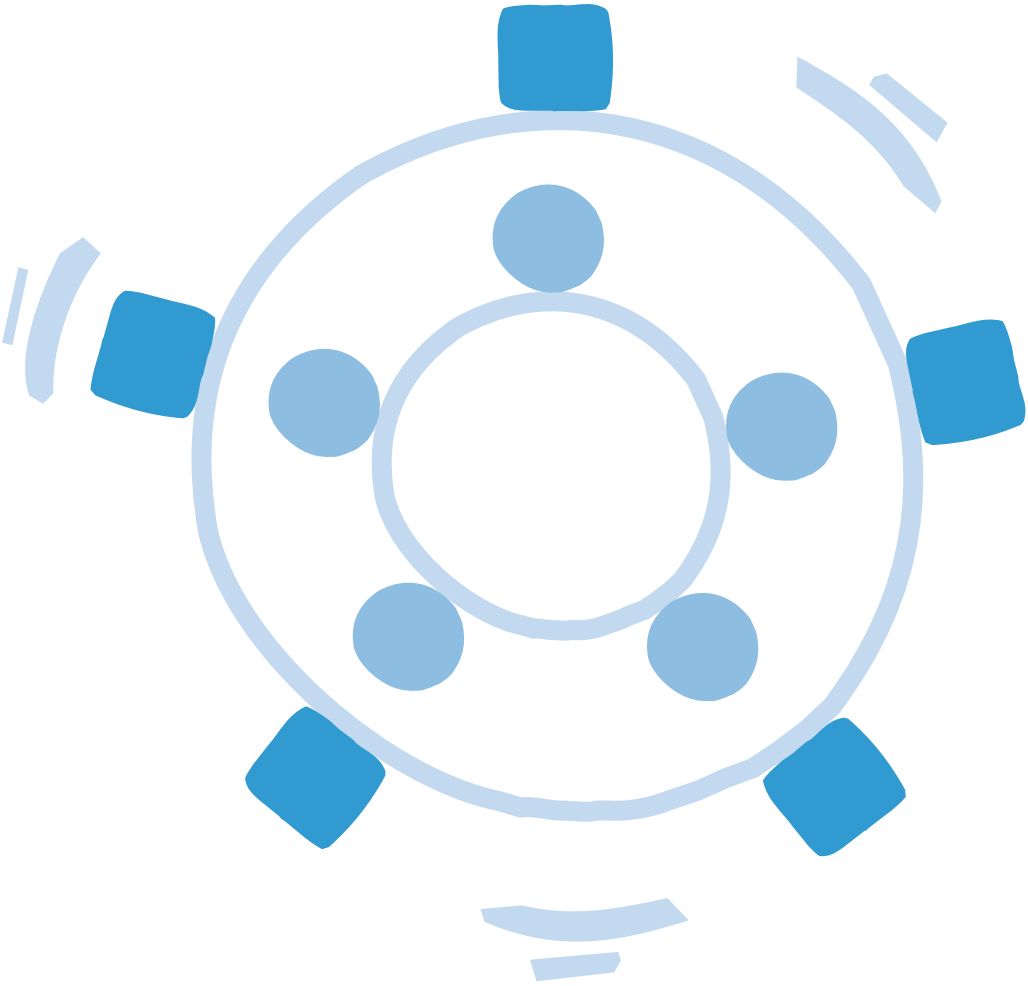
Considerations

One way to enhance youth learning about local heritage, history, and quality of life issues is to engage them in one-to-one or small group discussions after the heritage circle activity. Here are some questions to get the discussion going:

- What was the coolest thing you learned about where you live from speaking to the older adults?
- Would you like to have been a child when they were children? Why or why not?
- Did talking to these people make you think differently (better or worse) about your community?
- In what ways do older people and young people have similar feelings and views about the community?
- In what ways do they have different feelings and views about the community?
- What do you think needs to happen to make the community a more desirable place to live?

Conversely, here are some questions to encourage the older adults to reflect on what they learned from the activity:

- What seemed to interest the youth the most? What seemed to interest them the least?
- What was the most interesting or surprising thing you learned from talking with the young people?
- In what ways do today's children seem similar to children from your generation? In what ways do they seem different?
- How do you envision your community in the future, when these children are your age?
- What do you think needs to happen to make the community a more desirable place to live?



Developed by Matt Kaplan (Penn State) and Lucinda Robbins, (Penn State Cooperative Extension, Fayette County).

Holiday Traditions

Overview

This activity serves as an opportunity for participants to be exposed to different types of holidays and the ways in which the same holiday can be celebrated with very different family traditions.

Participant Requirements

An intergenerational group of any size.

Objectives

The activity will:

- highlight ways in which holiday celebrations have changed over time;
- encourage young and older participants to appreciate the unique elements of their own family holiday traditions; and
- enhance understanding of the ways in which different holiday traditions share common values and forms of celebration.

Academic Connections/Life Skills

- social studies
- speaking
- writing
- religion
- art

Materials/Resources

- chalkboard
- pencils
- quiz

Steps

1. What are holidays about? Brainstorm a list of "what holidays are all about." Ideas might include: giving thanks, celebrating, thinking about God, giving gifts, eating, visiting with family, and relaxing.

2. Quiz: Hand out the following quiz.

   (1) This holiday lights candles as a part of its celebration.

   a) Hanukkah
   b) Christmas
   c) Kwanzaa
   d) (a) and (c)

   (2) Fasting is a part of which holiday.

   a) Christmas
   b) Ramadan
   c) Kwanzaa
   d) (b) and (c)

   (3) Gifts are exchanged during which holidays?

   a) Hanukkah
   b) Kwanzaa
   c) Christmas
   d) all of the above

   (4) Which holiday has songs that are sung as part of the celebration?

   a) Hanukkah
   b) Christmas
   c) Kwanzaa
   d) all of the above

   Give participants a few minutes to review the quiz and answer the questions. Then review the answers. All the answers are D. Ask the question "What does this tell us about the different holidays?" It tells us about the ways in which different religions share themes in their holiday celebrations.

3. Family holiday traditions: Write the following on top of the board:

   Ten years old
   Forty years old
   Seventy years old

   On a piece of paper, ask participants to think of what things they do, did, or imagine doing during the holidays at the different ages written on the board. After giving the participants time to write, beginning with one generation at a time, ask them to share their ideas. Then draw a line across the bottom of their answers and proceed to get the responses of the other generation. The comments people will have may be long; encourage participants to share these stories but put only notes on the board such as "went caroling."

   After the list is completed, look through the traditions that people mentioned and ask participants to identify similarities and differences between people from different cultures, generations, and families. In addition, challenge participants to think about things that contributed to the shape of their holiday celebrations—for example, lead the group in a discussion about how much time each of these traditions took. In many cases, additional changes will become apparent as participants describe the amount of time it took to "get a Christmas tree" or "prepare a turkey."

Considerations

There might be a case where there is only one generation represented that celebrates a given holiday. If that is the case and the representatives are older adults, ask them about how their own celebrations have changed and what differences they have noticed between their childhood celebrations and the current celebrations of their younger relatives. For youth, ask them to share stories that their grandparents or parents have shared about the ways in which the holiday was celebrated in the past.

"Hot and Not"

Overview

In this activity, participants share their views about which fashions, movie stars, games, etc., are "hot" as well as those that are not "hot."

Participant Requirements

Can be done with family members or with pairs or groups of unrelated children/youth and older adults. The young participants should be at least 9–10 years of age, ideally in their teenage years.

Objectives

- Participants of different age-groups will share their perspectives with one another regarding popular trends, fashions, and values.
- Participants will learn that people of other generations often have different experiences and views of the world than they do.

Academic Connections/Life Skills

- social studies
- language arts
- values clarification

Materials/Resources

- copies of the "Hot and Not" list
- pens/pencils

Steps

1. A young person and an older adult each complete a "Hot and Not" list (see below). The young person fills in their "hot" column with the current "coolest" things. Under "Not" the young person identifies the absolute worst, most embarrassing, "wouldn't be caught dead with!" things. The older person completes their own "Hot and Not" list either according to their current views or by thinking back to when they were the young person's age.
2. After they complete their respective lists, the young person and the older person can explain, compare, and discuss the lists.

Considerations

One ideal time for this activity would be during a "Grandparents' Day" event at a school or community center.

Developed by Susan V. Bosak as part of the "Something to Remember Me By" Legacy Project's "Across Generations" series of intergenerational activity kits. For more information, visit www.somethingtoremembermeby.org.

"Hot and Not" List

	Hot	Not
Music		
Movie		
TV show		
Actor		
Hero		
Actress		
Video game		
Book		
Magazine		
Clothing		
Hairstyle		
Food		
Transportation		
Way to say, "Hello"		
Way to say that something is great		

Name: Date:

Internet Shopping

Overview

Young people and older adults are increasingly seeking opportunities to learn more about how computers—the Internet in particular—can enrich their lives. This activity draws upon people's interest in shopping as a means to stimulate them to learn more about the Internet and about each other. No emphasis is placed on actually buying things; the activity is akin to "window shopping."

Participant Requirements

This activity can be conducted with various types and sizes of intergenerational groups. The number of participants depends largely on the number of available computers with Internet hookups; ideally, one intergenerational pair per computer.

This activity will require some previous experience or at least a basic familiarity with computers.

Objectives

- Participants will experience a positive Internet experience.
- Participants will learn how technology can be used to meet people's needs.
- Participants will expand their awareness of the interests of people from other generations.

Academic Connections/Life Skills

- Internet skills
- communication skills
- math
- social studies

Materials/Resources

- access to one or more computers (each with an Internet hookup and an installed search engine)
- one chair per participant

Steps

1. Introduction:
   Create intergenerational pairs or small groups. Give instructions for participants to interview each other: What are our "favorite things"? Using the categories listed below, interview each other to identify those items that your partner(s) find most desirable. List one or two items for each category.

	Young Person	Older Adult
Entertainment		
Food		
Hobbies		
Kinds of clothing		
Things to read		
Toys and games		
Things to improve your surroundings (e.g., home decoration items)		

2. Discussion:
   For each of the categories above, ask participants to compare the "favorite things" noted by the younger participants to those noted by the older adult participants. Look for similarities—not so much in terms of specifics but more along the lines of general themes. For example, young and older participants might prefer different types of music, but their favorite groups might be similar in some way (e.g., with women with powerful voices as lead singers).

3. Introduction to the Internet:
   How do we find information on the Internet? Using the Internet to do a "search" for information on any given topic is relatively easy. Although each "search engine" has a slightly different way to do a "search," the process usually involves finding the part of the screen that says, "Search," typing in one to three words describing the topic of interest, and then clicking on the part that says—"Okay," "Go to," or "Search." After a short amount of time (depending on speed of Internet connection), information will be displayed. Each item listed provides a link to a different Web site. Practice clicking on items of interest; the result is instantaneous transfer to Web sites hosted by computers all over the world.

   If there are too many "hits" to review, refine the search further. For example, instead of searching under "baseball," try "baseball cards" or refine it even further by typing in "baseball cards 1950s." As practice, do a few searches together to learn more about topics of common interest.

4. "Shop till you drop":
   Shopping together could be good fun, but so is "window shopping," i.e., looking, but not buying.

   It is almost easier to buy things over the Internet than it is to obtain information about things. Americans spend billions of dollars annually on purchases made over the Internet. Many companies have developed ingenuous ways to attract people's attention to their products or services.

   Shopping via the Internet is sort of like finding the trail that vendors leave for you. For example, if you want to buy a book on flower arranging, all you need to do is find one of the many ways to get transferred to the Web sites of book companies. One way is to do a search for "bookstores" and then, after being transferred to the Web site of a company that sells books, type "flower arranging" into their search engine to get a list of books on flower arranging. Also, on the home page of most search engines, various categories are laid out to accommodate a wide range of shopping interests. "Books" might be one of the categories that is listed; if so, it is likely to lead to one bookstore with a good online shopping system. To find a wider variety of books and to shop around for the best price, it may be necessary to visit the Web sites of several different bookstores.

Considerations

This activity can be adapted to fit in as part of a structured school- or community organization-based program. It can also be an informal activity done at home with younger and older family members.

Also, this activity can readily lead to other intergenerational activities involving the Internet. Here are some examples:

- "Solve a problem" sessions: Participants can utilize the Internet to find a needed community service, search for a job, or otherwise find information on how to solve a problem.
- Find a special holiday cooking recipe and cook it together.
- Construct a greeting card (there are specialized services for this).
- Find information about a historical event such as a war or the birth of a new country.

If using a school's computers, note that the school might have installed a "block," which serves to limit access to certain sites and vendors.

www.google.com is an example of a good "search engine."

Keiki-Kupuna Look-Alike Contest

Overview

In Hawaiian, the word "Keiki" means child and the word "Kupuna" means elder. The "Keiki-Kupuna Look-Alike Contest" is a friendly competition, held as part of a community event. The winner is the family with a child-grandparent (or great-grandparent) pair bearing the greatest resemblance to one another.

Participant Requirements

At least two families, each with at least one young member (21 years of age or younger) and a grandparent or great-grandparent

Objectives

This activity will:

- draw attention to how family members often resemble one another;
- increase community participation in a community event; and
- instill a focus on family into a community event.

Academic Connections/Life Skills

- genealogy
- biology

Materials/Resources

- plaque or award for the first three winners

Steps

1. Establish an organizing committee: This group will determine rules, find judges, and give out awards to the winners.
2. Sign up contestants: Through flyers, news releases, and word of mouth, inform local families of the upcoming contest. Clearly indicate how families can sign up to participate in the contest as well as the award(s) they might win. One option is to have each family entering the contest submit a photograph of the look-alike family members, with the family name and contact information on the back of the photo.
3. Conducting the contest: Select a "master of ceremonies" (perhaps somebody on the planning committee). Call each participating family up, one at a time. To evaluate candidates, enlist the aid of an impartial board of judges. After all the families have appeared on stage, have the judges meet to determine which family received the highest average score. Figure out a second and third place winner. Make sure to take photos of the winning families for newsletter and local newspaper stories.

Considerations

This activity can be a lot of fun and can draw a lot of public attention to the event. Perhaps the hardest part of this event is to obtain entries. Accordingly, it may be necessary to ease the requirement of participating, such as by accepting families with contestants only one generation apart.

To help entertain the crowd (as well as to squeeze in a few educational tidbits), the master of ceremonies can ask the crowd some questions about heredity and family. Here are some examples:

(1) What percent of genes are shared between two identical twins? [Answer: 100%]

(2) The Japanese have a saying: "Kaeru no ko wa kaeru." What does it translate to and what does it mean? [Answer: Translation: "Children of frogs are frogs." The meaning is similar to that for the saying "Like father, like son."]

(3) What does the following Spanish saying mean: "De tal palo, tal astilla." [Answer: From such a stick, such a splinter." (Same meaning as for #2, above.)]

The idea for this activity comes from Seagull Schools and the Hawaiian Intergenerational Network, cosponsors of an annual intergenerational fair in Kapolei (on the Hawaiian island of Oahu) that includes such an event.

Landscape Autobiographies

Overview

Beyond the physical work associated with creating a garden, there is also a psychological dimension to gardening. In this activity, an intergenerational group of gardeners conduct interview with one another to discover the personal meanings attributed to gardens and landscapes.

Participant Requirements

A mixed-age group of individuals who have gardening experience or interest.

Objectives

This activity will:

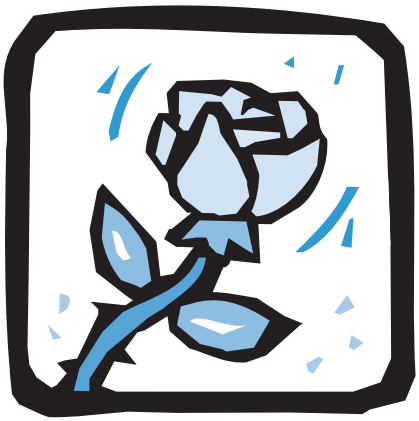
- promote intergenerational communication focused on how people (of all ages) attribute meaning to gardening and other activities related to landscape creation/maintenance;
- raise awareness about some of the societal changes over the past 70 years that have transformed local and national landscapes; and
- foster a greater sense of civic involvement on the part of local youth and older adults.

Academic Connections/Life Skills

- social studies
- civics
- horticulture
- environmental design

Materials/Resources

- writing pads
- pencils



Steps

1. Preparation:
   Establish an intergenerational community gardening group. This can involve working with an existing garden and trying to expand the existing group of gardeners to ensure age diversity, or finding a new garden site and recruiting a multigenerational group of gardeners. In either case, the intergenerational dynamic is similar, i.e., young people and older adults who share an interest in gardening and a sense of connection to the garden site, coming together to garden, side by side. If starting a new garden, participants can be recruited from community youth programs, senior centers, notices in the local newspaper, etc. Ideally, work assignments should be subdivided so that the work groups are as intergenerational as possible, i.e., with each group including at least one young person, one young or middle-aged adult, and one senior adult.

2. Landscape autobiographies:
   Develop mixed-age pairs of gardeners (this includes people who have formally joined the "community gardening group" as well as others who have experiences or interests in gardening and are willing to share their time and knowledge).

   Establish a set schedule for pairs of gardeners to interview each other, with each interview lasting approximately one hour.

   Before the interviews are conducted, encourage participants to bring in personal photos and pictures from magazines and other sources of images of landscapes that have sentimental value for them. (These images can be useful for stimulating and extending dialogue during the interviews.)

   Structuring the interview: Interview questions should touch on topics related to horticulture (plants/ flowers/ gardens/ trees/ landscapes), but in the context of the respondents' personal life histories. Some examples of interview questions that can be shared with the participants are given below. Also, encourage the participants to develop at least three of their own questions.

   Examples of interview questions:

   1. How would you describe the significance of gardening in your life?

   2. (If the respondent brought in photos/pictures) When and where did you get these photos/ pictures with landscape images? Why did you pick them?

   3. In addition to the stories behind the photos/pictures you brought, do you have any experiences you can share about giving or receiving flowers during times of courtship and romance?

   4. How "good" are you at garden ing? (In other words, would you say that you have a "green thumb"?)

   5. Who, if anyone, inspired you the most to become interested in gardening?

   6. Does (Did) your family have any traditions associated with planting things? If so, please share them with me.

   7. What's your personal sense of "beauty" associated with landscaping? For instance, do you like using large rocks in your garden? Do you prefer an elegant or a wild-looking garden?

   8. Is the landscape of your child hood different from the land scape in your current surround ings? If yes, please compare and contrast.

   9. What are your feelings about some of the landscape changes that have taken place in many American communities (e.g., forest removal, highway develop ment, and more housing units)?

3. Follow-up:
   After the interviews, have each participant put together some sort of "landscape autobiography" profile (or report) on the person they interviewed. Encourage participants to be creative. For instance, they can attach photos, dry leaves, or make a personal Web site or CD. When the report is completed, have the participants share them with each other and, if desired, with other interview pairs.

Considerations

Environmental autobiographies take time to compile, and they should not be rushed. Interviews are best conducted over the course of several sessions, or they can even be organized to occur on an ongoing basis.

To help build cohesion within the overall group of gardeners, organize discussion group meetings and social events. Participants might also hold periodic meetings to determine if the garden is being used as intended, assess evolving community needs, and make appropriate garden (re-)design recommendations.

Environmental autobiography interviews can be incorporated into existing gardening programs (e.g., Master Gardeners) or they could be conducted as a stand-alone activity.

Movie Kits

Overview

One way to spice up movie-time is to create "movie kits." These are bags filled with items that relate to a scene or theme from a movie that an extended family will watch together.

Participant Requirements

An intergenerational group of family members and/or friends.

Objectives

- Movie-watching will move from a passive, individualistic activity to an active, shared activity for participants.
- The activity will nourish and strengthen family relationships.

Academic Connections/Life Skills

- communication

Materials/Resources

- set of "movie kit" items (see below)—at least one item per participant

Steps

1. Determine a movie that an intergenerational group of family members and/or friends would enjoy watching together.
2. Figure out what items can be collected which depict a particular scene or theme in the movie. Drawing primarily from objects around the house, collect a bunch of items and put in a large bag labeled "[Name of Movie] Movie Kit."
3. Here are some examples of how to use the kits:
   - If the movie is *Men in Black,* before the movie begins pass around a bag filled with black items—ties, hats, gloves, socks, belt, wigs, etc. Half way through the movie, call, "Swap!" and watch everyone clamor for the most provocative items.
   - If watching *Miracle on 34th St.* or one of the more recent Santa Claus movies, a movie kit might contain the traditional Santa Claus paraphernalia—such as white beards and Santa hats—as well a postcards addressed to the North Pole and pencils so that, during intermission, everybody can write a card to Santa. After they are written, share them with each other for extra laughs.

Considerations

It doesn't really matter what the movie is or what items are selected. The main thing is that the movie kits be used to stimulate fun and interaction. Be creative!

For families with young children who like to see the same movie many times, movie kits might be the saving grace for adults facing the redundant task of watching a children's movie again and again.

My Life, Your Life/My Community, Our Community—Photography

Overview

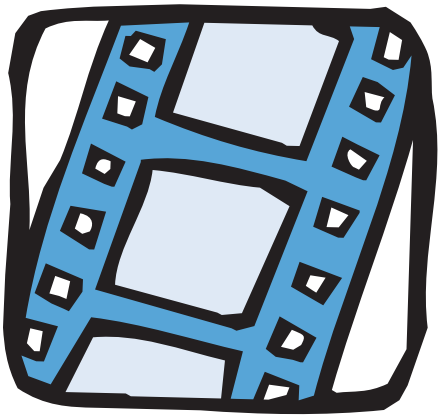
Photography is an excellent medium for teaching people about how other people live. In this activity, through the acts of taking and sharing photographs, participants of all ages gain insight into the personal and communal life experiences of people of other ages.

Participant Requirements

Any sort of multigenerational group of participants, with the youngest participants being at least 8 years of age.

Objectives

- Participants will engage in an intergenerational dialogue about personal lives and the shared community.

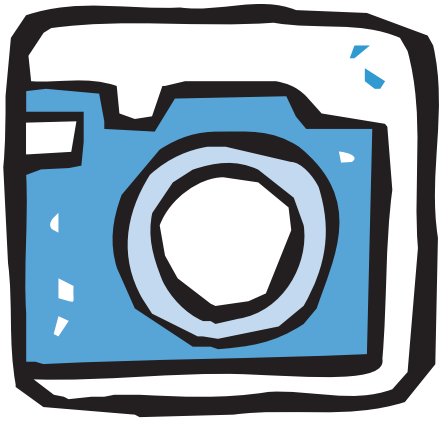


Academic Connections/Life Skills

- photography
- communication

Materials/Resources

- cameras (one per 2–3 participants)
- many rolls of film
- poster boards for mounting photographs



Steps

1. Getting to know each other:
   Have each participant bring in photographs of family members and make informal mini-presentations on their personal histories.

2. Instruction in photography:
   Basic instruction should include review of the parts of a camera and principles of picture taking. Include hands-on practice sessions in which participants take various types of photographs—indoors and outdoors, of still objects and moving objects—and then critique each other's photographs on the basis of basic photo quality criteria such as lighting, composition, and clarity of message.

3. Exploring personal lives through photographs:
   Have each person write out a "this is a typical day in my life" schedule.

   Form intergenerational pairs and have participants share their schedules and circle items that are photographable—e.g., "I play with my favorite toys"—circle "toys." "Go to my friend's house for tea"—circle "house" and "tea."

   Working individually, in pairs, or in small groups, have participants set out to take photographs that can be used to help tell the story of each person's personal life.

   After the photos are developed, have participants share and discuss their individual "my life" photos (in poster format, if desired).

4. My generation:
   Create monogenerational (same-aged) groups. Have members of each group write out a list of sites in the community that represent the group's views on the following:

   - Places that enable you (and your same-aged peers) to do your favorite activities.
   - Places you dislike.
   - Places you would like to change.
   - Places with sentimental value.
   - Places you fear.

5. Taking the photos:
   Then have each group plan out what they should photograph in the community to help them tell the story of "how people of our generation experience the community."

   Note: If there is great variation in the community views and experiences among members of each generational group, make sure to highlight this diversity in the photography shooting plan.

   Young participants might need some prompting. One technique is to ask them what images they would show to an alien from another planet who is visiting and wants to learn about the community from the young person's point of view.

   If time permits, after photography shooting plans are developed, conduct a large group meeting in which members of each monogenerational group share their plans and perspectives with one another.

   Take the photographs: This can be done individually, in groups, or as one large group depending on transportation resources, schedules, and the exigencies of the situation.

   The key is to be organized beforehand. Map out places to visit before setting out to take photographs.

6. Photo share:
   Have participants meet again in the monogenerational groups once the photos have been developed. Review the photos and determine which ones best represent their views about the community. Have them arrange a subgroup of these photos to create a "community of meaning" poster. Photos can be arranged in clusters on the basis of geographic area (e.g., downtown), types of settings (e.g., schools), activities (e.g., recreation), or characteristics of the people who use the settings (e.g., people with pets). Under each cluster of photos, write in some notes or adjectives to help describe key community quality of life themes noted by the group.

   Conduct a "show and tell" session in which each age-group uses the photos to tell the story of how they experience the community. Discussion should center on the various meanings that participants attribute to key community sites.

   An optional additional step would involve all participants working together to integrate their photos into one age-integrated "community of meaning" poster. Such a poster would represent a photographic account of community life as experiences by residents of all ages.

Considerations

Digital photography, which represents a quantum leap in photographic technology, has several benefits that other photographic technologies do not afford. For instance, digital photographs provide unprecedented opportunities for instantaneous feedback on photographs that are taken, and this contributes the development of photography skills. There is also the opportunity to have discussions about photographic content immediately following the taking of photographs.

For an intergenerational photography activity that promotes sharing about family structures, see the "Family Photo Tree" activity in this sourcebook.

My Time, Your Time—Web Surfing

Overview

"My Time, Your Time" brings older adults and young people together to conduct a collaborative investigation—using the Internet—into the different time periods of their lives.

Participant Requirements

This activity can be conducted with various types and sizes of intergenerational groups. The number of participants depends largely on the number of available computers with Internet hookups; ideally, one intergenerational pair per computer.

Objectives

- Participants will become more familiar with the Internet.
- Participants will develop an enriched sense of history, with additional insights into the differences and similarities between different time periods.

Academic Connections/Life Skills

- social studies
- history
- research using computers

Materials/Resources

- computer with Internet hookup
- two chairs

Steps

1. Introduction:
   Pair young and older participants up in groups of two to five, with one computer with Internet hookup per group.

   On a writing tablet, list the following information for each participant: date of birth, most memorable historical events (e.g., distinctive weather patterns, wars, political events, economic events, etc.) and most memorable personal events (indicate year).

2. Birthdates:
   For each person's date of birth, look for information on other occurrences taking place at that time. To do this, find Web sites that provide timeline-type information—e.g., www.myhistory.org/timeline/ (a Web site of the National Endowment for the Humanities) and www.storypreservation.com/dates.html (part of the Center for Life Stories Preservation Web site). Look for who was president, historical events that took place, famous people with the same birth date, etc.

3. Historical events:
   As practice, do a few searches together to learn more about topics of common interest.

   For significant historical events, do a "search" to find Web sites offering relevant information. Here is a short introduction to using the Internet to do a "search" for information on any given topic:

   Though there are various "search engines," and there are some variations between them, the process usually involves finding the part of the screen that says "Search," typing in one to three words describing the topic of interest, and then moving the mouse to—and clicking on—the part that says, "Okay," "Go to," or "Search." After a short amount of time (depending on speed of Internet connection), information will be displayed. Each item listed provides a link to a different Web site. Practice clicking on items of interest; the result is instantaneous transfer to Web sites hosted by computers all over the world. If there are too many "hits" to review, refine the search further. For example, instead of searching under "Hawaii," try "Hawaii statehood."

   For each event that is researched, encourage the person who listed the event to reminisce about how it was perceived and experienced on a personal level.

4. Personal events:
   For memorable personal events, search for historically significant events that may have happened on the same date.

Considerations

When participants note the events they remember and the personal memories they consider significant, encourage other participants to ask probing questions. One technique is to focus on the human senses, asking, for example: "What did things look like, smell like, and sound like?"

Follow-up activities: Have participants bring in photographs, materials in scrapbooks, or other memorabilia alluding to the events that were researched together on the Internet.

As a prelude to the "My Time Your Time—Web Surfing" activity, consider the following as a potential Internet warm-up activity: Working either as individuals or as teams, conduct a timed Internet search to answer three questions. For example: "What caused the Civil War?" "What was Christopher Columbus' middle name?" "How can you tell an Indian elephant from an African elephant?" Feel free to come up with your own questions. The individual/team that can answer these questions quickest "wins."

Making History Come Alive

Overview

There is a great interest in oral history as an opportunity to develop community histories, bridge generation gaps, and to provide real faces for historical events. This activity provides techniques for implementing oral histories as a method of making history come alive.

Participant Requirements

An intergenerational group of participants; ideally with an equal number of young (at least 8–9 years of age) and older participants.

Objectives

- Youth will develop interview skills and learn about how historical events were experienced by individuals who lived through them.
- Older adults will apply their cognitive skills by remembering and telling stories from their past. They will also play a valuable (and valued) role in the education of young people.

Academic Connections/Life Skills

- interview
- research
- writing
- listening
- social studies (especially a focus on history)
- awareness and appreciation of diversity

Materials/Resources

- note paper
- pencils/pens
- tape-recording devices (optional)

Steps

1. Youth preparation—questions: In advance of the intergenerational meeting, have the youths develop a list of questions that they might ask an older person. These questions should be about one or two historical themes or events: "What was this neighborhood like 40 years ago?" or "What was it like to live through WWII?" or "What was the auto industry like when you worked as a car salesperson?" Before the actual interviews, arrange for the youth to receive feedback on their questions—and to obtain ideas for additional questions—from an educator and/or one of the older adults participating in this activity.

   Since this activity has a historical theme, it is helpful for the participants to be assigned partners in advance and to receive some information about the person. This information will help determine the historical events about which the person is likely to be able to provide some perspective. The selected themes can then be told to the older adults so that they can bring along any items that might facilitate their storytelling.

2. Youth preparation:

   Interview Skills:

   Ask one of the youths to volunteer to come in front of the group to help with a demonstration. Sit facing the student in the front of the room. Act as the interviewer and ask the volunteer questions that they should answer. In this example, the facilitator will demonstrate what not to do by:

   a) not making eye contact

   b) interrupting

   c) not asking follow-up questions

   d) asking a lot of yes and no questions

   e) asking questions which the participant already answered

   f) leaving to pick up an imaginary ringing phone

   g) writing a lot of notes when the person is talking

   h) not allowing time for the interviewee to think of an answer—moving along too fast

   After the demonstration ask the group to identify the types of things that hindered the interview. Then repeat the exercise with two new volunteers, this time demonstrating good interview skills by doing the opposite as before. For example, if you asked the question "Did you ever have a pet?" you might then ask, "What did you like about having a pet?" "Can you tell me a story about your pet?" In addition, you should demonstrate an appropriate waiting time between questions. (Most people give less than 10 seconds, but 20–30 seconds is more appropriate, particularly if the interviewer gives verbal cues such as, "Take your time," or if the interviewee is clearly trying to think of an answer).

   After the second demonstration, create a list with the participants of good things to do during an interview. If time permits the youths may want to practice on one another by asking questions along themes familiar to their peers.

3. The interview:
   Break the participants into intergenerational pairs and sit them across from one another at a table. Each youth should have tape-recording devices, a list of questions, and any pictures, newspaper clippings, or memorabilia that may provoke stories during the conversation. Have each person introduce themselves to their partners before the interviewing begins.

4. Post-interview:
   After the interview is over, ask the youth and older adult participants to write a brief reflection about the experience of the interview. Later, work with the youth to type all or most of the interviews for subsequent presentation to the older adult respondents as a gift.

Considerations

If the senior adult participants are similar in age, it might be appropriate for all the youth to ask questions along the same theme.

For the young interviewers, one of the factors that often limits their ability to conduct extensive, engaging interviews with senior adult respondents is their limited knowledge of history to begin with. Accordingly, a pre-interview brush-up with history is invaluable preparation in helping the youth develop questions and conceptually anchor all that they will be hearing about in the interview. One pre-interview activity that can help prepare the young participants to be good oral historians is the "Timeline" activity in this sourcebook.

Sometimes, the senior adult interviewees are in need of pre-interview support and preparation. One way to do this is to ask them to bring in old photographs (of themselves, their families, and their communities), family mementos, and old newspaper articles that describe various historical events and time periods they remember.

There are some excellent Web sites that can provide participants with historical facts and excite them about learning history. The "American Memory Timeline" is a great new Web site that was developed to help educators and students use the vast online collections of the Library of Congress. This Web site memory.loc.gov/ammem/ndlpedu/features/timeline/index.html provides links to all sorts of resource material on a variety of topics in U.S. history, arranged by chronological period.

People into Performance

Overview

There are many fun ways to record oral histories other than the traditional tape-recorded interview. This activity presents methods for young and older people to tell life stories through the medium of performance.

Participant Requirements

At least three youth and three older adult participants.

Objectives

- Participants will learn about different ways to translate spoken stories into plays.
- Participants will learn more about others' lives through working together to write and perform oral history plays.

Academic Connections/Life Skills

- social studies
- drama
- public speaking
- art
- creative writing

Materials/Resources

- a room large enough to allow for all participants to stand and practice their performances
- notepads
- pencils/pens

Steps

1. Introduction:
   Seat all of the participants in a circle around a large desk. In the center of the desk, place a bowl with folded pieces of paper in it. Each paper should have a number from two to seven (or higher depending on the number of participants). Each person should pick a paper. The number on the paper is the number of items that the participant needs to tell the rest of the group about themselves. And for one of the items, they need to tell a story. For example if a person notes being a volunteer at a hospital, they may follow up with a story about being invited to a patient's wedding.

2. Select a focus point:
   Depending on the size of the group, you may want to subdivide the participants into two smaller groups for creating the play. When the group is a set size, ask the participants to think of which person's story they are interested in learning more about or which one would make a good theme for a mini-play. A simple nomination and voting process can be used to select a story.

3. Choose a format:
   Brainstorm with the participants a list of different types and formats of performances. Some examples are as follows: a musical, a dramatic piece with one person interviewing another and the other participants in the background acting out the story being told, a series of monologues, etc.

4. Write and rehearse:
   Once the group has selected its performance format, have them write out the skit or story in detail and rehearse. Make sure the group has enough time to practice.

5. Performance:
   One of the best aspects of using this activity with a larger group is that the end product is more than one performance. Performances can be repeated with various community group audiences.

Considerations

While this activity can be done in a short period of time, dedicating 2–3 hours or spreading it out over several days will make it a more fun and effective method of teaching participants about one another.

Partners in Poetry

Overview

This activity consists of a series of writing workshops that engage participants in writing and sharing their creative writing (in this case, poetry). Emphasis is placed on self-expression, the enjoyment of language, and exploration of life experience.

Participant Requirements

This activity is appropriate for all age-groups, although the mix of student/older adults is optimally accomplished with fourth–sixth grade students. There is no age limit for the older participants—they simply have more life experiences. With younger children (grades one through three), it's helpful to have older students and parent volunteers to help write down the poem as it comes out. This might also be needed if some of the older participants have lost the use of their writing ability.

Objectives

- Participants will develop an awareness of generations separated by age and experience, and show each group and each person their common ground.
- Participants' awareness of poetry will widen, and they will learn how poems can be catalysts to self-expression.
- The activity will create an environment of openness and sharing.

Academic Connections/Life Skills

- language arts
- creative writing
- communication

Materials/Resources

This activity begins with the review of an existing poem. There are various books available which provide a wide selection of poems as well as poetry writing exercises to choose from.

Steps

1. Introduction:
   Choose a poem with strong sensory appeal. The most visual poem is the best way to start.

   Put on the board: "A poem is a word photograph." (This is written by William Carlos Williams.) Discuss.

   Elicit the five senses, and speak about how they're going on all the time, whether or not we're aware of it. List them. Give an example of a short sentence, and expand it, keeping it in the present tense, ending with something like: "I go to the shore and see the dark, blue waves as they roll over the wavy ocean." Stress that, although the only thing that is truly in the present is their attendance in the poetry class, they have to try to imagine themselves at the place where they are seeing/hearing the world around them, in that location.

2. Warm-ups:
   Before you hand out your selected poem, give a little warm-up:

   For example, if the poem describes a special place, such as the poem "Nantucket" by William Carlos Williams, before handing out the poem, ask the participants where they've gone on vacation—the name of the place and the season. Then ask for one of the senses to be highlighted: "I went to Vermont and saw a high mountain," etc. (If someone has never traveled ask them to name their favorite season where they live, and what is one picture/sound/touch.) Talk about an island, and ask what things they might see/hear/touch/taste/smell, expanding the sentence until the students get the idea.

3. Examining the poem:
   Hand out the poem, and talk about some distinctive characteristics about it. For the Williams poem, for example, you might note that Williams was a doctor in New Jersey and wrote many short poems on the back of prescription pads.

   Read the poem aloud twice, explaining any difficult words before the initial reading. Elicit the poem's images, making the analogy to the poem being like a stuffed closet, or the space under their beds, chock full of things. Have the students and seniors, either in mixed-age pairs or in small groups, further discuss the poem and its meaning.

   Elicit titles for a poem they might write, like "Pennsylvania in Spring."

4. Writing poems:
   Have participants write their own poems. Ask for volunteer readers (make sure both age-groups get a fairly equal representation). Discourage judgments, praise the efforts of everyone, talk about the poetry process and how each poem can be seen as a new sponge that expands and grows, either in sentences and/or in meaning, the more it's thought about, read, revised.

   Have participants write the poems again, but this time they are working in mixed-age pairs or small groups. A crucial part of this work is the publication of at least one poem from each participant or group of participants. Although this is the culmination portion of the class, a public reading (or at least a formal reading in the class) should be arranged so participants see the completion of their work. Invite school, local personnel, as well as local media to garner public notice of this unique work.

Considerations

It cannot be overemphasized that each person has a great deal of creative potential and hence worthiness to engage in writing. This is crucial since there is often so much judgment about one's ability, coming from the mystification of the writing process. Each teacher, in approaching the poems and the themes, needs to lighten up, take a breath, and be open to the enjoyment of words and the play of language.

Poems are seen as one very direct way of self-expression. It is most helpful if, as students write, they forget about spelling correctly, and if they are told to write no more than three words to a line. (This may seem arbitrary, which it is, but it is a technique that helps free up the writing process.)

Developed by Bill Wertheim, intergenerational program consultant (Mount Vernon, New York).

Prom

Overview

An intergenerational prom contains many of the same elements as a traditional school prom, but offers a unique opportunity for intergenerational exchange. Students and older adults work together to choose the theme, organize the event, create decorations, select music and food, and recruit their peers to attend.

Participant Requirements

Facilitator, several people (old and young) willing to serve on a planning committee, and a large mixed-age group of people willing to attend the event.

Objectives

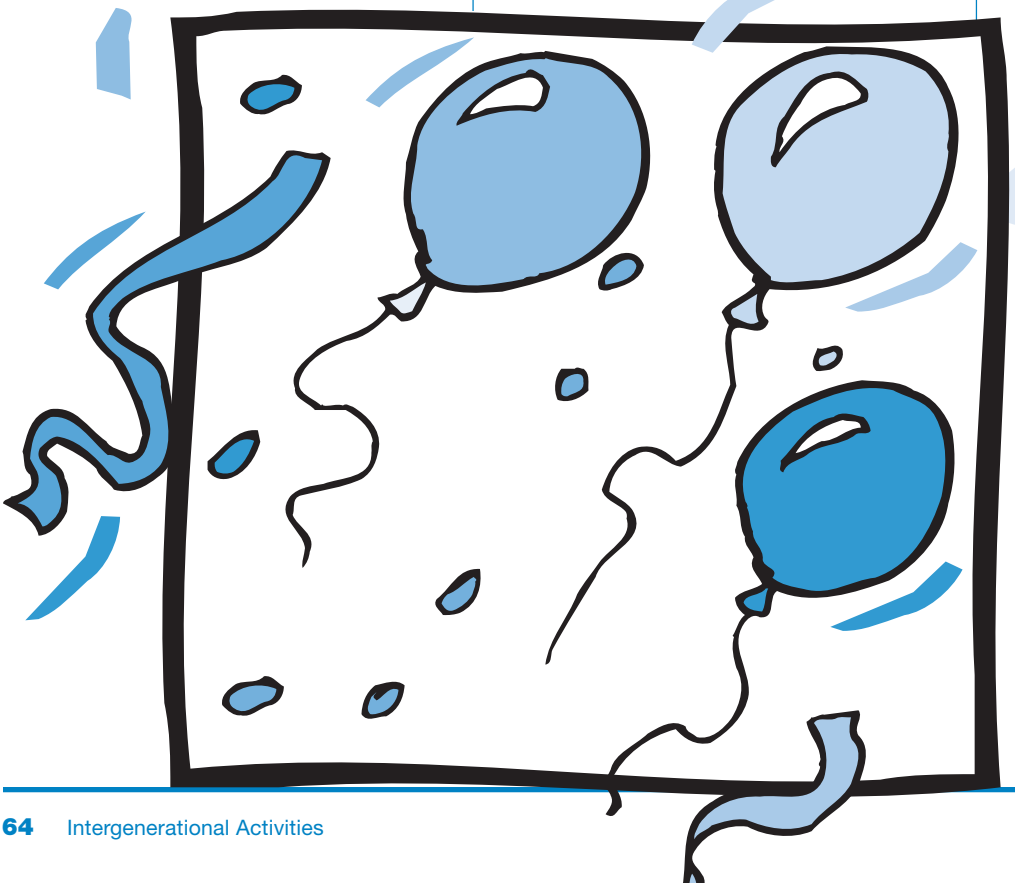
- Participating youths and senior adults will dance and have fun together.

Academic Connections/Life Skills

- leadership development
- event organizing
- arts appreciation

Materials/Resources

- meeting space
- posters and flyers
- food
- band or DJ
- decorating supplies
- favors
- programs
- large space for dancing



Steps

1. Preliminary organizing:
   Identify space to hold the dance, based on size of target audience. School cafeterias or gymnasiums can work well.

   Choose a time to hold the event; an ideal time to conduct an intergenerational prom is late spring, during (or immediately prior to) the traditional school prom season.

   Organize a planning committee (an approximately even mix of youth and elders). This committee should be prepared to meet on a regular basis; for the three months prior to the dance, meetings should be held at least once every two weeks.

   For the first meeting of the planning committee, have participating youth and elders meet each other, learn what is expected of them during the planning process, and begin selecting the theme. Have them generate a list of ideas and prepare music or a display to bring to the second meeting when the theme will be chosen. Suggestions and ideas can easily be found in traditional prom materials catalogues. Whatever the theme, try to include music and dances from different eras, and you might also encourage participants to include prom fashion changes as part of the chosen theme.

Once a theme is selected, work up a budget for the event. Depending on the theme selected, local or national businesses may be willing to donate supplies (i.e., movie posters, maps, paper goods, etc.).

At subsequent meetings, have the planning committee create fliers and posters, select a color scheme, choose favors, choose and create decorations, and select food, music, and other entertainment. The music that is selected should be representative of youth and adult music suggestions. The committee may choose to schedule some type of entertainment between the dinner and dancing portions of the evening. (This transition will allow for some clean up to take place, and dessert can be served during the dance.) The entertainment can also be linked directly to the theme selected.

Encourage the planning committee members to recruit their peers to attend the dance.

Ticket prices should be as minimal as possible, but attendees should pay something for their tickets, with the possible exclusion of committee members and their guests.

2. For the day of the event:
   The planning committee members (and a few additional volunteers) can also function as the decorating and cleanup committees on the day of the dance. Setup time typically depends on the nature of the decorations.

   A typical intergenerational prom schedule is:

   - Decorating—9 A.M.–1 P.M.
   - Band and Food Setup–4 P.M.
   - Dinner—6 P.M.
   - Entertainment—7:15 P.M. (separate room)
   - Dancing and Dessert—8 P.M.–11 P.M.

   Seating will work best with a seating chart and place-cards (such as those used for a wedding). This way, it will be possible to ensure a mix of students and elders seated at each table. The planning committee members may want to have special nametags or attire to identify them during the dance. For instance, if using a "Hollywood" theme, committee members could be dressed as ushers.

   A "King" and "Queen," usually a nonrelated intergenerational pair from the planning committee, can be crowned during the dance. They can be voted on by the planning committee or selected at random at the dance.

3. After the event:
   To facilitate learning and a sense of closure, and to determine interest in making this an annual event, host a wrap-up meeting after the dance to get feedback from the planning committee and to share photos from the event.

Considerations

Organizing an intergenerational prom is a wonderful, in-depth experience for the members of the planning committee. It can also be a memorable experience even for those who attend the event. Keep in mind, however, that this can be a very expensive program in terms of time and financial commitments. A good way to gain participants and to potentially cut down on costs is to partner with a local senior center or independent living facility where active older adults live and where free space may be available.

From Maureen Statland, unit educator, Youth Development, University of Illinois Extension.

Self-Sufficiency Bingo

Overview

This activity is designed to use bingo, a game that resonates with people of many generations, to teach life skills related to staying safe and healthy.

Participant Requirements

At least eight to ten youth and eight to ten older adults.

Objectives

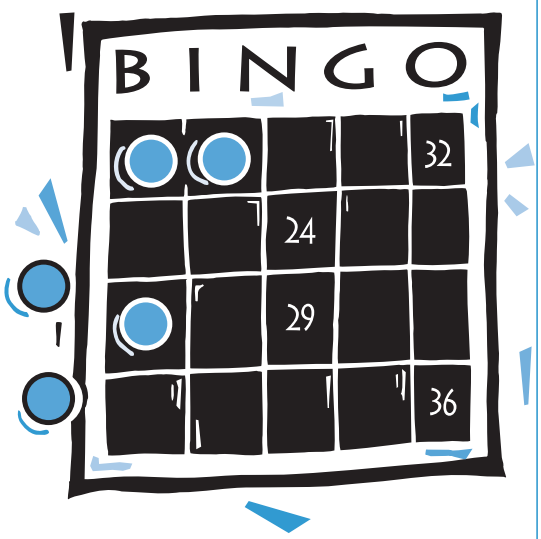
- Young participants will learn more about how to maintain their safety and be self-reliant when necessary.
- Intergenerational friendships will form via working together to answer bingo questions.

Academic Connections/Life Skills

- home economics
- communication
- self-sufficiency

Materials/Resources

- all the materials necessary for a regular game of bingo



Steps

1. Introducing the activity:
   Bring together a group of older adults and youth who are willing to play "self-sufficiency bingo." Explain that the game will be played as any bingo game is played but with two alterations:

   (a) Participants will play the game in intergenerational pairs.

   (b) Before participants can place chips on their bingo cards, the student/senior teams must answer a life skills question correctly.

2. Create the "self-sufficiency" questions:
   Create intergenerational teams, with two to three participants each.

   Ask each team to generate a list of "self-sufficiency" questions. This can be done by brainstorming a list on a flip chart or chalk board, or it can be done by asking each participant to think of three questions. Here are a couple of examples of questions: "If a stranger offers you candy to get in his car, you (a) get in the car, (b) ask what kind of candy he/she has, (c) run to the nearest store and tell them to call the police, or (d) try to get the man out of the car." "To fully hard-boil an egg, you must boil it in water for (a) 8 minutes, (b) 10 minutes, (c) 12 minutes, (d) 14 minutes."

   Try to generate a list of at least 30 or more questions that seem appropriate considering the development level of the children.

   For example, a question appropriate for youths at least 11 years of age, but not for young children would be something such as "How do you protect your computer files against receiving a virus from a message sent to you by e-mail?" Other questions can touch on good things to do (as well as not to do) during the first day in a new school, on job interviews, and at parties.

3. Playing the game:
   Give each intergenerational team a bingo card and chips.

   When the first number is called (e.g., B-24) ask everyone who has that number to raise their hand. If at least one team has that number, read a question out loud to the room. Have each team with B-24 confer with each other and write down their answer. Announce the correct answer. Each team that answered the question correctly then puts down a chip. (This is an honor system.) Encourage the older adult in each pair to help the younger person figure out the answer.

   Whoever gets five in a row first wins!

Considerations

Make sure to keep all the questions that you write. The next time you play the game, you can reuse some questions to see if the students remembered what they learned. Also, using some previous questions helps build a larger question pool and can therefore allow for multiple games.

Sketching Intergenerational Scenes

Overview

This is a simple activity in which participants sketch scenes of activities involving some sort of interaction between people of different age-groups.

Participant Requirements

People of all ages, as long as they like to draw and have the cognitive ability to understand the idea of intergenerational interaction

Objectives

- Participants will think "intergenerationally" and reveal their experience and imagination on paper.

Academic Connections/Life Skills

- art
- creativity

Materials/Resources

- assorted drawing supplies (e.g., paper, pencils, crayons, and markers)
- If desired, include decoration supplies, scissors, glue, and colored paper.

Steps

1. Provide participants with drawing supplies.
2. Ask participants to think about activities they do—or might like to do—with people in other age-groups. (For younger children, ask specifically what they like to do with their grandparents/great grandparents.) If needed, prompt them to think about various arts and crafts, dancing, cooking, computing, gardening, and other activities.
3. Have participants draw scenes of activities in which there is intergenerational exchange.
4. Have participants discuss their drawings with each other.

Considerations

Intergenerational activity scenes make for good displays in educational or recreational settings. For a traveling exhibit, mount select sketches on poster board.

Spelling Bee

Overview

This activity is designed to provide youth and older adults the opportunity to increase their mental focus and spelling ability in a fun, intergenerational environment.

Participant Requirements

At least six youths and six older adults.

Objectives

This activity will:

- help participants learn new words; and
- raise awareness about how the joy of learning and working with words transcends the generations.

Academic Connections/Life Skills

- spelling
- communication
- English
- social studies
- science

Materials/Resources

- dictionary
- word lists

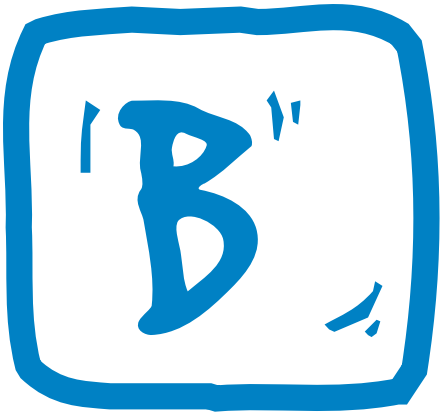
Steps

1. Introductions:
   Divide the overall group into smaller groups of equal numbers of youths and older adults. Before the spelling bee begins each team should get to know one another and practice spelling. To do this the facilitator should instruct each team to introduce themselves to one another and together come up with a team name. The team name should be a real word or two that uses one letter from each member's name. For example if the team members' names were Emily, Sarah, Keith, Tisha, Frank, Patrick, Latoya, and Candice, the team name may be S.P.E.L.L.E.R.S.—tiSha, Patrick, kEith, emiLy, Latoya, candicE, fRank, and Sarah—SPELLERS! They may want to use a dictionary to help them. Each group should then select one team member to act as team captain. Once all the groups are finished they should introduce themselves and the team to the rest of the teams.

2. Instructions:
   One way to organize the spelling bee is to establish a bunch of categories beforehand. For each category, create a list of words that spelling bee participants will be asked to spell. To add to the challenge, for one word in each category, have a follow-up question. Examples are:

   Games:
   - Bingo
   - Chess (Follow-up question: "Spell the name of the piece that is shaped like a horse.")
   - Casino
   - Bridge
   - Monopoly

   Holidays:
   - Christmas
   - Passover
   - Ramadan
   - Easter (Follow-up question: "Spell the name of the animal who visits at Easter.")
   - Thanksgiving



   Presidents:
   - Nixon
   - Reagan (Follow up question: "Spell the first name of the first lady and proponent of the "Just Say No" campaign.")
   - Kennedy
   - Clinton
   - Eisenhower

   The categories should be announced and each group given fifteen minutes to prepare. Remind the groups that the words will require knowledge from all generations.

3. Playing the game:
   Have the team whose name starts with the letter closest to Z be first to pick a category. Once selected, the team will be given the word. Only one person from each team may answer. [An alternative way to play is to allow team members to help if needed.] If the word is spelled correctly, they receive one mark. If there is a follow-up question and the team also gets that word correct, then they will receive two marks. An incorrect spelling will result in no marks and the first opposing team to raise a hand can try to "steal" the mark. Once all of the words have been spelled, the team with the most marks wins!

Considerations

This game can be adjusted for all age-groups and ability levels. The words selected can be more difficult for older youths.

This is a good activity for cognitive focus but may be frustrating for older adults who have concerns about their memory. Also, this activity may work best after adults and youth have established relationships that can decrease performance anxiety that some participants may experience.

Sports Day

Overview

An intergenerational sports day event involves bringing people of different generations together to experience the joys of teamwork and friendly competition. The sport(s) selected for the event should be sports that evoke interest from participants of all represented generations.

Participant Requirements

The youth should be old enough to understand the concepts of teamwork and cooperative play. The older adults should be healthy and willing enough to engage children and youth in an active recreation experience. Most sports can be modified to accommodate different levels of physical ability.

Objectives

This activity will:

- provide an intergenerational group of participants with an organized sports experience; and
- nourish existing intergenerational relationships and stimulate the formation of new ones.

Academic Connections/Life Skills

- physical education
- teamwork
- communication
- cooperation

Materials/Resources

- all of the items required to play the selected sport(s)

Steps

1. Establish a planning group:
   If the event is sponsored by local organizations that serve young people and older adults—such as a local school and a senior center—then there are likely to be sports and recreation staff available to help with the planning process. On a more informal level, an intergenerational sports event can be organized by a group of families with a history of getting together, such as for block parties and holiday functions.
2. Select one or more sports to play:
   Try to take into account the following: level of interest on the part of would-be participants, availability of people with the expertise to plan and run the event, appropriateness in light of participants' abilities, consistency with local cultures and traditions (e.g., a neighborhood with many older Italian residents is likely to respond well to a Bocce event), and available resources (e.g., a neighborhood bowling alley).

3. Set your own rules:
   Modify sports activities as the planning group sees fit. For example, if there are older adults who like baseball but have a hard time running around the bases, use children as "pinch runners."

4. Form teams:
   Try to ensure that each team has a fair amount of age diversity. Once teams are formed, have a brief team meeting in which participants introduce themselves and discuss their interests and experiences regarding the sport(s) at hand.

5. The competition:
   Play ball!!

6. Afterward:
   Try to hold a short "debriefing" meeting to allow participants to share their feelings about the day's activities. If not articulated by any of the participants, emphasize the value of maintaining a healthy, active lifestyle throughout one's life. (In other words, people of all ages need to be physically active to maintain health and well-being.) Other issues that might come out include surprise at the agility of the senior adults and the level of cooperation by the youth participants. Include some informal socializing time for when the sporting event is over. If appropriate, try to determine people's level of interest in making this an annual or ongoing event.

Considerations

The bonding that takes place between members of a sports team (and between competitors) is often very profound and can lead to friendships that last a lifetime. Remember not to neglect the social interaction aspects of the intergenerational sports day. Also, make sure that the spirit of competition does not get out of hand.

Many schools conduct game day-type events. With little extra trouble, and a lot of potential extra benefit, an intergenerational component can be woven into such events by inviting members of a nearby senior center.

An idea similar to hosting an "intergenerational sports day" is to hold an "Intergenerational Olympics." In the framework provided by Intergenerational Innovations, an organization in Seattle, Washington, an "Intergenerational Olympics" event can include tournaments in tennis, ping-pong, scrabble, trivia, and chess, as well as other activities. One idea for ensuring that adults are included in the teams is to call the event a "Century Tournament" and require each team to be made up of two members whose ages together equal 100 years or older.

To generate more notable and sustainable changes in health and fitness, consider creating an extended training period before the event as well as follow-up training and sports participation opportunities after the event.

Storytelling

Overview

Storytelling is a wonderful way to spend leisure time; not only is it entertaining, but it is a powerful means for passing history and language skills to younger generations.

Participant Requirements

Although this activity can be done with any intergenerational group, it is most effective with a group where the children are at least 8 years of age.

Objectives

This activity will:

- instill a greater interest in reading and storytelling; and
- provide children and older adults with an educational alternative for how they spend their leisure time.

Academic Connections/Life Skills

- storytelling
- creative writing

Materials/Resources

- writing pads
- pencils/pens

Steps

1. Form groups:
   Depending on the number of participants, break them into intergenerational pairs or small groups.

2. Preliminary training and practice:
   Many young people have not had experience telling stories and hence are not confident in their "storytelling" skills. With a focus on recreating natural events as stories, ask the intergenerational pairs/small groups to work on the following: "Think of a sequence of events that happens in the natural world. For example, a caterpillar turns into a butterfly, a seed is planted and grows into a tree, a cloud 'fills' with water and bursts with rain, a tadpole turns into a frog, a baby bird hatches, eats, grows, and learns to fly." Then ask participants to write or draw the events that make up the sequence. Include details that come to mind, such as colors and sounds. The next step involves turning these events into an interesting story to share with the group.

3. Storytelling:
   Have participants choose a theme—e.g., facing a challenge, making a new friend, learning to do something new. With these themes, have them develop short stories. Afterwards, have each pair or small group of participants share stories with one another. Consider taping the storytelling sessions.

Considerations

One of the biggest obstacles with storytelling is avoiding using words like "um," "like," and "you know." To avoid using these words ask the participants to brainstorm a list of these types of expressions. When they perform their story, challenge participants not use any of the words that the group identified.

A helpful resource to prepare young people to tell stories is "Stories from Nature" derived from a 4-H Cloverbud Program curriculum developed at Ohio State University and revised by Claudia Mincemoyer (Penn State Cooperative Extension).

Stump Your Relative

Overview

In this activity, family members and friends at least one generation apart try to "stump" each other by finding and sharing items that are likely to be unfamiliar to people of other generations.

Participant Requirements

This activity can be done with any type of intergenerational group or family.

Objectives

- Help young people and older adults get to know more about the life experiences of people in other age-groups.
- Stimulate dialogue about intergenerational similarities and differences.

Academic Connections/Life Skills

- history
- creativity
- social studies

Materials/Resources

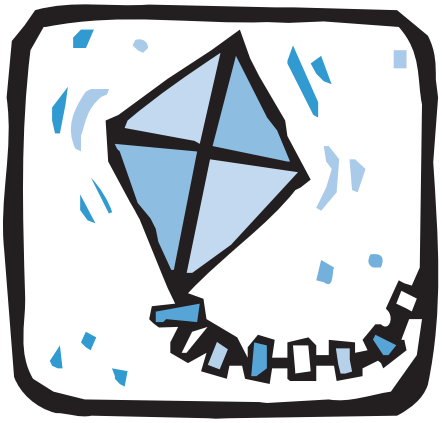
- a location in which all participants can find items highlighting distinct aspects of their generational experiences

Steps

1. Gather all participating family members and friends to go over the ground rules and figure out a timeline for this activity.
2. Each participant then gathers a few items that people of their generation tend to know a lot about but which might not be familiar to people of other generations. For example, a child might select a "finger bike" and an older adult might select a "fountain pen."
3. Each participant then brings the item(s) they selected to another prearranged gathering of family and friends. For each item, let relatives/friends guess what it is. (Give hints if needed.)
4. Once relatives/friends guess what the item is (or give up guessing), provide additional information about how the item is used.

Considerations

Various ideas for items that participants can use to "stump" each other can be found in the TRIAL (Tools and Resources for Intergenerational Action and Learning) educational program developed by Penn State Cooperative Extension (Kaplan, Goodling, Miller, Cornell, and Hanhardt, 2002), which is available on the Web at intergenerational.cas.psu.edu/TRIAL.pdf.



Time Capsules

Overview

This activity involves collecting historical items, putting them in "time capsules," and "unveiling" these capsules at some sort of public forum in a number of months or years into the future. This activity can be conducted as a class/school project or as part of a community or county event.

Participant Requirements

This activity is an age-inclusive one; participants of all ages are likely to be able to make a contribution to this group activity.

Objectives

- Promote an appreciation of history.
- Stimulate intergenerational dialogue focused on societal changes in how people spend their time in leisure, work, etc.

Academic Connections/Life Skills

- social studies
- math
- historical perspective

Materials/Resources

- Two to five large garbage containers with lids (to be used as time capsule containers)
- various assorted objects representing each of the highlighted eras

Steps

Although there are several ways to conduct a time capsule activity, the basic framework involves three steps:

1. Collect artifacts:
   As a school, community, or family project, have participants collect historical artifacts. The number of "time capsules" created should be determined by the group of participants. If possible, create one time capsule for each of several decades—the 1930s, 1940s, 1950s, and 1960s—or one capsule for each generation in attendance. If this project is part of a school or youth club activity, have the young participants request assistance from their older family members in collecting items from these decades. (So that individuals can later retrieve items of value, keep record of contributor's items.)
2. Plan the display—or "unveiling" event:
   Agree on a place to store or bury the time capsules and a date to open them. This can be a matter of weeks, months, or years after the capsules are sealed.

3. Open the capsules:
   At some sort of public forum, such as a community festival or an event held to celebrate a day of historical significance, open the capsules. Place the capsule contents in public view and encourage event participants to examine and discuss the items. In planning the event, try to ensure participation from all age-groups (this should spice up the dialogue!) and make sure to invite representatives from the media. With any luck, news of the event will appear in local newspapers, radio, or television shows. As the items of each generation are removed, call for participants of each generation to comment on the meaning of each item. If a long period of time has passed, ask youth participants (who are now older) if they have a different understanding of any of the items in any of the capsules.

Considerations

This activity can also be done as a family event. In this case make sure to include items for the capsule(s) that reflect family history and identity. Try to have each family member contribute at least one item for retrieval at a later date. Also include items that reflect life in our contemporary society such as grocery store circulars, automobile brochures, magazine advertisements, candy bar wrappers, and movie listings from the newspaper. Although our day-to-day lives today may not seem so interesting, future generations of children (and any scientists and scholars on hand) are likely to find items that reflect how we live today to be very interesting. Make sure to pack the items in a box and write "Time Capsule" on it, with the note, "Do Not Open Until [the date you have chosen—e.g., 20 years from the date it is sealed]." Put it away in the attic or some other safe storage place until this date.

However the "Time Capsule" activity is organized, it presents tremendous opportunities for intergenerational discussion. In the time capsule activity described in Barbara Friedman's book *Connecting Generations* (1999) emphasis is placed on facilitating discussion about the vast changes that have taken place in our society in terms of technology, medical advances, and daily living conveniences. Friedman also suggests the exercise of having participants refer to books and use the Internet to identify events, discoveries, or inventions that have occurred since the 1940s.

Timeline

Overview

The creation of a "timeline," in which an intergenerational group of participants lists dates for major events of historical and personal importance, serves to draw attention to societal changes and life experiences that reflect those changes.

Participant Requirements

This activity can be conducted with various types of intergenerational groups, as long as the young participants are old enough to understand the concept of history.

Objectives

- Participants will develop a sense of how their lives fit within history and within the time frame of the lives of the other participants.
- Participants will develop greater intergenerational understanding.

Academic Connections/Life Skills

- social studies
- an accurate sense of history

Materials/Resources

- a long piece of paper or a long chalkboard
- pencils
- markers or chalk

Steps

1. Preparation:
   This activity should take place in a room with a large wall. Tape a large stretch of butcher's paper to the wall (a long blackboard would also work well). Onto this paper draw a long line down the middle, at one end mark the line with the date 1900, at the other end mark the date today, and in between make marks indicating every five years (1900, 1905, 1910, etc.). Place several pencils and colored markers on a table near the paper.

2. Creating the timeline:
   Ask participants to come up to the timeline and fill in any information that is important to them that occurred during the time period included on the timeline. Write the identified historical events next to the appropriate years in which they took place. Include personal events, such as the years in which participants were born, as well as historical events. The types of things that would be found on this timeline would include birthdays, graduation days, the day a participant was drafted, the Depression, WWI, the day the United States dropped the atomic bomb on Hiroshima, the year a relative died, the Civil Rights Movement, etc. Participants should be invited to come up all at once to fill out the timeline—this creates a less tense and more fun feel to the activity. Have participants work in pencil before using markers, particularly for historical facts.

3. Review:
   After the timeline is filled in, read through the entries as a group. A good question to ask is what participants would put on the line if it were extended to 25 years from now? What things do they expect to happen in the world and in their lives in the next 25 years?

Considerations

As noted in *Across Ages* (Center for Intergenerational Learning, 1999), the creation of such a timeline chart is an ideal preparatory activity for oral history interviews in which young people interview older adults. It helps them understand the historical context in which the older adult respondents grew up. One way to use the timeline to encourage youth to develop questions for the older adults is to choose a historical event, ask each of the senior adult participants to say how old they were at the time, and to invite questions from the young participants about what the seniors' lives were like at the time (e.g., holidays, music, clothing, food prices, etc.).

Maureen Statland (University of Illinois Extension) describes a follow-up activity in which youth, seniors, and facilitators bring in photos from across the timeline. This includes wedding pictures, children's portraits, military photos, and other images across time. To help tell their personal stories, participants write short captions for each photo.

Walk-About-Talk-About

Overview

This walking tour–type activity allows participants to learn how people of other generations view and use various places in the neighborhood.

Participant Requirements

An intergenerational group of participants who are all from the same geographic area.

Objectives

- Participants will increase their familiarity with local geography.
- Participants will identify the range of places known, used, liked, and disliked by one another.
- Participants will discover similarities and differences in their perceptions of local places.

Academic Connections/Life Skills

- history
- civics
- art
- economics
- and science

Materials/Resources

- parental permission forms for each young participant
- large neighborhood map
- small outline maps of the neighborhood (one per participant) small, round stick-em dots

Steps

1. Tour preparation:
   Review the large map of the local area with the overall group. Discuss some of the distinctive characteristics of the geographic area.

   Depending on where participants live, divide them into groups (mixed-age groups if possible), each with three to six people. Distribute small maps, one per group.

   In their groups, have participants discuss where they would like to go on a walking tour. In addition to formal institutions such as the library, encourage participants to include informal places that have meaning for the participants, such as corners, benches, and stoops.

One tour preparation process is as follows:

a. Have each group develop a list with two or more sites fitting into each of the following categories:

   i. places you like

   ii. places you use by necessity

   iii. places with sentimental value

   iv. places you dislike

   v. places you would like to learn more about

   vi. places you avoid

b. After reconvening as a large group, develop a list of all the sites noted under each of the above categories.

c. Have the overall group deter mine (by vote if desired) the 20 or so sites of most interest to the participants for visiting on a walking tour.

d. With assistance from all participants, have one person pinpoint selected locations on a large map and draw out a route that incorporates as many key sites as possible. If the area is large, it may be necessary to plan two or three separate tours. Participants should copy the itinerary onto their maps or personal journals.

e. Before going on the actual tour, for visiting formal institutions such as a local police precinct, if necessary, obtain advance permission. Also, try to set up meetings with people who are particularly knowledgeable about the sites that will be visited. For example, arrange for a transportation expert to meet the group at a bus stop of interest to participants. As another example, set up an onsite meeting with the land scape architect who designed a park that will be visited on the tour.

2. The walking tour:
   For the tour itself, encourage participants to bring tape recorders, cameras, and personal notebooks/ journals so they can record their observations and discussions throughout the tour.

   For each stop on the tour, to stimulate conversation, stop the group and encourage those who selected that particular site to say a few words about what that place means to them. Encourage discussion within the group and with the various people encountered on the tour.

   Then ask older participants to say what the area was like in the past. Discuss the age of the location, the previous meaning of the location, etc. For example, a cool hangout park today may have been really run down 20 years ago, or did not even exist.

3. Follow-up:
   As a large group, discuss the tour(s) and what participants learned about each other, other neighborhood residents, and local development issues. Focus on the evolution of local sites of interest and the multiple uses of each location.

Considerations

A homework idea: Imagine you are a stranger to the neighborhood you just visited. Write a short poem or story about what you saw, felt, and/or learned from the tour. You can also ask participants to make predictions about the future of the neighborhood.

Derived from: Kaplan, M. (1994). *Side by Side: Exploring Your Neighborhood through Intergenerational Activities.* San Francisco: MIG Communications.

Water Quiz

Overview

By taking a brief quiz on water use and sharing and discussing their responses, participants learn how people of different generations think about water conservation values and behaviors. This activity also encourages participants to pay more attention to what they could do personally to help conserve water.

Participant Requirements

This activity can be conducted with intergenerational pairs or groups. Older children (ages 8+) may have a better understanding of water use at their home and therefore will have an easier time with this activity.

Objectives

This activity will:

- raise awareness about the importance of water conservation;
- stimulate critical reflection and behavior change regarding water conservation; and
- increase understanding about how people from other generations view environmental conservation issues.

Academic Connections/Life Skills

- science
- conservation
- math

Materials/Resources

- copies of the "Water Quiz" (see next page)
- pencils/pens

Steps

1. Introduction:
   Give a short introduction to the topic of water conservation. For example:

   "Since over 70 percent of the earth's surface is covered by water, it might appear that there is plenty to go around and that we will never run out of this valuable resource. In fact, we have a limited amount of usable fresh water. Over 97 percent of the earth's water is found in the oceans as salt water. Two percent of the earth's water is fresh water stored in glaciers, ice caps, and snowy mountain ranges. That leaves only 1 percent of the earth's water—stored either in the ground or in lakes, rivers, and streams—available to us for our daily water supply needs.

   Note that we use fresh water for a variety of purposes. For instance, we need fresh water at homes, offices, and hotels. Agricultural uses represent the largest consumer of fresh water. Fresh water is also used for production of electricity, manufacturing, and mining activities. In many communities and regions around the world, there is a shortage of fresh water. Therefore, it is important that each of us does what we can to conserve water and reduce water waste."

2. Have each participant take the "Water Quiz":

   Water Quiz

   1. Do you keep the water running while brushing your teeth?
   2. If you help with the laundry, do you wash clothes in whole loads?
   3. Do you have a dripping faucet in your house?
   4. If you help with watering the lawn, do you water the garden/lawn during the hottest part (around noon to 2 P.M.) of the day?
   5. Does your home have a low-flow toilet?
   6. If you help with cleaning the dishes, do you only run the dishwasher when you have a full load?
   7. When you take a shower, do you try to finish quickly so you can save water?
   8. Do you drink water directly from streams or well?
   9. Do you always make sure the water faucet is closed tightly without leaking after using it?
   10. Do you usually turn off the water while soaping up or shampooing?
   11. Have you ever kept a bucket in the shower to collect excess water and use the wastewater for other purposes such as irrigating your plants?
   12. Do you run the faucet continuously while washing dishes?
   13. Do you usually clean outdoors (e.g., patio, driveways) by getting out the broom and sweeping or by using the hose to wash?
   14. Have you had any experiences of having no water or a limited supply of water (e.g., during drought season)?

3. Share and discuss answers to the quiz:

   In pairs or in small groups, have participants share and discuss their responses to each of the questions on the quiz.

   Launch a discussion about whether young people and older adults have different values and behavior in terms of water conservation. Ask the senior adults to share their insights about how, over the past 30/40/50+ years, people have changed the way they think about and use water. In addition, ask participants to share any water conservation tricks that they use at home now or have used in the past.

Considerations

There are various follow-up activities that can be done at the family level to promote awareness about water conservation. Here's an example: "Time how long each family member runs the water while taking their daily shower. Add these times up and multiply that total by 7. This is the total number of gallons of water your family uses in a normal day for showering." In a subsequent family discussion, have family members think about how they can lower water consumption or waste. Examples include checking leaky faucets, taking shorter showers, doing only full loads of wash, etc.

Derived from "The Wonder of Water" section of the 4-H Cloverbud Program curriculum, developed at Ohio State University and adapted for use in Pennsylvania by Claudia Mincemoyer and Shih Tsen (Nike) Liu (Penn State Cooperative Extension).

What Would You Change?

Overview

This activity is about life reflection. Participants fill out, and share their responses to, a 25-item "What Would You Change?" questionnaire in which they describe how much time they spend versus how much time they would like to spend on various life activities.

Participant Requirements

This activity could be conducted with as few as two people or with as many as 60 people. Ideally, there should be an equal number of young participants (13 years of age and older) and adults. You can do this activity in a senior facility, a school setting, or at home with members of a multigenerational family.

Objectives

- Participants will reflect on and discuss some of the choices that people make in their lives.

Academic Connections/Life Skills

- civics
- leadership
- values
- communication

Materials/Resources

- copies of the "What Would You Change?" chart (see next page)
- enough pens or pencils to go around

Steps

1. Break the group into intergenerational pairs or groups of three.
2. Distribute "What Would You Change?" charts to each participant.
3. Have each person fill out a chart. Instructions for filling out the chart:

   "If you had your life to live over again, how much time would you spend on each of the items on this chart? Circle the appropriate number for each item: –2 for spending "much less" time, –1 for "less" time, 0 for the "same" amount of time, +1 for "more" time, and +2 for "much more" time. Skip the items that don't apply to your life. (For example, a teenager would skip the item "developing your career.")
4. For each pair (or group of three), have participants take turns with their partner(s) going over each others' charts. Once they have gone through all the items, have them count the numbers of "0s" (same) versus "–2s" (much less) versus "+2s" (much more).

"What Would You Change?" Chart

	Much Less	Less	Same	More	Much More
1. In family activities	–2	–1	0	+1	+2
2. In your relationship with your spouse	–2	–1	0	+1	+2
3. In your relationship with your children	–2	–1	0	+1	+2
4. In your relationship with your siblings	–2	–1	0	+1	+2
5. With friends/staying in touch with friends	–2	–1	0	+1	+2
6. In social activities	–2	–1	0	+1	+2
7. Pursuing hobbies/personal interests	–2	–1	0	+1	+2
8. In work activities	–2	–1	0	+1	+2
9. Developing your career	–2	–1	0	+1	+2
10. Planning your finances	–2	–1	0	+1	+2
11. Reading/keeping current on topics	–2	–1	0	+1	+2
12. Taking courses/getting education	–2	–1	0	+1	+2
13. Learning new skills/activities	–2	–1	0	+1	+2
14. Traveling	–2	–1	0	+1	+2
15. Doing things you enjoy	–2	–1	0	+1	+2
16. Relaxing	–2	–1	0	+1	+2
17. Worrying	–2	–1	0	+1	+2
18. Watching TV	–2	–1	0	+1	+2
19. In daily personal/household maintenance	–2	–1	0	+1	+2
20. On your physical appearance	–2	–1	0	+1	+2
21. Exercising/taking care of your body	–2	–1	0	+1	+2
22. Maintaining good eating habits	–2	–1	0	+1	+2
23. Developing your spirituality	–2	–1	0	+1	+2
24. In charitable/community activities	–2	–1	0	+1	+2
25. Planning for the future	–2	–1	0	+1	+2

5. Discussion:
   Still in their groups of two to three, have participants discuss their answers to the following questions: In general, how content are you with the life choices you've made? If there are many items for which participants circled "much more," ask where they might have gotten that extra time. Also ask participants to discuss why they made the choices they did, what areas of their lives they feel most strongly about (and why), whether they feel they have lived their lives according to their personal values. For adults, ask what advice they would give to their children or grandchildren and why.

6. Optional:
   In the large group, provide participants with the opportunity to share their responses to the discussion items noted above.

Considerations

Keep in mind that this activity can stimulate strong feelings, some of which can be negative, such as regret. In such cases, you should try to stay positive and remind participants that "No one can put all the time they want into every area of their life—family and friends, work, education, leisure, health, community. We all have to make choices in our lives and, occasionally, we have regrets. It's how we come to terms with the choices we've made and prioritize our values that matters in the end."

Also, be aware that these questions are likely to be difficult for young people to answer, even age 13. Accordingly, be ready to provide assistance.

This activity and the "What Would You Change?" form were developed by Susan V. Bosak as part of the "Something to Remember Me By" Legacy Project's "Across Generations" series of intergenerational activity kits. For more information, visit www.somethingtoremembermeby.org.

What's Next?

Keep the Activity Ideas Flowing

One of the challenges of putting together an intergenerational activities sourcebook is deciding when to stop. Every time we neared completion, new ideas would come to mind or cross our desks. Here are some additional activity ideas:

Baby Picture Contest
Participants try to match each other to their baby photos

Family Crest
Family members design a shield-shaped drawing serving as a symbol of important things their family represents; a family crest could include pictures, symbols, or words within the design and incorporate elements associated with ancestry, language, and family traditions

Fashion through the Ages
An intergenerational fashion show

Filmfest
Participants choose and organize a showing and discussion session of their favorite movies that they believe have generation-defining significance

Friendly Visiting
Young participants visit seniors in assisted living and long term care facilities

Home Chore Services
A service learning–type program in which young participants visit frail elders at home and assist in home maintenance-type activities

Neighborhood Video Tour
Participants work together to write a script, film, and edit a video that highlights quality of life issues in their neighborhood

Pen Pals
Participants exchange letters, pictures, e-mail, audiotapes, reading material, etc., on an ongoing basis

Talent Show
All participants get the opportunity to showcase their special talents

In thinking up additional intergenerational activities, a good place to start is to consider what is meaningful for your constituents. The "Intergenerational Activity Ideas Chart" below demonstrates how interesting intergenerational activities can be derived from what people tend to do in the context of their daily lives.

Another way to go about generating intergenerational activity ideas is to consider what is meaningful to you personally. For example, perhaps you and your close childhood friends had a secret handshake. As in most intergenerational activities, there are two tried and true "formulas" for converting an activity theme like "secret handshakes" into a successful intergenerational activity. The first involves having young and older participants share what they know—in this case, their secret handshakes. The other involves having them develop new ones together.

Intergenerational Activity Ideas

Aspects of Daily Life	Activity Ideas
What People Wear	Hat Show/Fashion Show
What People Say	Make a "Slang Chart"
What People Like to Do	Sing-Along (Old and New Song)
	"Dance Down" Compaction
	"Share Your Favorite Hobby" Exercise
	A Comparision of Old vs. New Games
Social & Family Values	Develop a Chart Listing "The Commandments of Good Living"
The Need for Self-Expression	Intergenerational Poetry Writing
Connection with Community	Neighborhood Beautification Projects (e.g., gardening)

From Activity to Program

Keep in mind that the ideal goal of intergenerational exchange is not to just do good activities. The most successful intergenerational initiatives build mutually satisfying relationships between the younger and older participants. Getting together for initial activities provides the groundwork for additional relationship-building meetings. Almost all of the activities listed in this sourcebook can be considered starting points. There is always a next step. Consider the following progression: From warm-up activity to follow-up activity, from follow-up activity to short-term project (with multiple visits), from short-term project to longer-term program, from program to "way of life."

With proper planning, that first step—i.e., the "warm-up" (or ice-breaker) activity—is more likely to give way to additional activities that can be designed to yield more intensive, in-depth communication. The experience of this first meeting is crucial in that it helps everyone feel more comfortable and hence more open to the prospect of engaging in additional activities. As in any relationship, it takes time.

Resources

Listed below are several additional resources to support your efforts to create an intergenerational program. These books, magazines, and Web sites are sources of practical tips to support the activities detailed in this sourcebook.

Activity Packages

Bosak, Susan V. (2002). "Across Generations" Activity Kit Series. Toronto: The Communication Project.

A complete series of intergenerational activity kits for schools, community groups, and families. Each kit is linked to a time of year—Grandparent's Day, Mother's Day, Valentine's Day, and the Holidays—and is filled with dozens of easy to implement intergenerational activity ideas. The Grandparent's Day kit includes a planning guide for a school Grandparent's Day event. For more information and to order, call 1-800-772-7765.

Connecticut Department of Education and Department on Aging. (1992). *Schools in an aging society: Social studies classroom activities for secondary schools.* Hartford: Connecticut Department of Education and Department on Aging.

This guide gives lesson plans for secondary school social studies teachers to explore aging issues and personal development from

political, economic, and cultural perspectives. Available by contacting the National Academy for Teaching and Learning about Aging (NATLA) at 940-565-3450. Can also be ordered at www.unt.edu/natla/schorder.htm.

Davis, C. (1999). *Intergenerational arts & education program handbook (Urban).* Pittsburgh: Generations Together (University of Pittsburgh).

This teacher's guide is designed to assist in planning and implementing community-based arts-enrichment programs in schools. The guide includes descriptions of successful programs, activities, and tips for artist recruitment and evaluation.

Friedman, B. (1999). *Connecting generations: Integrating aging education and intergenerational programs with elementary and middle grades curricula.* Boston: Allyn and Bacon.

This book serves as a guide to developing intergenerational programs in elementary and middle schools. Included in the book are lesson plans and tips on connecting intergenerational themes to the standard curriculum.

Kaplan, M., A. Goodling, M. Miller, A. Cornell, and L. Hanhardt (2002). *Tools and resources for intergenerational action and learning.* University Park, PA: Penn State Cooperative Extension.

This curriculum describes six activity modules tied to the creation and sharing of "intergenerational toolboxes;" these are plastic tubs, one filled with items that are significant to young people and the other with items of significance for the older adults. Available on the Web at intergenerational.cas.psu.edu/TRIAL.pdf.

Scholl, J., M. Kaplan, and L. Hanhardt (2002). *Generation celebration (Rev.).* University Park, PA: Penn State Cooperative Extension.

This curriculum consists of six sessions: Our Attitudes toward Aging, Aging and the Media, What about the Senses, Storytelling, Making Visits Count, and "Foxfire: A Generation Celebration." Available on the Web at pa4h.cas.psu.edu/GenCel/.

Web Resources

positivelyaging.uthscsa.edu
An interdisciplinary curriculum designed for use in middle and high school classrooms, this intergenerational resource provides teachers with the resources to incorporate issues of aging into their regular coursework. The program consists of 12 units and 276 activities that can be connected to math, life and behavioral sciences, and health promotion and education.

www.ancientfaces.com
This Web site is shaped around the idea of sharing family history and traditions. Filled with family photos, stories, and recipes from all generations, this is a good place to do research for an oral history, time capsule, or craft project that requires images from the past.

www.somethingtoremembermeby.org
This is the Web site for the "Something to Remember Me By" Legacy Project, an initiative of The Communication Project, Generations United, and the Parenting Coalition. Includes free online intergenerational activity kits with hundreds of activity ideas, crafts, resources, and contests, as well as information and award-winning books on intergenerational themes for schools, community groups, and families.

www.familytreemagazine.com
Family Tree, 1507 Dana Ave., Cincinnati, Ohio 45207-1005, (513-531-2690). A bimonthly Web and print genealogy magazine that offers tips on tracing family history; provides guidance on searching for information online and lays out steps for creating a family history album.

www.memorymakersmagazine.com
Memory Makers magazine, 1265 Huron St., Suite 500, Denver, Colo. 80234-3438, 303-452-0048 or 800-366-6465. This Web site for the *Memory Makers* magazine provides tips and suggestions for preserving family memories. Included in this site are suggestions for making a scrapbook and other memory-preserving activities.

memory.loc.gov/ammem/ndlpedu/lessons/97/florida/hero.html
This "Living History Project" Web site includes examples of how to conduct interviews with people in the community and collect and analyze their life histories. The subtext of the interviews is that of "heroism"; in this case, it is the "heroic traits in the lives of ordinary people." (This Web site links to life histories that were written for the U.S. Works Progress Administration from 1936 to 1940.)

www.bifolkal.com/bf_igkits.html
This is the Web site for Bi-Folkal Productions, a nonprofit organization founded in 1976 by former teachers and librarians in Madison, Wisconsin. It includes sets of slides, pictures, books, video, and interview questions to help stimulate meaningful dialogue and reflection as part of oral history projects.

www.pagat.com/alpha.html
This Web site provides instructions for hundreds of card games. It could be a great resource to facilitate intergenerational learning; young players could teach senior adults card games they know well (e.g., Spit, War, Crazy 8s, Spades, "Baloney," etc.) and older adults could teach the young games they know well (e.g., Bridge, Gin Rummy, Solitaire, Casino, and Pinochle).

intergenerational.cas.psu.edu
This is the Web site of the Penn State Intergenerational Program (PSIP), rooted in Penn State Cooperative Extension. New program models are piloted in various settings; program teams include extension educators, University faculty, University outreach staff, agency and community organization representatives, students, and volunteers. Resources posted on the Web include curricular materials, fact sheets, circulars, and a quarterly newsletter.

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Cover Photo:
Grandfather and grandson training together at the Ueshiro Okinawan Karate Family Club. State College, PA. Affiliate of Shorin-Ryu Karate, U.S.A.

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