



GLOBAL  
CAMPAIGN  
TO COMBAT  
AGEISM

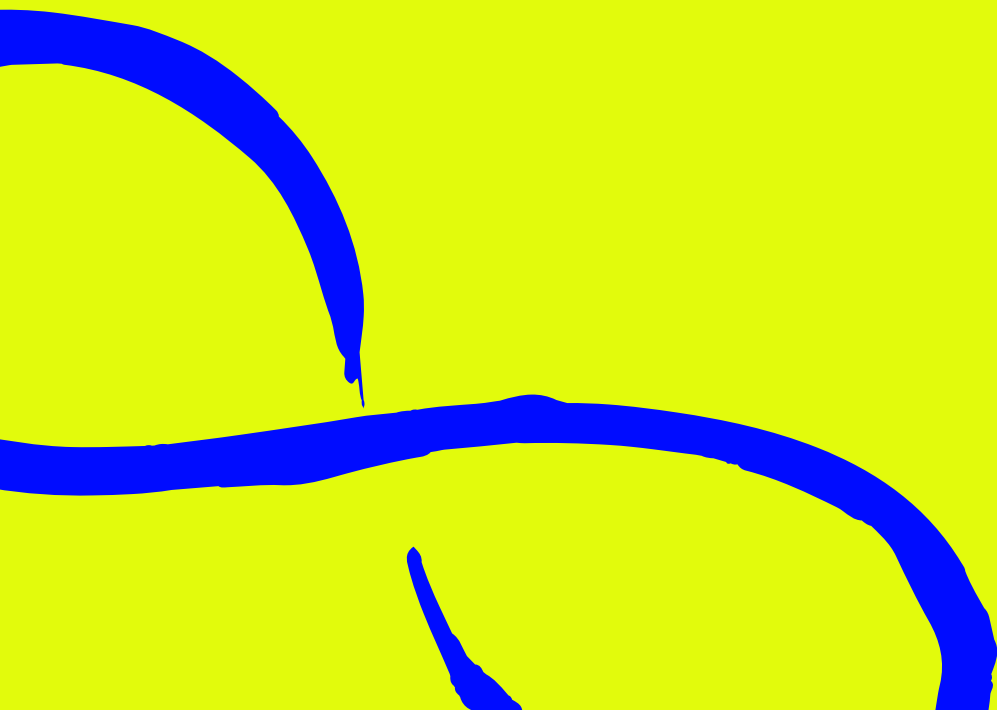


World Health  
Organization



# Connecting generations

Planning and implementing interventions  
for intergenerational contact





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## Connecting generations: planning and implementing interventions for intergenerational contact

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# CONTENTS

<b>Acknowledgements</b>	v
<b>Glossary</b>	vii
<b>Executive summary</b>	ix
<b>1. Introduction</b>	<b>1</b>
<b>1.1</b> Purpose of the guide	2
<b>1.2</b> Preparation of the guide	3
<b>1.3</b> Ageism and intergenerational practice	4
<b>2. Planning an intergenerational project</b>	<b>15</b>
<b>2.1</b> Identify aims and outcomes	15
<b>2.2</b> Identify readily available community resources	16
<b>2.3</b> Planning the project	21
<b>3. Implementing an intergenerational project</b>	<b>31</b>
<b>3.1</b> Single age sessions before meeting: preparing younger and older participants to meet each other	31
<b>3.2</b> Opening activity	34
<b>3.3</b> Roles and involvement of participants	35
<b>3.4</b> Main activity	36
<b>4. Evaluation of intergenerational projects</b>	<b>39</b>
<b>4.1</b> Data used in an evaluation	40
<b>4.2</b> Indicators	41
<b>4.3</b> External and Internal evaluations	41
<b>5. Conclusion</b>	<b>43</b>
<b>References</b>	<b>44</b>

<b>Annex 1.</b> Template for mapping community assets _____	<b>46</b>
<b>Annex 2.</b> Checklist for planning an intergenerational project _____	<b>47</b>
<b>Annex 3.</b> Template for planning project activities _____	<b>48</b>
<b>Annex 4.</b> Template for evaluating a plan, with examples _____	<b>49</b>
<b>Annex 5.</b> Template for planning activity sessions _____	<b>49</b>
<b>Annex 6.</b> Checklist for choosing a setting _____	<b>50</b>
<b>Annex 7.</b> Template for planning the budget for a project _____	<b>51</b>
<b>Annex 8.</b> Effective intergenerational activities _____	<b>52</b>
Music _____	54
Cultural Heritage _____	60
Environment and Nature _____	80
Food _____	89
Performing Arts _____	96
Technology _____	101
Arts and Crafts _____	110
Storytelling _____	122
Physical _____	129
Educational _____	131
Stereotyping _____	137
<b>Annex 9.</b> Intergenerational organizations around the world _____	<b>142</b>

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# GLOSSARY<sup>1</sup>

**Ageism:** the stereotypes, prejudice and discrimination directed towards others or oneself on the basis of age.

**Age (chronological):** the time lived since birth.

**Generation:** a group of people born and living at about the same time, including the average time during which children grow up and become adults (about 20–30 years).

**Age-friendly city or community:** one that fosters healthy, active ageing.

**Community asset:** anything that improves the quality of community life, a foundation for community improvement, relevant for institutionalizing intergenerational practice in a community. Can include younger and older people, who have many valuable strengths that can be shared, including skills, life experience and knowledge.

**Intergenerational practice:** practice to foster interaction among people of different ages to ensure purposeful, mutually beneficial opportunities, promote greater generational consciousness and learning, understanding and respect and solidarity among people and contribute to building more cohesive communities. Is inclusive, building on the resources that younger and older people can offer each other and those around them. Can be delivered through interventions for intergenerational contact.

**Intervention for intergenerational contact:** activities and projects of various durations and degrees of contact among age groups.

- **Intergenerational activities** are time-limited social engagements and interactions that involve younger and older generations in common interests.
- **Intergenerational projects** provide sustained opportunities for unrelated people of different ages to interact in one or more intergenerational activities, selected to meet specific project aims and outcomes. Projects are often the basis for longer-term programmes or development of intergenerational community settings.

**Stakeholder:** in this context, people, groups and organizations with an interest in bringing younger and older people together to build intergenerational relationships, including younger and older people themselves.

<sup>1</sup> The definitions of “Ageism” and of “Age (chronological)” are from the Office of the High Commissioner of Human Rights, United Nations Department of Economic and Social Affairs, United Nations Population Fund, WHO. *Global report on ageism*. Geneva: World Health Organization; 2021 (<https://apps.who.int/iris/handle/10665/340208>). The definitions of the other terms were developed for this publication.



## EXECUTIVE SUMMARY

Ageism exists when “age” is used to categorize individuals and create social divisions, with ensuing injustice and harm and lack of solidarity across generations. Ageism is highly detrimental to our health and well-being and imposes a heavy cost on societies. The World Health Organization (WHO) was requested to develop, in cooperation with partners, a global campaign to combat ageism.

This guide, developed for the campaign, builds on the evidence in the *Global report on ageism* that interventions for intergenerational contact is one of three strategies that have proven to work in addressing ageism, with policy and law and educational interventions.

The guide provides step-by-step guidance for anyone who is using or wishes to use intergenerational practice to combat ageism and to promote understanding and mutual respect among generations.







# 1 INTRODUCTION

The *WHO Global strategy and action plan on ageing and health* (2016–2030) (1), the related World Health Assembly resolution WHA69.3 (2) and the United Nations Decade of Healthy Ageing (2021–2030) (3) identify combating ageism as a prerequisite for good public policy on healthy ageing and for improving the day-to-day lives of older people. The resolution calls on WHO to develop, in cooperation with other partners, a global campaign to combat ageism. During development of the vision and principles of the campaign, it became evident that ageism against people of all ages must be prevented in order to prevent harm, reduce injustice and foster intergenerational solidarity.

The *Global report on ageism* (4), prepared for the campaign by the Office of the High Commissioner of Human Rights, the United Nations Department of Economic and Social Affairs, the United Nations Population Fund and WHO, outlines three evidence-based strategies for reducing ageism and creating a world for people of all ages:

- **Policy and law**

Can be used to reduce ageism towards any age group. Policies and laws against ageism can be strengthened by adopting new local,

national or international instruments and by modifying any instruments that permit discrimination according to age.

- **Educational interventions**

Help to increase empathy, dispel misconceptions about certain age groups and reduce prejudice and discrimination by providing accurate information and counter-stereotypical examples. Such interventions should be included at all levels and all types of education, from primary school to university, and in formal and informal educational contexts.

- **Intergenerational contact**

Interventions that typically bring together older and younger people in activities that encourage cross-generational bonding and address issues that affect one or both age groups and their wider community (4). Such contact can reduce intergroup prejudice and stereotypes. Interventions for intergenerational contact are among the most effective for reducing ageism against older people and also show promise for reducing ageism against younger people.

## 1.1 PURPOSE OF THE GUIDE

The guide is a tool for supporting countries in implementing interventions for intergenerational contact, one of the three evidence-based strategies listed above. Use of the guide can strengthen intergenerational practice to support the global campaign to combat ageism, implementation of the United Nations Decade of Healthy Ageing (3) and the Madrid International Plan of Action on Ageing (5).

The guide describes step-by-step development of intergenerational activities and projects to reduce ageism in various settings and potentially generate other benefits by nurturing more meaningful relationships among people of different ages. Intergenerational projects are important in fostering programmes for sustainable, community-led intergenerational contact.

The guide is based on the most recent research on intergenerational activities to reduce ageism, including years of grass-roots intergenerational community practice and case studies in various countries and settings, including networks such as the WHO Global Network for Age-friendly Cities and Communities (6) and the HelpAge Global Network (7). The guide can be used to plan, implement and evaluate intergenerational projects. In an annex, it includes a suggested list of activities, with descriptions, guidance and ideas on setting up and delivering 40 intergenerational activities that have been shown to work by experienced

intergenerational practitioners. The list is intended to inspire the development of future intergenerational activities.

While the guide draws on the best available evidence, there are important limitations, including:

- a paucity of robust assessments of intergenerational practice, its impact on ageism and other potential benefits;
- published literature mainly from high-income countries, such as the United States of America;
- few studies of the outcomes of intergenerational contact interventions, specifically for older people; and
- differences in the principles and conditions of intergenerational contact, such that they yield no benefit or even cause harm, such as exacerbating ageism.

Greater investment should be made in intervention research in order to identify components of intergenerational contact interventions that are effective in reducing ageism.

This guide is intended for anyone who is using or wishes to use intergenerational practice to combat ageism and promote learning, understanding and mutual respect among generations.

## Case study: WHO Global Network for Age-friendly Cities and Communities fosters solidarity among generations

The WHO Global Network for Age-friendly Cities and Communities was established in 2010 to connect cities, communities and organizations worldwide with the common vision of making their communities a good place in which to grow older. Age-friendly communities design and adapt their natural and built environment for residents of all ages and capacities. An age-friendly community is barrier-free, designed for diversity, inclusiveness and cohesion (6).

Age-friendly cities and communities foster solidarity among generations and facilitate social relationships and bonds between residents of all ages. Age-friendly communities provide opportunities for residents of different backgrounds and demographics to interact and get to know each other, allowing older and younger people to feel socially included and involved. For example, in 2021–2022, the Tuen Mun District Council, Hong Kong (Special Administrative Region, China), in collaboration with the Boys' and Girls' Clubs Association of Hong Kong (Jockey Club Tuen Mun Children and Youth Integration Services Centre) organized a “guided tour for the youth and the older people” to promote intergenerational understanding. First, older people were trained as guides to introduce their culture and experiences to participating adolescents. Then, the roles were reversed, and older people participated in tours guided by adolescents. Over 500 younger and older people took part (7).

## 1.2 PREPARATION OF THE GUIDE

The first version of the guide was prepared by Alison Clyde (Generations Working Together) and Vicki Titterington (Linking Generations Northern Ireland) on the basis of the *Global report on ageism* and a rapid review of research results and other materials by Ali Somers (City University, London, United Kingdom), who searched the databases Academic Search Complete, Science Direct, SCOPUS and CINAHL Complete with the term “intergenerational program”. Thirteen studies were retained,

including nine systematic reviews, for which study type and design, sample size, duration of the intervention, setting, evaluation method, and outcomes for younger and older participants were recorded. The guide was peer reviewed at the United Nations and WHO and by academics and practitioners of intergenerational interventions.

## 1.3 AGEISM AND INTERGENERATIONAL PRACTICE

### WHAT IS AGEISM?

Age is one of the first things we notice about other people. Ageism consists of the way we think (stereotypes), feel (prejudice) and act (stereotypes) towards others or ourselves on the basis of age, whether we are conscious of it or not. Ageism starts in childhood and is reinforced over time. It is everywhere: in our institutions, relationships and ourselves (4). As reported in the *Global report on ageism* (4), a survey of 57 countries found that conducted between 2010 and 2014, more than half the world's population is ageist with respect to older people, while, in Europe, younger people report experiencing more ageism than other age groups (1,8).

Ageism is not only prevalent in many countries but also has negative effects on the health and economic and social condition of older people throughout the world.

Ageism thus has serious, far-reaching consequences for people's health, well-being and human rights. For older people, ageism is associated with a shorter lifespan, poorer physical and mental health, slower recovery from disability and cognitive decline.

Ageism reduces older people's quality of life, increases their social isolation and loneliness (both of which are associated with serious health problems), restricts their ability to express their sexuality and may increase their risks of violence and abuse.

Ageism can also reduce younger people's commitment to the organizations for which they work. Ageism contributes to poverty and financial insecurity in older age. A recent estimate showed that ageism costs society billions of US dollars annually (4).

**Many factors can increase or decrease ageism. Those that:**

- increase the risk of being ageist towards older people are being younger, male, anxious about death and less educated;
- reduce the risk of ageism against both younger and older people are certain personality traits and more intergenerational contact; and
- increase the risk of being a target of ageism are being older, depending on care, having a lower healthy life expectancy and working in certain professions or occupations, such as high technology or the hospitality sector. Another risk factor for ageism against younger people is being female.

Reducing ageism can prevent harm, reduce injustice, unlock human potential and help create more prosperous, cohesive societies. Intergenerational practice is one of three strategies that have proven to work in addressing ageism, with policy and law, and educational interventions.

### INTERGENERATIONAL PRACTICE

Intergenerational practice brings people of different ages or generations together in purposeful, mutually beneficial activities that promote greater understanding and respect. Such interactions and relationships contribute to stronger, better-connected communities. Intergenerational practice is inclusive, building on the positive resources that younger and older people have to offer each other and those around them. The principles of intergenerational practice are listed in Table 1.



**Table 1.** Principles of intergenerational practice

<b>Principles</b>	<b>Description</b>
<b>PARTICIPATORY</b>	Older and younger persons should be involved and given opportunities to participate in all phases of intergenerational practice.
<b>INCLUSIVE</b>	Acknowledgement that there is no “typical” older or younger person and that each person has unique skills and needs. Respect for each individual’s right to express and present themselves according to their age, religion, culture, ethnic background, sexual orientation, gender identity and physical and mental ability.
<b>UNIVERSAL</b>	Mindful of differences among cultures, adapting to different contexts as necessary.
<b>FRIENDSHIP</b>	Supports mechanisms of friendship. Opportunities for friendship are essential for positive intergenerational practice among different age groups.
<b>DO NO HARM</b>	Strives to protect the well-being of participants and to minimize foreseeable harm to other age groups.
<b>EQUITY</b>	Equal consideration to all members of society, which may require unequal distribution of goods to ensure the greatest benefit to the least advantaged or most vulnerable or marginalized members of society.

<p><b>HUMAN RIGHTS</b></p>	<p>Respecting, protecting and fulfilling the rights of people, without discrimination of any kind, such as by age, race, religion, ethnic background, sexual orientation, gender identity or physical or mental ability.</p>
<p><b>CROSS- OR INTER-DISCIPLINARY</b></p>	<p>Broadening the experience of practitioners by introducing diverse knowledge and experience from inclusive work with different disciplines.</p>
<p><b>MUTUAL, RECIPROCAL BENEFIT</b></p>	<p>All participants gain benefits.</p>
<p><b>ASSET-BASED</b></p>	<p>Build on community strengths to ensure success.</p>
<p><b>EVIDENCE-BASED</b></p>	<p>Informed by the best available evidence, while tailoring activities and actions to each context.</p>

Adapted from WHO (1) and HelpAge International (9).



## AIMS AND OUTCOMES OF INTERGENERATIONAL PRACTICE

Younger and older people still spend time together regularly in many countries; however, many communities are undergoing change, such as increased migration to cities, changes in family size and living conditions, fewer public spaces and longer working hours. These changes reduce opportunities for different generations outside families to meet in meaningful ways, to interact, engage and exchange ideas in daily life. The aim of intergenerational practice, through intergenerational projects, is to re-create such lost opportunities and to help spark new relationships among people who are not related and may be from widely different cultural, geographical or social backgrounds, resulting in mutual and reciprocal benefits for all.

Intergenerational practice is an approach to community development that can reduce ageism and may also have a wide range of other positive outcomes (see for example the case study from Sierra Leone below). Intergenerational contact is one of the most effective strategies for reducing ageism (4) and is the focus of this guide, although caution should be exercised in interpreting the efficacy of intergenerational approaches for improving other social, health and cognitive outcomes (10) (Table 2).

**Table 2.** Evidence-based outcomes achieved in intergenerational projects on ageism and other possible social, health and cognitive outcomes

Outcome	Subcategory and description	Age groups that benefit
<b>DECREASED AGEISM</b>	Positive attitudes towards ageing and older people, increased understanding and empathy between age groups, increased knowledge about ageing, greater ease with older people, less anxiety about one's own ageing.	Older and younger participants
<b>BETTER PHYSICAL HEALTH</b>	Including cognitive (brain) health, stimulation of the memory and mind, more walking and other physical activities.	Older participants

<b>BETTER MENTAL HEALTH</b>	Improved self-esteem, confidence and worth, less depression and loneliness, less anxiety, better memory, greater confidence in the ability to achieve things and feeling more useful.	Older and younger participants
<b>ENHANCED SOCIAL CONNECTIONS</b>	Better communication skills, more likely to talk to a person in another age group in public, increased social participation and interaction, stronger ties to the community and better relationships, more empathy towards different age groups, greater appreciation of diversity, forming new friendships and having fun.	Older and younger participants
<b>SKILLS DEVELOPED</b>	Transfer of specific skills, influence on decisions of younger people about future work.	Older and younger participants
<b>HEIGHTENED WELL-BEING</b>	Improved indicators of well-being, quality of life and life satisfaction.	Older and younger participants

Adapted from WHO (4), Burnes et al. (11), Canedo-Garcia et al. (12), Gerritzen et al. (13), Giraudeau & Bailly (14), Jarrot et al. (15,16), Krzeczowska et al. (17), Martins et al. (18), Orte et al. (19), Peters et al. (20), Ronzi et al. (22), Senior & Green (22), Sun et al. (23), Teater & Chonody (24) and Verhage et al. (25).

## **Case study: Generations working together on Ebola virus disease and COVID-19 and building economic capacity in Sierra Leone (Restless Development and HelpAge) (10)**

Restless Development is a nongovernmental organization that supports the collective power of young leaders to create a better world. In Sierra Leone, it adopted an intergenerational approach to respond to the effects of Ebola virus disease and COVID-19.

**Purpose:** Working with HelpAge International and older people's associations established within the project, it mobilized communities to prevent and protect themselves from disease outbreaks and strengthen their business capability to improve their livelihoods. In their business capabilities to be able to revamp their livelihoods.

**Outcomes:** Youth-led social mobilization was key to ending the Ebola virus disease epidemic, encouraging people to change their health-seeking behaviour by changing from traditional medicine to regulated public health approaches for treatment. Young volunteers supported older people's associations in creating savings deposits, allowing issuance of 1700 village loans to members. Older people set up small businesses for selling goods such as rice, soap and palm oil, and several communities began collective groundnut and rice farms. Once the loan recipients had made enough money, they repaid their loans to the community group with a small amount of interest, which was used to issue loans to more members.

**Note:** This case study is one of a series developed by HelpAge International and Restless Development. It is included to show the potential benefits of intergenerational practice for social development. Reducing ageism was not an explicit outcome, and there is no evidence of its impact on ageism.

## LEVELS OF INTERGENERATIONAL CONTACT

Intergenerational practice can be a simple, time-limited activity or a large project within a community programme. Intergenerational contact is usually achieved in steps, progressing over time. The “**7 levels of intergenerational contact**” (Table 3) provide

a starting-point, by tracking the levels of contact with and among participating generations, from an initial phase of learning about each other to establishment of intergenerational community settings.

**Table 3.** Seven levels of intergenerational contact

Level of Contact	Description
<p><b>1. LEARN ABOUT THE OTHER AGE GROUP</b></p>	<p>Discover what the lives of people in other age groups are like, with no actual contact.</p> <p>Participants discuss “age” in relation to another generation, explore aspects of the lives of that age group and express their views, perceptions and assumptions.</p> <p><i>Examples: Schoolchildren learn about the life course and about older people living in care homes; older people watch a television programme about adolescents and modern society.</i></p>
<p><b>2. SEEING THE OTHER AGE GROUP BUT AT A DISTANCE</b></p>	<p>Younger and older people learn about the other age group and connect positively, with no face-to-face contact.</p> <p><i>Examples: Younger and older people share stories about each other through writing letters, making videos, sharing pictures and music and playing video games together.</i></p>
<p><b>3. MEETING EACH OTHER</b></p>	<p>Younger and older people meet for the first time but not as part of a structured intergenerational activity.</p> <p><i>Examples: Young people visit an older person once; young and old people meet for an arts event.</i></p>

<p><b>4. ANNUAL OR PERIODIC ACTIVITIES</b></p>	<p>Annual or regular meetings organized as part of established events in a local village or community or an organizational celebration, such as Global Recycling Day, International Day of Older Persons, World Children’s Day or World Book Day.</p>
<p><b>5. DEMONSTRATION PROJECTS</b></p>	<p>Regular meetings and shared activities to promote the formation of relationships, with dialogue, sharing and learning among different age groups.</p> <p><i>Examples: Younger and older people share skills and life experiences, such as repairing and maintaining bicycles, gardening and farming, learning new skills such as using a mobile phone or a computer.</i></p>
<p><b>6. REGULAR INTERGENERATIONAL PROGRAMMES</b></p>	<p>Programmes that have been demonstrated to be successful or valuable from the perspective of the participants, integrated into their general activities and maintained as part of working practices and approaches.</p> <p><i>Examples: A school volunteer programme in which structures are established to train older volunteers, give them assignments and provide continuing support and recognition as an integral part of the school programme.</i></p>
<p><b>7. INTERGENERATIONAL COMMUNITY SETTINGS</b></p>	<p>The values of intergenerational interaction are introduced into the planning, development and functioning of communities. The many opportunities for meaningful intergenerational engagement are embedded into social norms and traditions.</p> <p><i>Examples: A community that has become an intergenerational setting, where older and younger people live together and help one another; a community park designed to attract and bring together people of all ages and to accommodate various (passive and active) recreational interests.</i></p>

Adapted from Kaplan (26).

## INTERGENERATIONAL ACTIVITIES

Intergenerational activities are the basis for intergenerational contact in a project.

The activities are social engagements and interactions that involve younger and older generations for a common purpose. It is through such shared experiences and regular contact that prejudice and stereotypes are identified, challenged and reconciled, reducing ageism. This guide includes a list of 40 activities (Annex 8) suitable for any intergenerational project in a variety of settings.

Intergenerational activities can be conducted everywhere and can be held in person or digitally. Examples of places in which these activities have been successful include farms, hospitals, schools, nurseries, universities, care homes for older people, child-care centres, gardens, art and cultural venues, workplaces, housing, community centres, parks, youth centres, community gyms and health centres.



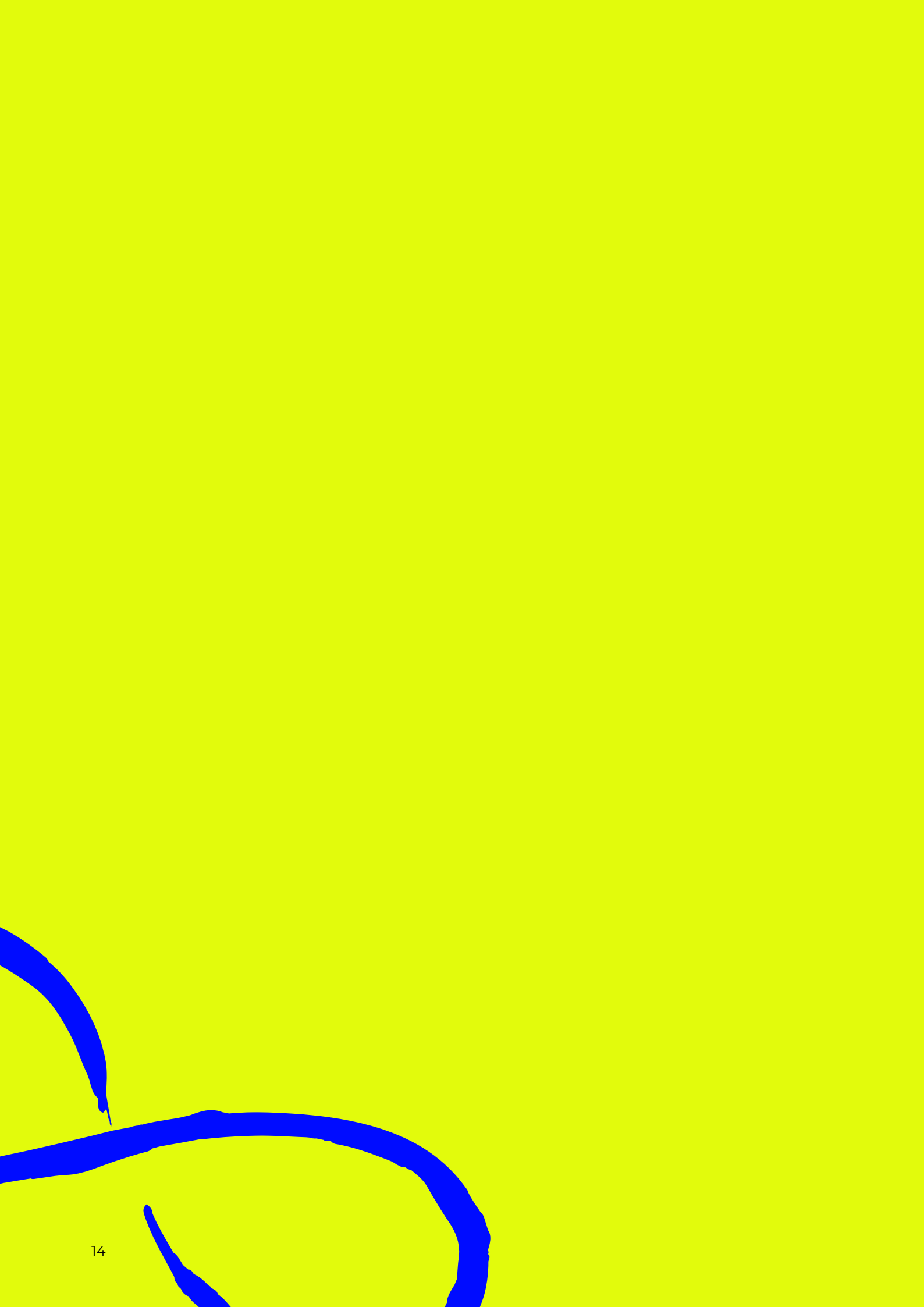


## **Case study: Old traditions – new learning in Janisławice, Poland. Together Old and Young project (27)**

The Together Old and Young (TOY) project is a global movement to promote learning by younger children and older people. The project originated in Ireland, Italy, Netherlands (Kingdom of the), Poland, Portugal, Slovenia and Spain and has inspired similar projects in Hong Kong (Special Administrative Region, China), Nicaragua and South Africa.

**Purpose:** The main goal of the pilot activity in the village of Janisławice, Poland, promoted by a local community development group, was to build relationships and closer ties among generations through various multigenerational activities based on local folklore and traditions.

**Outcome:** Preschool and primary schoolchildren participated with their grandparents in baking cakes for Easter, decorating Easter eggs, ironing and mangling and making flower wreaths for weddings. The activities were held twice a month between April and August 2014, with a special event on 21 June, midsummer's night, when three generations – grandparents, parents and children – and the local community gathered for a picnic, a traditional local celebration. Participants in the project noted that the celebration brought the community together.





## **2 PLANNING AN INTERGENERATIONAL PROJECT**

Planning is essential for the success of an intergenerational project and the likelihood of achieving the intended aims and outcomes. This section provides a series of steps to be taken or considered in planning an intergenerational project.

### **2.1 IDENTIFYING AIMS AND OUTCOMES**

One of the first tasks in planning an intergenerational project is to identify the aim(s), and outcomes. The views and concerns of younger and older people must be heard to understand what they want to gain by participating in the project. Examples of project outcomes related to ageism (e.g. reduce stereotypes, prejudice and discrimination on the basis of age and promote positive views towards ageing and different age groups) and other possible outcomes are outlined in Table 2.

## 2.2 IDENTIFY READILY AVAILABLE COMMUNITY RESOURCES

Identify existing and potential opportunities to introduce intergenerational practice in the local community by:

- community mapping
- stakeholder analysis
- exploring partnerships
- community engagement.

**Community mapping** is a systematic approach to understanding the people, places and resources in a community (i.e. its assets) and the relations among them. Community mapping also allows collection of evidence to justify a project and to incorporate the strengths of the identified assets into the project.

Community mapping for an intergenerational project involves exploring the extent to which ageism is present in the community, its observable impacts and potential ways to combat it and whether intergenerational projects have previously been implemented in the community. Such contextual understanding is important in planning a project to ensure mutual benefit for both generations. The map brings together all the information to be used in the different steps of a project (Annex 1).

**Community assets** are whatever improves the quality of community life. They are a foundation for community improvement and relevant for institutionalizing intergenerational practice. Community assets can consist of:

- the skills, capacities and knowledge of community members of all ages;
- physical space: parks, gardens, zoos, campsites, community centres, clubs and sports facilities;

- associations or groups: such as cultural associations, groups for younger and older people, religious groups;
- institutions: schools, universities, primary-care facilities, hospitals, long-term care facilities, museums, libraries and other public facilities, some of which provide access to technology such as computers and social media; and
- the local economy: businesses, business associations, banks and foundations.

Every community has assets that can be used in intergenerational projects. To use the assets in a project, consider the following tip.

**Tip:** Ask the right questions to unlock the potential of community assets

For the aims and outcomes of a project, ask:

- Which asset(s) would be useful and why (what are their strengths)?
- How will the asset be used?
- Who controls the asset?

These questions add context and meaning to the value of the asset to a project.

Connecting to and attracting stakeholders is important for any project. For effective project planning, a stakeholder analysis should be conducted, in which the findings of community mapping are used to identify the

people influential and involved in and affected by the project (see Table 4). A “stakeholder” is any person, group or organization with which you are interested in working in the project. A stakeholder analysis is useful for developing strategies for engaging people in ways that are beneficial to the project (see tip below). Consider the following questions in your analysis:

- What would motivate the stakeholder to become involved in the project?
- How can you best be connected?

A stakeholder analysis is important to secure support from important and influential stakeholders, align goals and identify and address any potential conflicts or issues.

**Table 4.** Template for a stakeholder analysis

<b>STAKEHOLDER'S NAME AND ROLE</b>		
<b>IMPORTANCE OF THE STAKEHOLDER TO ACHIEVING THE GOAL (LOW, MEDIUM, HIGH)</b>		
<b>STAKEHOLDER'S LEVEL OF INFLUENCE IN THE COMMUNITY WITH REGARD TO THE PROJECT GOAL (LOW, MEDIUM, HIGH)</b>		
<b>WHAT THE PROJECT CAN GAIN FROM THE STAKEHOLDER</b>		
<b>WHAT IS IMPORTANT TO THE STAKEHOLDER</b>		
<b>HOW CAN THE STAKEHOLDER SUPPORT THE PROJECT?</b>		

**Tip:** Determining the level of influence and importance of stakeholders

Assessment of the influence and importance of stakeholders can help to decide who you should approach to support your project and whose needs should be considered in its design and implementation. The importance of stakeholders is related to whether they are essential to the success of the project, for example, because they understand the needs and interests of the intended participants. The influence of stakeholders is related to their ability or power to affect implementation of the project due to their role or position in the community.

The importance and influence of a stakeholder can be assessed from a matrix:

<b>IMPORTANCE</b>	<b>A. HIGH IMPORTANCE, LOW INFLUENCE</b>	<b>B. HIGH IMPORTANCE, HIGH INFLUENCE</b>
	<b>C. LOW IMPORTANCE, LOW INFLUENCE</b>	<b>D. LOW IMPORTANCE, HIGH INFLUENCE</b>
	<b>INFLUENCE</b>	

- A.** Keep them fully engaged, and make consistent efforts to interest them.
- B.** Create a good working relationship with this group.
- C.** Keep them up to date, as they can greatly influence the project but do not wish to be involved in the details.
- D.** This group may have limited involvement and is of relatively low priority.

**Exploring** partnerships or intergenerational contact with like-minded individuals and organizations, including those that can work with the full diversity of younger and older people, is the next step. Connection of different age groups in intergenerational practice is often built on partnerships. Use the findings of the community mapping and stakeholder analysis to identify the most appropriate potential partnerships.

Community **engagement** will define the success of your project, including how well you form relationships with stakeholders and partners, leverage community assets and resources for the project and engage the community in the project's vision so that it is understood, shared and supported. Community engagement also identifies issues that could hinder the success of a project. Table 5 lists the best methods of engaging stakeholders according to their level of influence and importance to the project.

**Table 5.** Methods for engaging communities in an intergenerational project

<b>Method</b>	<b>Objective</b>	<b>When to use</b>	<b>Methods</b>
<b>INFORM</b>	To provide stakeholders with information for understanding all elements of the project	At the beginning of the project and as necessary to keep stakeholders informed	<ul style="list-style-type: none"> <li>• Presentations</li> <li>• Website</li> <li>• Social media posts</li> <li>• E-mails</li> </ul>
<b>CONSULT</b>	To obtain feedback from stakeholders on the analyses and other inputs	To gain feedback on project plans and provide feedback on how their input influenced decisions in the project	<ul style="list-style-type: none"> <li>• Consultative meetings</li> <li>• Focus groups</li> </ul>
<b>INVOLVE</b>	To work directly with stakeholders throughout the project to ensure effective implementation	Throughout the project to understand and address stakeholder concerns and issues. To provide feedback on how their input influenced decisions	<ul style="list-style-type: none"> <li>• Stakeholder forums</li> </ul>
<b>COLLABORATE</b>	To collaborate with stakeholders in each aspect of decision-making	When stakeholder advice and recommendations are needed	<ul style="list-style-type: none"> <li>• Advisory committee</li> <li>• Policy panel</li> <li>• Working groups</li> </ul>

Adapted from Tasmania Medicare Local and Neighbourhood Houses (28).

When one or more stakeholder groups shows awareness of, input to or support for an intergenerational project, the

participants gain confidence and feel more valued, strengthening their community bond (13, 14, 17).

**Tip:** Identifying participants

As you conduct community mapping, stakeholder analyses, community engagement and exploring partnership opportunities, you will have a clearer idea of potential participants in your project and how you can reach them.

**Case study: Working across generations in academia to combat ageism in Chile (29)**

The Gerópolis Centre of the University of Valparaíso, Chile, has used intergenerational approaches in higher education through activities led by older people and students, highlighting ageing, ageism and older people's rights in all faculties.

**Purpose:** The goal of the Gerópolis Centre is to increase knowledge and understanding about ageing and older people. It has promoted academic initiatives led by more than 600 older people and 180 students to explore ageing and ageism in innovative, participatory, intergenerational ways based on human rights. Younger and older people discuss important issues such as the link between ageism and sexism embedded in social norms and practice. At least two generations were involved in both the design and implementation of activities to ensure that they reflected people's experiences and perspectives.

**Outcome:** The Centre's main activities are building alliances with other organizations and programmes that advocate for the rights of older people; working with older people and public institutions on ageing and older people's rights; including ageing and older people's rights in curricula and in training in the university; and sharing the findings in inter-faculty and inter-institutional projects designed and conducted by students and older people.

Strong alliances built with Government institutions and civil society organizations increased recognition of the importance of hearing older people's perspectives and benefiting from their knowledge. The Centre has helped to change relationships between older and younger participants. Older participants have reported that they feel valued, heard and understood, and students were better able to imagine themselves in the situations or circumstances of older people and appreciate their experiences and fears. The intergenerational space created by the Centre was crucial to these achievements.



## 2.3 PLANNING THE PROJECT

### ESTABLISH A PROJECT PLANNING GROUP

The project planning group is responsible for developing a plan and deciding on overall project management. The group can consist of a manageable number of community members of all ages, backgrounds, genders and ability identified in community mapping, stakeholder analyses and community engagement. An inclusive team of skilled, enthusiastic individuals will contribute to the success of a project.

Training and skills development are important for the success of an intergenerational project (30). Training will improve implementation of activities by

building the necessary competence to meet participants' needs. Training should:

- build knowledge about intergenerational practice;
- increase understanding of ageism and appropriate responses;
- build effective communications skills for the development of intergenerational relationships and remove potential barriers to communication;
- develop skill in facilitation for effective intergenerational interaction;
- ensure that professionals work inclusively; and
- build knowledge and practice in protecting younger and older people.

WHO's guide *Initiating a conversation about ageism* (31) challenges assumptions and stereotypes about age through open conversation. The guide provides easy ways to increase the number and potential of conversations on ageism.

Annex 2 of this guide provides a checklist for planning a project.

#### **Tip:** Recognizing partners' skills and opportunities for learning and training

Often, intergenerational projects bring together younger and older people who require care, such as very young children and older people who depend on care. Intergenerational activities might therefore require teachers and care professionals trained to look after a specific age group. In this situation, time should be taken to understand the similarities and differences in the necessary skill sets. Any differences may require additional training, so that all members of the team can contribute to planning and running an intergenerational session. It has been shown that a team of professionals with different training improves intergenerational sessions (11, 15, 20, 22, 31).

## PREPARE A PROJECT ACTION PLAN

A plan should be made for the entire project to achieve the overall aims (Annex 3), outlining:

- the aims
- planned outcomes
- tasks
- person responsible for each task
- timelines.

The plan should be a living document. As implementation may not always adhere to the plan, it should be updated regularly and progress in reaching milestones marked. The plan and clear instructions should be communicated in the form preferred by the planning group by e-mail, telephone, post or some other means.

## PREPARING FOR EVALUATION: DEVELOP A THEORY OF CHANGE

A theory of change developed when planning a project presents the relations

among resources, activities, outputs and outcomes (short and long-term) of a project. It shows how the intended outcomes are to be achieved and can support monitoring and evaluation. Changes to which the project expects to contribute are formulated as the outputs and outcomes (Table 6). Use community mapping to frame the theory of change for your community's context and situation.

The components of a theory of change are:

- **outcomes:** the intended outcomes of the project, the kinds of change that are direct or indirect effects of the activities;
- **outputs:** the direct results of participation in the project;
- **activities:** the intergenerational activities in the project that will result in outputs; and
- **inputs** or **resources:** what is invested in the project (e.g., funding or people) to deliver the activities.



**Table 6.** Theory of change: example for an intergenerational project

**Project aim:** reduce ageism and promote positive views of ageing and different age groups

			Outcomes	
Inputs	Activities	Outputs	Short-term	Long-term
Personnel Funding Venue (classroom, local park)	“Tell me” (activity 5 in Annex 8):  Younger and older participants are encouraged to ask and answer questions about their personal memories.  “Treasure hunt” (activity 13 in Annex 8) Pairing of younger and older participants in a treasure hunt in a park.	The activity generated conversations about the life experiences of younger and older participants.  The activity generated conversation and problem-solving; participants learnt about each other and worked as a team towards a common goal.	These activities helped participants to learn more about each other and reflect on the similarities and differences in their shared experience of living in their local community; and built relationships through teamwork.	<ul style="list-style-type: none"> <li>• Positive perceptions of ageing between generations</li> <li>• Increased empathy between generations</li> <li>• Increased understanding of the issues of younger and older people</li> </ul>

The theory of change provides a framework for evaluating a project and guides data collection, analysis and reporting. Annex 4 of the guide provides a template for planning evaluation, which can be useful for tracking progress in a theory of change, by outlining:

- the project aims and outcomes;
- indicators (measurable information to determine the progress of project implementation in achieving the planned outcomes); and
- methods and timing of data collection.

## SELECTING ACTIVITIES

Activities are social engagements and interactions that involve younger and older generations for a common purpose. Choosing the intergenerational activities that are most appropriate for the aims of project is an essential step in project planning. Table 7 lists characteristics that may contribute to the effectiveness of intergenerational contact.

Work with younger and older participants during planning in order to identify their needs and interests when selecting activities (17, 18). Annex 8 lists 40 activities on a wide range of topics for any project.

Take into account your participants' strengths (e.g. readiness to engage, create and experience) and their needs (e.g. mobility, language, toilet facilities) in selecting activities.

Once the intergenerational activities have been selected, individual session should be planned (Annex 5) to ensure effective delivery

by outlining essential aspects such as logistics (e.g. flip charts, markers and catering), the people responsible and the tasks.

**Table 7.** Characteristics of effective intergenerational activities

<b>MUTUAL, RECIPROCAL BENEFIT FOR ALL PARTICIPANTS</b>	All participants, younger and older, should gain and benefit.
<b>EQUAL STATUS OF GROUPS</b>	Ensure that activities address the power dynamics of the local context by involving participants in designing activities, ensuring equal status and common goals in the activity and encouraging group cooperation.
<b>A FOCUS ON THE QUALITY OF THE CONTACT BETWEEN GENERATIONS</b>	Quality – how well younger and older people get on and feel close to each other – is important. Tasks that build confidence and encourage participants to share some (but not too much) personal information can lead to positive outcomes.
<b>ACTIVITIES THAT ARE FLEXIBLE AND RESPONSIVE TO PARTICIPANTS' NEEDS</b>	Activities should be flexible and allow for change if necessary to respond to diverse needs, interests, pace and capacity.
<b>ACTIVITIES THAT ARE WELL STRUCTURED AND INTERESTING</b>	Activities that are carefully designed and for which the facilitators are well trained and provide clear instructions are more successful. Interesting activities can encourage younger and older people to interact and develop relationships.
<b>ACTIVITIES THAT INCREASE COOPERATION</b>	Activities that increase goal-sharing and reduce competition between age groups enable intergenerational contact. Such activities include arts and crafts, choirs, orchestras and cooking.
<b>ACTIVITIES THAT ARE CULTURALLY APPROPRIATE</b>	Activities should be chosen in accordance with the local context and culture. An approach adopted in one community may not work or be relevant in another.

Adapted from WHO (1), WHO (4), Jarrott et al. (14), Jarrot et al. (15,16) and Martins et al. (17).

## **PARTICIPANTS**

### **Recruitment**

Possible participants may be identified when assessing intergenerational opportunities in the stakeholder analysis, community mapping, partnerships and community engagement. The connections of the project planning group may also be used in recruiting participants. The participants should reflect the project's aims and the type of activities that would appeal to them. Schools and sheltered accommodation such as long-term care facilities are also potential sites for recruitment.

### **Number of participants**

The number of participants should be based on how many can realistically take part in the project, i.e. what is manageable and

most beneficial for all. The number depends on the activities selected and the project's aim and outcomes. Intergenerational activities are more effective in reducing ageism when participants work one-to-one and/or in small groups, which stimulates interactions better than activities in larger groups and also encourages perspective-taking and empathy (4). School projects usually involve one to one or small group sessions, while, as children grow older, slightly larger numbers are possible. Sessions for older people living in a care home are best delivered to groups of three to eight younger and older people, as this minimizes noise and distractions. Interaction with a whole classroom could be overpowering for older people, especially if they have conditions such as dementia.

## **SETTING**

The project planning group should carefully consider the environment and space for intergenerational activities to ensure that they are suitable for all age groups, abilities and cultures (Annex 6). The community map can be used to find appropriate spaces for an activity.

A school classroom or nursery might not be suitable if the chairs and toilets are too small for adults to use. Outdoor and community

spaces or an uneven surface might be difficult for wheelchair users and people who are unsteady on their feet.

Good practices with regard to the setting for intergenerational activities are listed in Table 8.

**Table 8.** Good practices in selecting a setting for intergenerational activities

<b>SUITABLE FOR PARTICIPANTS OF ALL AGES</b>	The physical space should be accessible, safe, large enough for activities and inviting to all participants so that they have equal status. It should encourage intergenerational interaction. It should be safe (including for prevention of falls), comfortable and culturally appropriate, with minimal noise, clutter and distractions.
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<b>FOSTERS AN INTERACTIVE SOCIAL ENVIRONMENT</b>	Place older and younger participants in small groups and pairs to encourage interaction.
<b>ADAPTIVE EQUIPMENT USED AS APPROPRIATE</b>	Ensure the participation of all by use of adaptive equipment (as appropriate) to assist individuals in completing the activities. Examples of adaptive equipment include tables that can accommodate wheelchairs and safe scissors for small children.
<b>ACCESSIBILITY</b>	Participants should be able to travel to the site throughout the year. Factors to consider include whether suitable transport is available and accessible and whether people can access the site in winter or the rainy season, with enough shelter from the sun for outdoor activities.

Adapted from WHO (4), Burnes et al. (11), Canedo-Garcia et al. (12), Gerritzen et al. (13), Girardeau & Bailly (14), Jarrott et al. (15,16), Martins et al. (18) and Orte et al. (19).

## SAFEGUARDING

“Safeguarding” is protecting people’s right to be safe and free from abuse and neglect. The project planning group should develop a policy that establishes the rights of all participants and outlines procedures for identifying and reporting issues in safeguarding, conduct risk assessments

and develop mitigation measures. The project planning group and others involved in facilitating the intergenerational project should be well versed in safeguarding policy and receive training to ensure that they provide the right care and protection for all age groups.

### **Tip:** Safety considerations

- Health: First-aid kits are available, hand-washing and food safety regulations are followed, and personnel are trained in providing first aid.
- Emergencies: An up-to-date list of the emergency contacts of all participants is maintained.
- Safety procedures: Safety and emergency procedures are in place and communicated to all (e.g., when younger people visit a home for older persons); safeguarding requirements are in place for all age groups and abilities.

Adapted from BC Care Providers Association (33).

## **Case study: Changing the setting to continue intergenerational work during the COVID-19 pandemic: “Virtual get togethers” by Linking Generations Northern Ireland (34)**

Virtual get-togethers were part of the Linking Generations Northern Ireland *Soil Association Food for Life* project. Originally, the sessions involved people of all ages who met to enjoy good food and conversation.

**Purpose:** When the COVID-19 pandemic disrupted face-to-face sessions to grow, cook and eat together, the team moved the sessions online to meet the heightened need for connection in a time of isolation, as care homes for older people restricted visits.

**Outcome:** Three virtual get-togethers were organized to link primary school pupils with residents in local care homes. With the use of tablets, large TV screens in communal rooms and school whiteboards and online programs, groups of pupils and residents could see, hear and converse for an hour each week, enjoying activities that created excitement and stimulation. The three sessions consisted of:

- Getting to know you, “Show and tell”: bringing a treasured object to show and talk about (Activity 32 in Annex 8);
- Making and eating fruit skewers, with conversation and questions (Activity 17); and
- Decorating plant pots and planting wildflower seeds and herbs (Activity 14), conversing and asking questions and individual and collective performances of singing (Activity 3) and reading poetry.

The participants reported that they had enjoyed the sessions and felt more connected to others.

## TIMING, FREQUENCY AND QUALITY OF CONTACT

The field of intergenerational practice is diverse, with a wide range of participants and many different ways to create meaningful interactions. The following elements should be considered.

### Timing

- Ensure that activities for all participants are at a suitable time of day, within the time constraints of participants and appropriate for the weather or season.
- Ensure enough time to set up the activity.
- Allow time for participants to arrive at the setting (e.g. by foot, wheelchair, bus, car, train or bicycle).
- Provide time for breaks from the activity for a refreshment and to facilitate natural, spontaneous interactions and conversations among participants.

### Frequency

It has been shown that greater intergenerational engagement leads to greater reductions in ageism. The more often the same groups of older and younger people meet, the deeper the relationships that develop and the longer the full range of benefits is experienced by all participants (4, 11–16, 18, 19).

### Quality of contact

The quality of the contact among groups in intergenerational activities (e.g. how well younger and older people get on or how emotionally close they feel) may be more important than the frequency of contact in reducing ageism (see Table 6). High-quality contact has been shown to increase self-disclosure and perspective-taking by both younger and older groups, leading to more positive contacts between generations and people of different ages (4). Better-quality contact can be fostered by organizing tasks that build confidence and avoiding situations in which either party patronizes the other.

#### **Tip:** Prepare for the unexpected

Activities may face unexpected challenges that interfere with plans. These should be identified as early as possible in order to limit, mitigate or respond to them. For example, the ideas of “fun” of younger and older people taking part in an activity may be quite different. It might also be useful to discuss what happens if an older person can no longer participate, due to illness or death. Consideration of different situations and how they can best be handled and communicated can help the team to manage difficult conversations with younger participants, which may necessitate the involvement of family members.



## RESOURCE MOBILIZATION

How much will your intergenerational project cost? Where will the necessary resources come from? A plan for resource mobilization can include creative ways to answer such questions. Community mapping identifies local assets, including financial and non-financial resources, that could be used to support the project. Alternative resources can also be identified.

A project budget is used to plan and monitor resource needs (Annex 7). Project costs can include food and beverages, activities (e.g. museum fees), materials and supplies, personnel and transport.

### Common sources include (28):

- cash or grants: for the project or part of the project; often available through the public sector;
- in-kind contributions, such as services (e.g. volunteering) and goods;
- sponsorship by a local business, organization or individual providing services, cash or goods; and
- other sources, such as crowdsourcing, crowdfunding, community resource-sharing.







## 3 IMPLEMENTING AN INTERGENERATIONAL PROJECT

This section describes the steps to be taken in implementing a project and how best to structure it (see also the glossary and the 7 levels of Intergenerational contact in Table 3). The glossary lists definitions of intergenerational practice, intergenerational projects and intergenerational activities, which are levels of intergenerational contact. Although an intergenerational project may be planned, you should aspire for it to become future practice by moving it up the scale of intergenerational contact.

**The steps in an intergenerational project are:**

- single-age sessions before meeting: preparing younger and older participants to meet each other;
- opening activity: introduction and “ice breaker”; and
- main activity.

### 3.1 SINGLE-AGE SESSIONS BEFORE MEETING: PREPARING YOUNGER AND OLDER PARTICIPANTS TO MEET EACH OTHER

Intergenerational practice is more effective and lasts longer when younger and older participants spend time learning about the other age group before they meet for the first time, giving them time to reflect

on intergenerational practice in multiple activities. Further research is necessary to understand whether this also facilitates outcomes other than ageism. Some research shows that even spending time thinking

about people in other age groups can reduce ageism, without meeting members of the other group (4, 11–16, 18, 19, 21).

Therefore, it is important to introduce intergenerational engagement to younger and older participants separately by providing the place and time for conversations about their perceptions, attitudes and concerns about the people they are to meet. This element is at level 1 of the 7 levels of intergenerational contact (Table 3). The outcome could be compared with the relationships forged towards the end of the project to determine the effect of the intervention.

Another activity for preparing people of different generations for their first intergenerational experience involves asking them to view the world through the eyes and experiences of the other generation. For example, a younger person could be asked to imagine how the older person travelled to school: did they walk and, if so, how far, or did they ride a bicycle or catch a bus? What are the lessons of that experience? Older people could be asked who they lived with when they were growing up and the sorts of games they played and about the similarities and differences between their experiences with those of young people growing up today.

Younger people could be asked when a person could be considered older and to think about what older people do and where and with whom they live.

Younger and older participants could be asked separately what they think they might learn from the other age group and the kinds of activities they might do together. The best intergenerational activities involve the participants in planning and deciding on activities suggested by both groups. This approach builds ways of changing people's perceptions about ageing from the beginning of the initiative.

While intergenerational practice can have a positive outcome, it may result in no or a negative outcome or reinforcement of negative stereotypes. In a systematic review and meta-analysis of 53 studies of changing attitudes to ageism, 12 interventions (22.6%) had no or a negative effect. Of 18 studies of interventions to increase knowledge, three (16.7%) also had no or a negative effect (11).

An older person might find younger participants "out of control" and intimidating, while younger people might see older participants as boring or dominating or not listening to them (35). Participants might experience tension and anxiety during intergenerational contact, feeling no connection or be unclear about their role in a project (36). Single-age sessions are therefore important for the success of a project to allay fears and concerns and to avoid activities or tasks that confirm negative stereotypes about either group.

Staff, volunteers and family members should also be prepared by informing them about intergenerational practice so that they are confident in supporting their family members, friends or residents in taking part in a project. This helps a project to move up the 7 levels as more age groups and people are introduced.

### **Conversations could be stimulated as follows:**

- What would you like to share and learn from the older/younger generation?
- Discuss the fears and concerns of each age groups and identify any similarities and differences.
- What are the needs of and support required for different age groups?
- Discuss any preconceived assumptions about the other age group.
- Identify potential differences in communication between the groups.

Participants could complete a form that allows their partners to learn more about them and vice versa. Before the group meets, younger and older people could send

photographs and first names or write letters, so that they learn something about each other before meeting.

### **Case study: Bridges: Growing together, an example of how an intergenerational project prepared participants in Sudbury (MA), USA (37)**

The Bridges: Growing together project connects fourth-grade schoolchildren (aged 9–10) with older people living in assisted housing. Older adult volunteers join pupils in four elementary schools in consecutive 6-h weekly sessions facilitated by classroom teachers.

**Purpose:** The aim of the project is to bring children and people over the age of 55 together for shared experiences and cooperative learning.

**Outcome:** Before the intergenerational activity, the organizers meet each age group separately – the children in school and older people in the housing community. The children fill out short questionnaires in a facilitated class exercise before they meet the older people to determine their perceptions of older people and ageing. This indicates the expectations of the children and areas of concern that can then be addressed before introductions are made. The answers also allow the organizers to determine how the children's views change over a year of spending time with older people. The project has been conducted for more than 20 years, and, since 2000, has been integrated into the fourth-grade curriculum in Sudbury public schools, involving 300–325 students annually. Since 2000, 129 older adults (aged 62–93 years) have been trained as classroom volunteers.

## 3.2 OPENING ACTIVITY

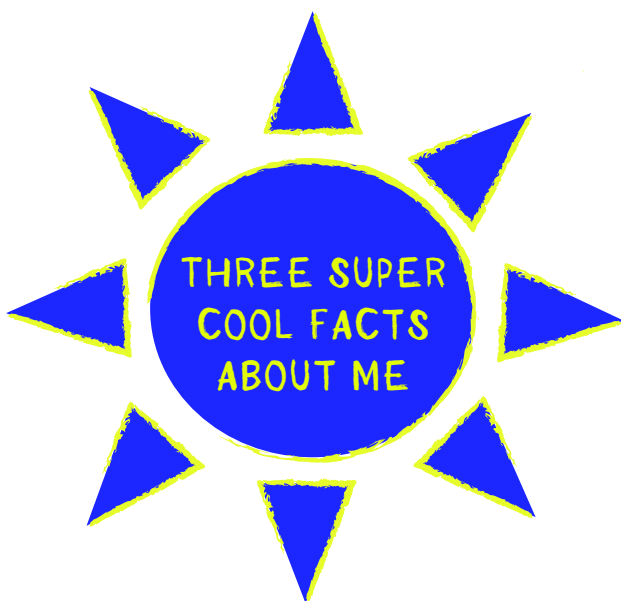
When connecting age groups for the first time, the introduction must be happy and positive, provide opportunities for everyone to get to know each other and establish roles and responsibilities. The session could start with a light-hearted activity that is appropriate for the group. The aim is to encourage discussion and interaction so that participants feel comfortable in each other's company. The organizers could look for

similarities and differences in the answers and likes and dislikes for certain topics.

The following "Read all about me" "ice breaker" could be used. Make cards in different shapes on which older and younger participants can answer questions and share them. These can be prepared by each age group before the meeting and then exchanged when they are introduced.



MY NAME IS..... AND  
I AM..... YEARS OLD.



### 3.3 ROLES AND INVOLVEMENT OF PARTICIPANTS

Participants should be involved by asking them to help in designing activities that interest them. They might also be asked to agree on the rules for the group, such as letting everyone speak, arriving on time, switching off mobile phones or perhaps assigning roles, such as helping to organize

refreshments or setting up an activity. Participants could also create a “wish list” of activities for the project, thus involving them in designing intergenerational activities for the project. Table 9 lists some elements derived from best practice to be considered when involving participants.

**Table 9.** Elements for effective participant involvement

<p><b>ENSURE MEANINGFUL, DEVELOPMENTALLY APPROPRIATE ROLES FOR PARTICIPANTS OF ALL AGES</b></p>	<p>Treat participants equally. Offer meaningful, appropriate roles for younger and older participants and enable mentorship when possible.</p>
<p><b>ENSURE THAT PARTICIPATION IS VOLUNTARY AND EQUITABLE</b></p>	<p>Ensure that the participants of all ages choose to attend and are involved in decisions about activities. The activities should be appropriate for the skills of participants.</p> <p>Participants who choose to leave the group should be allowed to re-join when they choose.</p>
<p><b>DESIGN ACTIVITIES WITH PARTICIPANTS</b></p>	<p>All participants should be fully involved in designing activities, when possible.</p>
<p><b>REFLECT THE INTERESTS AND BACKGROUNDS OF PARTICIPANTS</b></p>	<p>Include individuals’ interests in the project or social setting to stimulate engagement.</p>
<p><b>MANAGE EXPECTATIONS</b></p>	<p>Inform both younger and older participants what they can expect from the intergenerational activity in order to increase their confidence and interest in the aim of the project.</p>

Sources: Adapted from WHO (4), Burnes et al. (11), Canedo-Garcia et al. (12), Gerritzen et al. (13), Giraudeau & Bailly (14), Jarrot et al. (15, 16), Martins et al. (18) and Orte et al. (19).

**Tip:** In planning activities, consider how to involve participants from the beginning. Participants should be given the opportunity to express their views and be involved in preparing activities. For example:

- A younger and an older person could be responsible for setting out trays for artwork or cooking.
- An older person could help children to take their outdoor clothing on and off.
- Older and young people could prepare and clear away activities or session resources together.

## 3.4 MAIN ACTIVITY

The introductory session familiarizes the organizers with the participants and their interests. Annex 8 presents 40 activities that have been tested in intergenerational settings in a number of countries. This section describes approaches to running activities to ensure that they are creative and that they are suitable for the community and area. Intergenerational activities take place in health and social care settings and at every level and type of education and involve the cultural, traditional, creative, musical and performing arts. They can be held online, in person, in a forest or a field, in a hospital, in a school, in a faith setting such as a church or mosque or in a community centre.

The purpose of the guide is to build understanding of the sorts of activities have been proven to reduce ageism and also to provide other benefits, such as greater confidence and sense of self-worth, feeling less lonely and isolated, improving skills and helping people to move more, think in new ways and exercise all sorts of muscles, from their brain to their feet.

### **The activities listed in Annex 8:**

- have all been used previously and have been evaluated at least informally by those leading them and, at a maximum, by external researchers;
- can be evaluated by any of the methods described in section 4; and
- indicate the age groups for which they may be suitable and where they can be held (indoors, outdoors, online), although the choice of activities should depend on the intended participants and not only on their age.

A plan for facilitating activities for participants is important. Intergenerational activities that are facilitated in an unsuitable way can increase ageism. The activity should be positive for everyone and at the right level.

If the level is too low, it may be considered patronizing; if the level is too high, it might be difficult to complete. Table 10 lists best practices for facilitating activities in an intergenerational project.



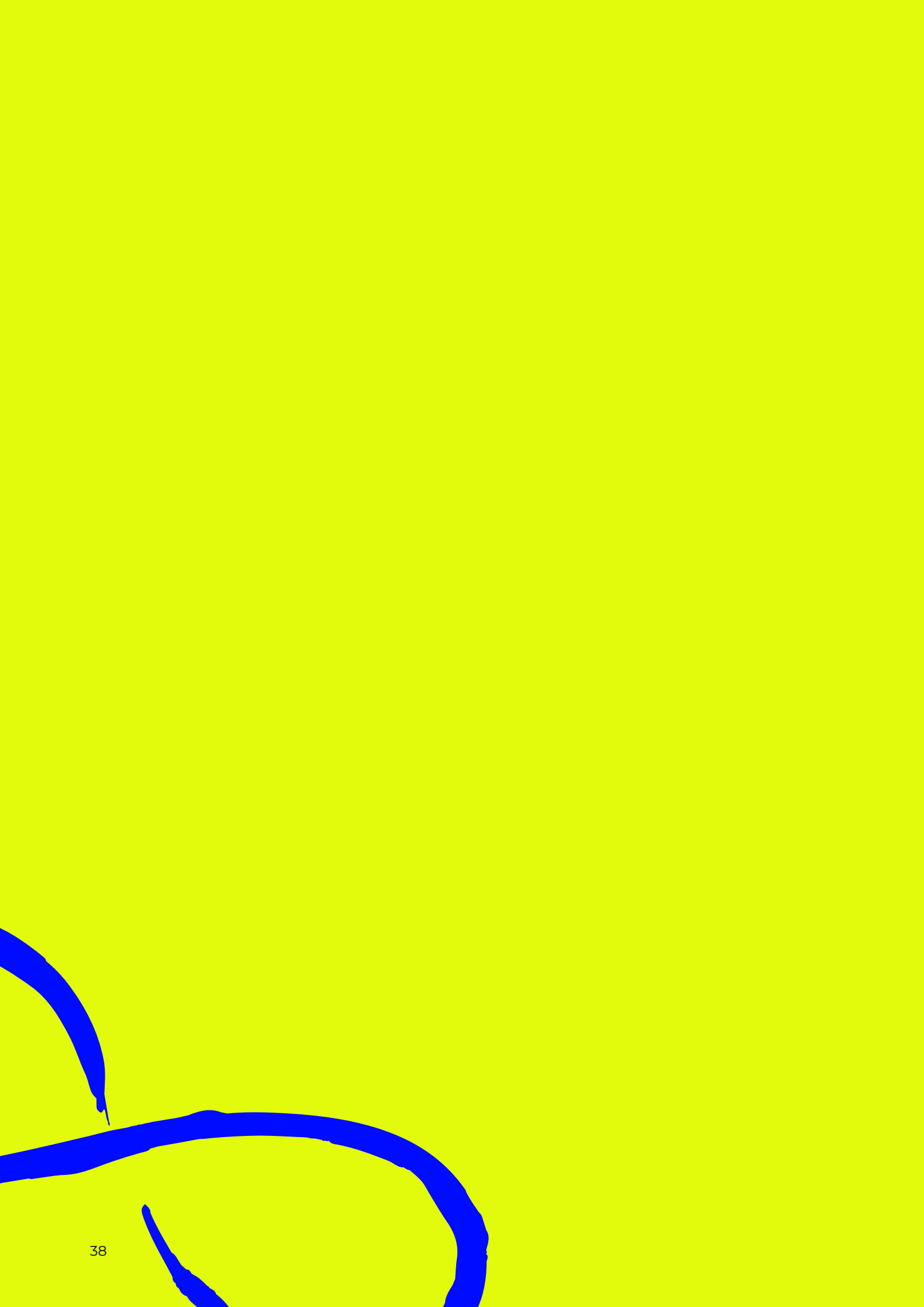
**Table 10.** Best practices for facilitating activities in an intergenerational project

<b>FOSTER EMPATHY FOR ALL AGES</b>	Encourage participants to share personal information, as this can promote empathy for each participant and aid in challenging ageist stereotypes. Older adults should not, however, divulge too much personal information, which could negatively affect communication and outcomes. Activities to foster empathy can include role-playing, storytelling, oral histories (participants interview each other) and showing photos.
<b>PROMOTE INTERGENERATIONAL COOPERATION AND ENCOURAGE MUTUAL, RECIPROCAL BENEFITS FOR PARTICIPANTS</b>	Encourage reflection by older and younger people for learning and to make the project more meaningful.
<b>ENCOURAGE DEVELOPMENT OF FRIENDSHIPS BETWEEN PEOPLE OF DIFFERENT AGES</b>	<p>Find ways to encourage interaction and relationship-building before, during and after the intervention. Ensure that such relationships are not one way.</p> <p>Point out similarities in the approaches and answers of people of different generations and ages.</p>
<b>DOCUMENT THE PROGRESS OF THE INTERGENERATIONAL PROJECT, AND COMMUNICATE IT TO STAKEHOLDERS</b>	Documentation of activities fulfils several purposes: to capture the experience of older and younger participants, allowing reflection on what works and what could be improved and ensuring transparency and accountability.

Adapted from WHO (4), Burnes et al. (11), Canedo-Garcia et al. (12), Gerritzen et al. (13), Giraudeau & Bailly (14), Jarrot et al. (15, 16), Martins et al. (18) and Orte et al. (19).

**Tip:** Focus on similarities rather than differences

To avoid intergenerational activities that increase stereotypes of age, plan activities that focus less on age differences and more on the qualities of individual participants.





## 4 EVALUATION OF INTERGENERATIONAL PROJECTS

Evaluation is a vital part of any intergenerational project and is conducted throughout to track how well the project achieved its aims and outcomes, to indicate areas for improvement and to fulfil reporting obligations to stakeholders and funders. Evaluation can be conducted by people inside (internal evaluation) or outside (external evaluation) an intergenerational project.

### **Intergenerational projects should be evaluated to:**

- demonstrate objectively that they reduce ageism and improve other outcomes for older and younger people;
- motivate participants, volunteers and staff to contribute;
- contribute to an evidence-based approach to understanding what works, for whom and why (e.g. the effective components) and also what does not work and indicate what should be done differently;
- demonstrate that the project meets the quality standards for intergenerational practice;
- provide evidence to funders that the project achieved its aim, which can attract further funding;
- capture and share lessons from the activities, increasing understanding of intergenerational practice;
- contribute to further development of successful, high-quality intergenerational practice and scaling-up of models;
- influence future practice and policy for embedding intergenerational approaches in, e.g. education, health care, social care and workforce development; and
- provide a basis for news stories in order to involve more people.

A simple yet effective way of determining whether a project and the time spent together reduced ageism is to record the perceptions of younger and older participants about the other generation before and after a project. The people who led the activity and those who volunteered should also be included, as their perceptions are useful for assessing implementation of the project. Evaluation is also an opportunity for identifying other activities the participants might want to do in a future intergenerational project.

Evaluation requires planning and should be included in planning an intergenerational project, as outlined in section 2.

The concepts and approaches described in this section provide a foundation for evaluation to identify tangible changes in the perceptions of older and younger people as a result of their participation in an intergenerational project.

**Tip:** Evaluation addresses not the activities but the impact of activities on participants.

## 4.1 DATA USED IN AN EVALUATION

There are many methods of evaluation and many tools for collecting data. Data are used to measure the –performance and impact of a project and to support decisions and learning. Data can be divided into two broad categories: qualitative and quantitative. Qualitative data answer the questions “why” and “how”, while quantitative data answer the questions “how many” or “how much”.

Qualitative data are usually descriptive (e.g. from questionnaires, interviews, participant narratives, focus groups), while quantitative data consist of numbers (e.g. participant attendance, standardized scales).

Each activity in Annex 8 cites the data collection methods to be used to evaluate the initiative.

**Tip:** The following questions can be used to plan data collection:

- What questions do you wish to answer?
- What data are available to answer your question?
- If no data are available, what methods will be used to collect data?
- How often will data be collected?
- Who is responsible for collecting data?
- How will the data be managed and stored?

## 4.2 INDICATORS

An indicator consists of information that something has or has not changed. Indicators are measured before and after a project. In the context of reducing ageism, they show a change in how participants think, feel and act towards the other age group after taking part in the project. For example, younger people might report that they did not know much about older people before the project began and got to know the older group well and had formed relationships by the end of the project.

Intergenerational **projects** that are effective in reducing ageism may also improve outcomes in other areas, such as increasing self-esteem and reducing social isolation and loneliness. During planning of a project, it is important to determine how the planned outcomes will be achieved.

**Reducing ageism:** How many participants reported a positive change in their perception of age? Do participants feel more comfortable in interacting with other age groups? Have friendships formed between people in different age groups? How do participants rate the quality of the relationships formed between different age groups?

**Self-confidence:** Do participants report being more confident in undertaking a task after a session?

**Communication skills:** Do participants communicate more during sessions than outside the group? Do they communicate differently? Participants of different ages may use verbal and nonverbal communication differently to share their reactions, experiences, thoughts and feelings.

**Learning a new skill:** Did the intergenerational activity create an opportunity for older and younger participants to learn how to do something for the first time? The skills could include learning how to use a new technology, singing, gardening, boat-building, knitting, print-making, woodworking, cooking, a language, reading and traditional and indigenous arts.

**Other indicators include** changes in self-esteem, changes in feelings of loneliness or inclusion, greater contact with the community and increased educational attainment.

A seemingly small aspect, such as attendance, can also be an indicator. People who continue to volunteer or attend and participate are opting in, which provides information about the efficacy of a project.

## 4.3 EXTERNAL AND INTERNAL EVALUATIONS

External evaluations are conducted by people outside an intergenerational project. As they are independent, they can avoid bias and ensure the credibility and integrity of the evaluation. If the external evaluators are professionals in the field, they bring expertise and experience to ensure high-quality

evaluations and reports, which can contribute to global evidence of the effectiveness of an intergenerational contact intervention.

Internal evaluations are conducted by members of the project team. They know the environment in which the project was

conducted and may not have to explain it if they have close ties with those involved. Internal evaluations can be used to monitor performance and learning and support reflection to improve the quality of existing or future projects. The project team may not, however, have the requisite expertise in evaluation or the same degree of objectivity as external evaluators and may be unable to recognize effects because they are so immersed in the project.

Insufficient research has been conducted on the effectiveness of intergenerational projects and their activities, particularly for reducing ageism and related outcomes. Evaluations conducted externally in

collaboration with the project team and participants are recommended to provide the strong evidence necessary for the practice of evidence-based intergenerational contact interventions. Questions of sustainability, impact and effectiveness can be addressed in an external evaluation.

In organizing an external evaluation, it is important to ensure a suitable evaluator (not just anybody or the lowest bidder). Consideration should be given to the person's expertise, their experience in evaluating intergenerational projects and their rapport with the project team.

**Tip:** The evaluation report should comprise:

- an introduction, providing the background to the project. Include the aims and outcomes;
- a section on the method of evaluation used; the findings and conclusions of the evaluation, showing what has changed as a result of the project, e.g., how the initiative changed perceptions of ageing and reduced ageism and also any challenges faced in implementation and how they were overcome; and
- recommendations and next steps.

Adapted from Belfast Health Development Unit (38).



## 5 CONCLUSION

This guide provides a step-by-step method for developing, conducting and evaluating an intergenerational project. The guide builds on strategies recommended in the *Global report on ageism* (4) to support countries in implementing intergenerational contact interventions.

Intergenerational practice is one of the most effective interventions for reducing ageism against older people and shows promise for reducing ageism against younger people (37). The interventions are affordable and relatively easy to implement. Intergenerational practitioners require briefing on key concepts in intergenerational work, the principles of intergenerational practice, the effectiveness of Intergenerational projects in reducing ageism and creating intergenerational programmes that result in sustainable, community-driven intergenerational contact.

The annexes to this guide provide tools for project planning. Annex 8 lists 40 intergenerational activities that have been tried and tested and can be used by anyone. While much intergenerational work is conducted around the world, the way in which activities are conducted should be aligned with the available evidence and best practices and be scaled up in order to reduce ageism and embed age-friendly approaches into our daily lives.

A review of the available studies showed gaps in current knowledge, including limited

measures of intergenerational interaction and physical environments and a lack of studies with representative samples. Much of the work reported has been done on a small scale, with groups of people who have more in common than those in the broader population, limiting conclusions. Further research is necessary to identify the effective components of intergenerational contact interventions for reducing ageism. The studies should be of high quality in order to provide a reliable, strong evidence base for researchers and practitioners in developing intergenerational contact interventions to reduce ageism among those most severely affected.

Studies should also be conducted in different social and physical environments and with participants in other demographic groups and socioeconomic characteristics, avoiding self-selection rather than assignment to participate in intergenerational projects. They should also include the influence of different intergenerational interactions, such as those that occur in daily life and those only in certain places, such as interactions of children and younger adults in parks, religious institutions, neighbourhood streets and marketplaces.

In time, with increased intergenerational action and further research, ageism will be reduced and more age-friendly societies created, with more opportunities for people in different generations to meet, know and care about one another and challenge stereotypical notions of age and ageing.

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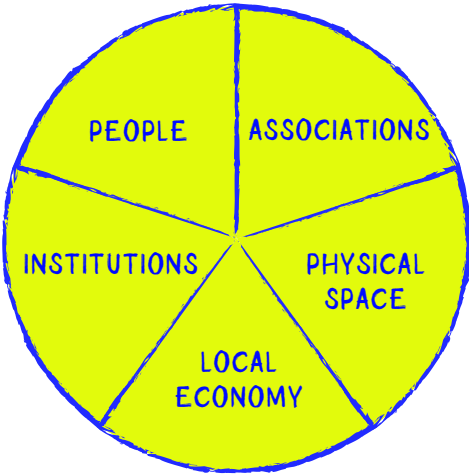
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**ANNEX 1.**

**TEMPLATE FOR MAPPING COMMUNITY ASSETS**

**PEOPLE**

SKILLS, CAPACITY, AND KNOWLEDGE OF:



**ASSOCIATIONS**

**INSTITUTIONS**

**LOCAL ECONOMY**

**PHYSICAL SPACE**

## ANNEX 2.

# CHECKLIST FOR PLANNING AN INTERGENERATIONAL PROJECT

<p>What <b>change</b> do you want to make?</p> <p>Is that change the same as or different from that identified by members of the community?</p> <p>Did you identify the aims and intended outcomes of your project jointly?</p>	
<p>What <b>intergenerational opportunities</b> have you identified in your community?</p> <p>Have <b>community assets</b> and <b>stakeholders</b> been identified?</p> <p>What <b>possible partnerships</b> are there for your project?</p>	
<p>Who will be in your <b>project planning group</b>?</p> <p>What additional support might you require (e.g. volunteers, specialists, trained support)?</p>	
<p>Do the project implementers have the <b>necessary skills and knowledge</b> for effective implementation of the project?</p> <p>Have they had essential training?</p>	
<p>Have a <b>project action plan, a theory of change and an evaluation plan</b> been developed?</p>	
<p>What types of <b>activities</b> will your project involve? Are the activities appropriate for your project aims and intended outcomes?</p> <p>Have sessions been planned?</p>	
<p>How will you <b>recruit</b> participants? How <b>many</b> participants will there be?</p>	
<p>Where will the project <b>take place</b>? What resources and equipment are necessary?</p>	
<p><b>How long</b> will the project run? How frequently will activities take place? Can they be sustained beyond the structured project?</p>	
<p>What is the project <b>budget</b>? How much will the project cost?</p> <p>Have sources of funding been identified?</p>	

What <b>barriers or challenges</b> might you face?	
Identify the <b>benefits and outcomes</b> for your participants, staff, volunteers, organization and local community, including unexpected ones.	
<p>What methods might you use for <b>evaluating</b> the outcomes?</p> <p>How will you identify the <b>outcomes</b>? What has been <b>changed</b> by your project?</p> <p>Have you identified skilled people to conduct the evaluation?</p>	
<p>How might you <b>sustain</b> the links and activities?</p> <p>How will you use your evaluation?</p>	

Adapted from Age-friendly Belfast intergenerational toolkit and guide. Belfast: Belfast Health Development Unit; 2015 ([https://www.makinglifebettertogether.com/wpcontent/uploads/2015/02/Intergenerational\\_guide.pdf](https://www.makinglifebettertogether.com/wpcontent/uploads/2015/02/Intergenerational_guide.pdf)).

## ANNEX 3.

# TEMPLATE FOR PLANNING PROJECT ACTIVITIES

Aim(s)	Planned outcomes	Project tasks	Responsible persons	Resources	Timelines	Task completed (yes/no)
What aim(s) have been identified?	What outcomes are expected?	What are the tasks to be completed?	Who should be involved in each task?	What resources are necessary to complete the task?	By when should the task be completed?	

## ANNEX 4.

### TEMPLATE FOR EVALUATING A PLAN, WITH EXAMPLES

Project outcomes	Indicators	Data collection method	Person responsible for collecting data	Frequency of data collection
Increased understanding among older and younger participants	Levels of understanding before and after the project	Participant narratives, questionnaires	Participants	Twice: at the start and end of the project

## ANNEX 5.

### TEMPLATE FOR PLANNING ACTIVITY SESSIONS

Resources	Responsible person
E.g., supplies such as pens and toys	
Food and beverages	Responsible person
E.g., tea and coffee	

Time	Task	Responsible person
16:00–16:05	e.g. Welcome	
16:05–16:15	e.g. Ice breaker activity	

Adapted from Age-friendly Belfast intergenerational toolkit and guide. Belfast: Belfast Health Development Unit; 2015 ([https://www.makinglifebettertogether.com/wpcontent/uploads/2015/02/Intergenerational\\_guide.pdf](https://www.makinglifebettertogether.com/wpcontent/uploads/2015/02/Intergenerational_guide.pdf)).

## ANNEX 6.

### CHECKLIST FOR CHOOSING A SETTING

<b>Proximity</b>	
<input type="checkbox"/>	Walking distance
<input type="checkbox"/>	On a public transport route
<input type="checkbox"/>	Reasonable travel time
<input type="checkbox"/>	Other:
<b>Safety</b>	
<input type="checkbox"/>	Safe drop-off areas
<input type="checkbox"/>	Clean public areas
<input type="checkbox"/>	Accessible exits
<input type="checkbox"/>	Wheelchair access
<input type="checkbox"/>	Safety procedures
<b>Meeting space</b>	
<input type="checkbox"/>	Appropriate size
<input type="checkbox"/>	Clean and comfortable
<input type="checkbox"/>	Suitable chairs for different age groups
<input type="checkbox"/>	Minimal background noise
<input type="checkbox"/>	Equally comfortable for all participants

Adapted from Creating caring communities: A guide to establishing intergenerational programs for schools, care facilities and community groups. Burnaby, British Columbia: BC Care Providers Association; 2009 (<http://www.bccare.ca/wp-content/uploads/BCCPA-Intergenerational-Toolkit.pdf>).

## ANNEX 7.

# TEMPLATE FOR PLANNING THE BUDGET FOR A PROJECT

Item	Description	Budgeted breakdown	Total amount	Resources available
e.g. rent	Cost of rental space for intergenerational project for 6 months	6 x 200	US\$ 1200	US\$ 1000
Catering	Refreshments for eight people once a week for 12 weeks	(4 x 8)t x 12	US\$ 384	In kind from local restaurant
Personnel				
Supplies				
Total cost				

Funding gap	
-------------	--

## ANNEX 8.

### EFFECTIVE INTERGENERATIONAL ACTIVITIES

The intergenerational activities listed below were selected according to the principles of intergenerational practice (see Table 1 in the main text). To increase the likelihood of a positive outcome and, importantly, to avoid doing harm, the activities must be selected to achieve the intended outcomes (see Table 2 in the main text) and be delivered in accordance with evidence of characteristics that are associated with effective activities (see Table 6 in the main text) and other suggestions for good practice in this guide.

## ACTIVITIES

### Music

ACTIVITY 1: SHARING MUSIC

ACTIVITY 2: INTERGENERATIONAL CHOIR

ACTIVITY 3: 'SINGING SACK'

### Cultural heritage

ACTIVITY 4: CIRCLE TIME

ACTIVITY 5: 'TELL ME'

ACTIVITY 6: THE HAND GAME

ACTIVITY 7: COMMUNITY KNOWLEDGE

ACTIVITY 8: WIMBEROO

ACTIVITY 9: SNOW SNAKE

ACTIVITY 10: HOW WE USED TO WORK

ACTIVITY 11: PEAKS AND VALLEYS

ACTIVITY 12: INDIGENOUS KNOWLEDGE

### Environment and nature

ACTIVITY 13: TREASURE HUNT

ACTIVITY 14: GROWING POTS OF KINDNESS

ACTIVITY 15: WORKING WITH ANIMALS

ACTIVITY 16: PROTECTING THE NATURAL ENVIRONMENT

### Food

ACTIVITY 17: FRUIT SKEWERS



ACTIVITY 18: FUNNY FOOD FACES

ACTIVITY 19: NAME THAT FOOD

## **Performing arts**

ACTIVITY 20: SHADOW PUPPET SHOW

ACTIVITY 21: INTERGENERATIONAL DRAMA

## **Technology**

ACTIVITY 22: INTERGENERATIONAL RADIO SHOW

ACTIVITY 23: 'GETTING TO KNOW YOUR TECHNO'

ACTIVITY 24: WHAT HAPPENED ON THE DAY OF MY BIRTH?

ACTIVITY 25: DIGITAL PEN PALS

## **Arts and crafts**

ACTIVITY 26: HAND PAINTING

ACTIVITY 27: COLLAGE

ACTIVITY 28: PAINTING ROCKS OF KINDNESS

ACTIVITY 29: KNITTING, CROCHETING, NETTING, WEAVING TOGETHER

ACTIVITY 30: INTERGENERATIONAL PATCHWORK QUILT

ACTIVITY 31: TRACING HANDS

## **Storytelling**

ACTIVITY 32: SHOW AND TELL

ACTIVITY 33: STORY TELLING THROUGH PICTURES

ACTIVITY 34: TELLING A STORY IN A NEW LANGUAGE

## **Physical**

ACTIVITY 35: JUMPING STICKS

## **Educational**

ACTIVITY 36: COUNT WITH ME

ACTIVITY 37: INTERGENERATIONAL SPEED DATING

ACTIVITY 38: SHARING SKILLS

## **Stereotyping**

ACTIVITY 39: STEREOTYPING STATEMENTS

ACTIVITY 40: LINE UP



# MUSIC

## ACTIVITY 1:

### SHARING MUSIC

**AGES:** ≥ 5 YEARS

#### DESCRIPTION OF ACTIVITY:

This activity provides everyone with an opportunity to think about the music they listen to and to share their interpretation with the group. The activity can bond a group as they listen to and find out about each other.

Ensure that everyone in the group is sitting comfortably. Explain that they will be asked to say what the music that is being played makes them think of or feel, whether they recognize it, when they last heard it or what it makes them want to do.

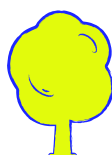
#### WHAT PARTICIPANTS SHOULD BE ABLE TO DO:

Listen and speak.

#### LOCATION:



INDOORS



OUTDOORS



VIRTUALLY

## **SETTINGS IN WHICH THE ACTIVITY HAS BEEN CONDUCTED IN THE PAST:**

Care homes, schools, community spaces, hospitals.

## **RELEVANT FOR:**

Individuals, volunteers and people working in health, social care, education, child care and community development.

## **RESOURCES:**

- appropriate space and seating for the group to sit comfortably together
- and seating for the group to enable them sit comfortably together;
- various types of music; and
- the equipment necessary to play it.

## **NOTE FOR ACTIVITY LEADERS:**

- Once you have explained the activity, give some initial suggestions about the first piece of music, and encourage the participants to respond.
- Make sure that you allow enough time for this activity so that it is relaxed and enjoyable. Think about whether age groups will sit together or be mixed, which may depend on how long they have known each other.
- Use the answers to point out similarities and differences among the participants, to help the group to bond.

## **ADAPTATIONS:**

- People could bring their own music to share with the group or play an instrument to create their own music.
- The music played could be classical, regional or popular music. Alternatively, the group could be asked to identify everyday sounds, e.g. a dog barking, a telephone ringing.
- Younger people could take song requests from older adults and create play lists.

## **OUTCOMES:**

- reduce ageism
- improve social relationships
- increase well-being
- psycho-social improvements.

## **EVALUATION METHOD TO BE USED:**

Participant feedback in person, surveys, observation.

## ACTIVITY 2:

# INTERGENERATIONAL CHOIR

**AGES:** ≥ 12 YEARS

### DESCRIPTION OF ACTIVITY:

In intergenerational music sessions, people of all ages do something meaningful together. The music could be contemporary or traditional. Ask the group to stand or sit together, and ensure that they are all comfortable. The group will follow the directions of the leader and sing together.

### WHAT PARTICIPANTS SHOULD BE ABLE TO DO:

Listening and speaking are required for this activity. A good singing voice is not necessarily essential depending upon the level of the choir.

### LOCATION:



INDOORS



OUTDOORS



VIRTUALLY

### SETTINGS IN WHICH THE ACTIVITY HAS BEEN CONDUCTED IN THE PAST:

Care homes, schools, community spaces, hospitals, workplaces.

### RELEVANT FOR:

Individuals, volunteers and people working in health, social care, education, childcare, community development, and workforce development.

### RESOURCES:

- appropriate space for standing with seating if necessary
- musician and instrument
- choir lead
- music.

## **NOTE FOR ACTIVITY LEADERS:**

- Explain the purpose of the choir. For example, the intention may be to entertain the local community; however, the main purpose is to bring people of all ages together to enjoy the shared experience and benefits of singing.
- Invite people to join the choir. Make sure that the invitation and information about the choir reach everyone in your community.
- Welcome all members, and involve them in choosing the music and songs to be sung.
- As in all intergenerational group activities, friendships are made outside the activity, such as during breaks. Ensure enough time for this.

## **ADAPTATIONS:**

- Encourage musicians to play with you.
- Both performance and venue can be flexible and respond to community events, traditions, and celebrations.
- The type of music sung could be varied and include classical, regional, and popular music and performances can be given at fundraising events.

## **OUTCOMES:**

- reduce ageism
- improve social relationships
- increase well-being
- psycho-social improvements.

## **EVALUATION METHODS TO BE USED:**

Participant feedback in person, surveys, observation.

## ACTIVITY 3:

# SINGING SACK

**AGES:** ≥ 2 YEARS

### DESCRIPTION OF ACTIVITY:

This activity is suitable for people of all ages but particularly for very young children and much older adults.

Before the group meets, fill a sack with objects related to a well-known nursery rhyme or song. For example, you could place a star-shaped toy, cut a star shape out of a potato or use a photo of a star as links to the song “Twinkle twinkle little star”. Make sure the bag has enough objects (≥ 10).

Seat younger and older persons in a circle. An older person may be in a wheelchair with a toddler sitting next to them on the floor or on a chair. People will sit as they prefer.

Once everyone is seated and greeted each other, ask the participants to pass the song sack around and pull out an object. At each turn, the group sings the song and then passes the sack around again. Participants of different ages take turns in choosing a person to hand the bag to, following the instruction “now give the bag to a younger friend or an older friend”.

This is a simple activity that is effective for connecting people.

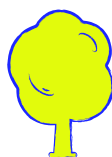
### WHAT PARTICIPANTS SHOULD BE ABLE TO DO:

Pull an object from a bag and sing along. If they do not know the words, they can hum, and, if they cannot hum, they can tap out the rhythm or nod their heads.

### LOCATION:



INDOORS



OUTDOORS



VIRTUALLY

### SETTINGS IN WHICH THE ACTIVITY HAS BEEN CONDUCTED IN THE PAST:

Care homes, schools.

### RELEVANT FOR:

Individuals, volunteers and people working in health, social care, education, child care and community development.

## **RESOURCES:**

- appropriate space and seating
- sack
- ≥ 10 objects (toys, pictures, other objects) associated with well-known songs.

## **NOTES FOR ACTIVITY LEADERS:**

Make sure to include everyone, even if they are shy. No one has to sing on their own: everyone sings together.

## **ADAPTATION:**

Depending on the age and physical abilities of the participants, once the circle has finished singing, you could throw a very soft ball around to continue interaction and provide exercise.

## **OUTCOMES:**

- improve social relationships
- increase well-being
- psycho-social improvements
- reduce ageism.

## **EVALUATION METHOD TO BE USED:**

Participant feedback in person, surveys, observation.



# CULTURAL HERITAGE

## ACTIVITY 4:

### CIRCLE TIME

**AGES:** ≥ 5 YEARS

#### **DESCRIPTION OF ACTIVITY:**

This activity encourages light-hearted conversation and laughter and is a useful way of helping participants to remember each other's names, learn more about each other and reflect on the similarities and differences in their childhoods.

Seat the participants in a circle, ideally in mixed ages. As you go round, ask everyone to say their name and their age.

Explain the activity. Each person will choose an item from the box, will then walk around the circle showing it to everyone and then return to their seat. If the person has difficulty in walking, the leader can show the object to everyone and then return it to the person. The leader will then ask the person a question and supported the person in responding; everyone else in the group then contributes their own thoughts.

The questions asked should be related to the items in the box. They could include: "What games did/do you play as a child?", "Where did/do you play?", "Did/do you have a pet?" "What was/is your favourite meal?"



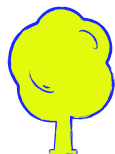
## WHAT PARTICIPANTS SHOULD BE ABLE TO DO:

Listen and speak.

## LOCATION:



INDOORS



OUTDOORS

## SETTINGS IN WHICH THE ACTIVITY HAS BEEN CONDUCTED IN THE PAST:

Care homes, schools, community places, hospitals.

## RELEVANT FOR:

Individuals, volunteers and people working in health, social care, education, child care and community development.

## RESOURCES:

- appropriate space and seating for the group to sit in a circle
- a large container to hold photographs of pets, toys, places in the community, buildings or parks, pictures of schools and children or a selection of items relevant to the community, such as toys, food, games
- a list of questions for the activity leader to read to the group, such as: What games did/do you play as a child, where did/do you play, did/do you have a pet? What was your favourite school pudding?

## NOTES FOR ACTIVITY LEADERS:

- Questions could be written beforehand to save time.
- Encourage discussion by pointing out similarities and difference in the answers from volunteers, and name the other person in your reply.
- Start the activity by demonstrating what to do, and encourage participants to respond. As people become familiar with each other, individuals could take it in turns in asking questions, building their self-esteem and confidence.
- Make sure that the resources reflect all parts of the community, past and present, so that people recognize items that are relevant to them.

## ADAPTATIONS:

- Invite the participants to bring an item that they consider an important part of their childhood.

- Provide individual name tags to help people get to know each other.
- Contact a local museum to see whether it could be used as the venue for this activity.

### **OUTCOMES:**

- improve social relationships
- increase well-being
- psycho-social improvements
- reduce ageism.

### **EVALUATION METHOD TO BE USED:**

Participant feedback in person, surveys, observation.

## ACTIVITY 5:

# “TELL ME”

**AGES:** ≥ 11 YEARS

### DESCRIPTION OF ACTIVITY:

Seat the group in a circle, ideally in mixed ages. Explain that each participant will ask a question and give time so that everyone else can share their personal memories. Questions could include “What was your favourite thing to do when you were an adolescent in this community?”, “What school did you go to, and at what age could you leave?” or “What music did you listen to, and where did you go dancing?”

This activity generates conversation about the community. Participants are encouraged to ask and answer questions. This activity helps people to learn more about each other and reflect on similarities and differences in their shared experience of living in their local community. It helps people to remember each other’s names, break down barriers and reflect on their similarities and differences.

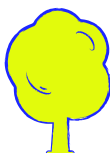
### WHAT PARTICIPANTS SHOULD BE ABLE TO DO:

Listen, speak and read.

### LOCATION:



INDOORS



OUTDOORS



VIRTUALLY

### SETTINGS IN WHICH THE ACTIVITY HAS BEEN CONDUCTED IN THE PAST:

Care homes, schools, community places, hospitals.

### RELEVANT FOR:

Individuals, volunteers and people working in health, social care, education, child care and community development.

### RESOURCES:

- appropriate space and seating for the group in a circle
- a list of questions to be passed around the group. If preferred, participants can ask their own questions.

## **NOTES FOR ACTIVITY LEADERS:**

- Prepare some questions in advance in case people cannot think of anything to ask.
- When writing name cards, remember that some people may have preferences.
- Ensure that the questions are culturally diverse and reflect the community.
- Use the answers from volunteers to point out similarities and differences and name other participants who reply. For example, "Both Carlos and Roberto like reggae music". Ensure that each individual's response is heard and valued.
- The activity could be started by asking someone a question and encouraging others to respond. Try to prevent anyone from controlling the conversation, and gently encourage other people to contribute.

## **ADAPTATIONS:**

- As participants become more at ease with each other, the facilitator could ask whether anyone has a question for the group. This will support development of friendships and build self-esteem and confidence.
- Invite the participants to bring an item that is an important part of their culture. This could be local photographs that show changes in the community, such as shops, schools and other buildings.

This activity works well as part of an initial consultation, such as reviewing community provision of or local services and may be more focused, depending upon the expected outcome.

## **OUTCOMES:**

- improve social relationships
- increase well-being
- psycho-social improvements
- reduce ageism.

## **EVALUATION METHOD TO BE USED:**

Participant feedback in person, surveys, observation.

## ACTIVITY 6:

# THE HAND GAME

**AGES:** ≥ 5 YEARS

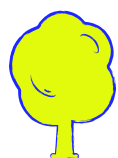
### DESCRIPTION OF ACTIVITY:

This traditional Native American game is an effective intergenerational activity. It encourages laughter and competition in a mixed age group, helping people to know each other. Equal numbers of players are organized into two teams, usually consisting of four to eight players. Each player is given a stick, which they lay in front of them on the ground, and two pieces of bone or small stones, one dark and one light. Players on each side then hide the dark bone and the light bone in their fists and sit facing each other. The object of the game is to guess which player on the opposing team has each bone in their hands. A player guesses who is holding the bones, stating the person's name and the colour of the bone; for example, "I think Odina has the dark bone in her left hand". The person named then opens their hand and closes it again. The opposing players try to remember who has already been selected until both bones are found. When the guess is correct, the opposing team gives up one of the sticks and the other team plays. A guess is correct only if the colour of bone is named. The winning team holds all the sticks of the opposing team.

### WHAT PARTICIPANTS SHOULD BE ABLE TO DO:

Sit in a row facing the opposing team and hide a small piece of bone in their hand.

### LOCATION:



**OUTDOORS**

### SETTINGS IN WHICH THE ACTIVITY HAS BEEN CONDUCTED IN THE PAST:

Gardens, schools, community outdoor spaces, rural areas.

### RELEVANT FOR:

Individuals, volunteers and people working in health, social care, education, child care and community development.

## **RESOURCES:**

- room for both teams to sit facing each other
- four pieces of bone (or small stones), two of which are coloured or dyed dark and two that are light coloured
- a stick for each player.

## **NOTES FOR ACTIVITY LEADERS:**

- Organize the players into teams of mixed ages and ask them to introduce themselves.
- Start the activity by demonstrating how the game is played.
- The activity leader is responsible for removing sticks from one team and giving them to the other when they guess correctly.

## **ADAPTATIONS:**

- Organize the participants into teams according to a shared characteristic, such as a birthday in the same month of the year.
- As a separate activity, provide resources and ask the players to decorate their sticks.
- Traditionally, each player brings one gift, such as a knife, a mat, a basket, a fishing spear or something else of value, and the winning team receives all the gifts brought by both sides.

## **OUTCOMES:**

- improve social relationships
- increase well-being
- psycho-social improvements
- reduce ageism.

## **EVALUATION METHOD TO BE USED:**

Participant feedback in person, surveys, observation.

## ACTIVITY 7:

# COMMUNITY KNOWLEDGE

**AGES:** > 18 YEARS

### DESCRIPTION OF ACTIVITY:

This activity is suitable for younger and older people living in rural settings. It brings them together as a community of knowledge to facilitate environmental learning and knowledge-sharing. Older members share the knowledge and skills of a rural way of life, while younger members may share experiences of rural changes. The activity encourages participants to examine the effects of change in their community and brings younger and older adults together on equal, reciprocal terms to develop local interventions for community issues and build community capacity.

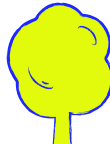
### WHAT PARTICIPANTS SHOULD BE ABLE TO DO:

Listen, speak about the community, share stories of the past and the present and come to decisions on the future.

### LOCATION:



INDOORS



OUTDOORS



VIRTUALLY

### SETTINGS IN WHICH THE ACTIVITY HAS BEEN CONDUCTED IN THE PAST:

Community.

### RELEVANT FOR:

Individuals, volunteers and people working in health, social care, education, child care and community development.

### RESOURCES:

- paper, pens
- images from past and present
- camera
- chairs.

## **NOTES FOR ACTIVITY LEADERS:**

This is a good activity for participants in different groups to meet, share information on important topics and seek answers to local issues.

## **ADAPTATIONS:**

- deforestation
- drought
- unemployment
- poverty
- social housing
- rural skills.

## **OUTCOMES:**

- physical
- improve social relationships
- increase well-being
- psycho-social improvements
- reduce ageism.

## **EVALUATION METHOD TO BE USED:**

Participant feedback in person, surveys, observation.

Adapted from McQuaid K, Vanderbeck R, Plastow J, Valentine G, Liu C, Chen L et al. Intergenerational community-based research and creative practice: Promoting environmental sustainability in Jinja, Uganda. *J Intergenerational Relat.* 2017;15(4):389–410. doi: 10.1080/15350770.2017.1368357.



## ACTIVITY 8:

# WIMBEROO

**AGES:** ≥ 5 YEARS

### DESCRIPTION OF ACTIVITY:

Traditional Aboriginal games are a feature of the family day. Wimberoo is a fireside game. Everyone sits around the fire. Each player warms a dried coolabah leaf until it bends a little and then throws it into the hot current of air above the fire. The winner is the person whose leaf floats highest. This social activity encourages conversation and laughter, supports formation of friendships and breaks down barriers between people.

### WHAT PARTICIPANTS SHOULD BE ABLE TO DO:

Listen, speak

Many Aboriginal people consider traditional Indigenous games a strong indicator that their culture can survive. Traditional games not only help Aboriginal youth to be physically fit but also inspire older members of the Indigenous community. Traditionally, Aboriginal games were played not only by children but involved men and boys of all ages. In other games, everyone was allowed to participate, making them excellent intergenerational activities. Participants must simply be able to sit around a campfire and throw a *coolabah* leaf into the hot air. The winner is the person whose leaf floats highest.

### LOCATION:



OUTDOORS

### SETTINGS IN WHICH THE ACTIVITY HAS BEEN CONDUCTED IN THE PAST:

Communities.

### RELEVANT FOR:

Teachers, community development workers, youth workers.

## **RESOURCES:**

- a campfire
- dried coolabah leaves (other local leaves could be used).

## **NOTE FOR ACTIVITY LEADERS:**

This social activity can be planned with other games and traditional community events and celebrations. It allows inclusion of all, regardless of ability.

## **ADAPTATIONS:**

Traditional Indigenous games have other benefits, including:

- bringing together Indigenous and non-Indigenous people;
- reconnecting urban Indigenous youth with their culture;
- increasing attendance at school;
- promoting reconciliation;
- providing essential training in social interaction; and
- enhancing physical health.

Social activities such as wimberoo can be used as targeted intervention for certain groups in a community and be part of intergenerational mentoring programmes.

## **OUTCOMES:**

- reduce ageism
- physical
- communication
- increase well-being.

## ACTIVITY 9:

# SNOW SNAKE

**AGES:** ≥ 5 YEARS

### **DESCRIPTION OF ACTIVITY:**

This traditional game involves participants forming a line and taking turns throwing a sharpened stick underhand across snow. The team whose sticks go furthest, including the glide, wins a point. The first team to reach the required number of points is the winner.

Teams can be formed of people of mixed ages to create an intergenerational activity, or people of the same age can play against each other.

This game is one way for non-Indigenous children to learn more about the culture of First Nations, Inuit and Métis people.

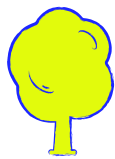
### **WHAT PARTICIPANTS SHOULD BE ABLE TO DO:**

Listen and throw a stick

Nations and groups have diverse histories, traditions and cultures – as well as games and activities. Traditional sports and games can strengthen an Indigenous child's sense of culture and tradition while increasing physical literacy and physical activity levels.

This winter activity is played by Canadian First Nations communities and can be played in mixed age groups as an intergenerational community team event. This mild physical activity is competitive and generates conversation and bonding in the group.

### **LOCATION:**



**OUTDOORS**

### **SETTINGS IN WHICH THE ACTIVITY HAS BEEN CONDUCTED IN THE PAST:**

Communities, schools.

### **RELEVANT FOR:**

Teachers, community development workers, youth workers.

## **RESOURCES:**

- sharpened sticks
- snow or ice.

## **NOTES FOR ACTIVITY LEADERS:**

When creating teams, ensure that the mix of ages is roughly the same in all groups, so that each team has an equal chance of winning.

Encourage conversation among the participants to break down any generational divide.

When facilitating the activity, point out similarities among the group. The best throws may not necessarily be made by the strongest person.

## **ADAPTATION:**

Players can sit if they prefer, rather than stand. Teams could also comprise people from different communities.

## **OUTCOMES:**

- reduce ageism
- physical health
- improve social relationships
- increase well-being
- psycho-social improvements.

## ACTIVITY 10:

# HOW WE USED TO WORK

**AGES:** ≥ 8 YEARS

### DESCRIPTION OF ACTIVITY:

This activity builds relationships and understanding among people who live and learn in the same community but may not have had the opportunity to meet. The activities result in sharing of skills, memories and ideas about the goods that were previously produced in the area, the trades people had, older industries and how the landscape has changed. The value of past and present plants could be studied, by drawing plants and listing their uses.

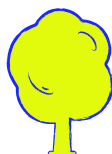
### WHAT PARTICIPANTS SHOULD BE ABLE TO DO:

Listen to instructions, join in conversations (if possible), sharing stories.

### LOCATION:



INDOORS



OUTDOORS



VIRTUALLY

### SETTINGS IN WHICH THE ACTIVITY HAS BEEN CONDUCTED IN THE PAST:

Care homes, schools, community spaces.

### RELEVANT FOR:

Individuals, volunteers and people working in health, social care, education, child care and community development.

### RESOURCES:

- information about the local area and what grows there
- information on local geography
- information on past industries
- paper and pens
- scissors
- old magazines or pictures (if available)
- camera.

## **NOTES FOR ACTIVITY LEADERS:**

This activity can consist of basic conversation between people about their local area, as it is now, what it was and how it may be in the future.

## **ADAPTATION:**

The group could draw a timeline of changes, describe their experiences and map them on the timeline, cutting out or drawing pictures to stick on to the timeline.

## **OUTCOMES:**

- physical
- improve social relationships
- increase well-being
- psycho-social improvements
- reduce ageism.

## **EVALUATION METHOD TO BE USED:**

Participant feedback in person, surveys, observation.

## ACTIVITY 11:

# PEAKS AND VALLEYS

**AGES:** ≥ 10 YEARS

### DESCRIPTION OF ACTIVITY:

This activity is for immigrants or refugees, who share difficult and happy times in their lives. Pairs of older and younger people are asked to find similarities and differences in their life experiences. The activity is continued into two more sessions. In the second session, pairs bring an object that reflects their identity and tell a story about using it in dealing with diversity. In session 3, the group comes together and creates poems and collages of their collective hopes for the future.

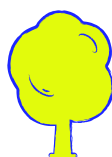
### WHAT PARTICIPANTS SHOULD BE ABLE TO DO:

Learning, sharing and exploring the past and hopes for the future associated with their culture.

### LOCATION:



INDOORS



OUTDOORS

### SETTINGS IN WHICH THE ACTIVITY HAS BEEN CONDUCTED IN THE PAST:

Communities and schools.

### RELEVANT FOR:

Individuals, volunteers and people working in health, social care, education and community development.

### RESOURCES:

- personal objects
- paper, pens and materials for collage
- camera to take photographs for the future
- chairs suitable for both age groups
- perhaps light refreshments.

## **NOTES FOR ACTIVITY LEADERS:**

This activity is an opportunity for each generation to change their perception of the other and at the same time examine their culture and their way of life in another country and their assimilation to the culture of the host country culture. Highlight intergenerational relationship-building as a two-way learning process. The goal is mutual learning and relationship-building. Intentional facilitation is required to promote cross-generational interaction.

## **ADAPTATION:**

The activity can be adapted to suit the requirements of geography and location. Other activities can be based on the initial activity.

## **OUTCOMES:**

- physical
- improve social relationships
- increase well-being
- psycho-social improvements
- reduce ageism.

## **EVALUATION METHOD TO BE USED:**

Participant feedback in person, surveys, observation.

Adapted from Yoshida H, Henkin N, Lehrman P. Strengthening intergenerational bonds in immigrant and refugee communities. Philadelphia (PA): Intergenerational Center, Temple University; 2013 (<https://www.gu.org/app/uploads/2018/05/Intergenerational-Report-IntergenerationalCenter-StrengtheningIntergenerationalBondsInImmigrantandRefugeeCommunities.pdf>).



## ACTIVITY 12:

# INDIGENOUS KNOWLEDGE

**AGES:** ≥ 10 YEARS

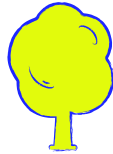
### DESCRIPTION OF ACTIVITY:

In this mapping exercise, participants talk about the land uses in their community in relations to crops and livestock, dwellings or schools. Many forms of informal education are used to mobilize local energy and augment local skills. The activity can also be used to capture indigenous knowledge and apply it to current challenges and also to remove stereotypes. Participants learn more about their older or younger neighbours and seek solutions to issues in their community.

1. Organize the participants into groups, ideally of four people each, including both older and younger people. Each group should have an outline map, markers or coloured pencils and a ruler. One map is placed on a surface in front of each person. Ask people to draw a map if none is available.
2. Each person is asked to mark where they live on the map and where they are currently (e.g. in a school, farm or community).
3. Choose a local landmark that everyone knows, and ask each person to mark it on their map. For the next landmark (perhaps the school, community or other locally recognized area), ask participants to name the grid square in which it is located. Ask participants also to place coloured stickers or pins on the map to show the location of their homes. Attach a small piece of masking tape to the back of each pin, number them, and make a list of each person's number.
4. Explain that planners first have to know where things are at present, which can be obtained from land use maps. A land use map is made by colouring spaces on a map with different colours to show their uses.
5. Once the participants understand the purpose of the map, they should be able to suggest relevant land use categories such as "growing area", "living areas" and "animals or livestock". Ask them to list the different ways in which land can be used and to write down their ideas. The group should agree on the colours to be used for each category to ensure uniform maps. For example, everyone might agree to use green to represent growing or planting areas.
6. Make each group responsible for one area of the neighbourhood by forming groups according to the location of their homes.

### WHAT PARTICIPANTS SHOULD BE ABLE TO DO:

Learning, sharing and exploring the past and hopes for the future associated with their culture.

**LOCATION:****INDOORS****OUTDOORS****VIRTUALLY****SETTINGS IN WHICH THE ACTIVITY HAS BEEN CONDUCTED IN THE PAST:**

Communities and schools.

**RELEVANT FOR:**

Individuals, volunteers and people working in health, social care, education and community development.

**RESOURCES:**

- several copies of an outline map of the community or area (at least one copy per group)
- at least one copy of a land use map or aerial photograph of the community or area (usually obtainable from local planning departments)
- coloured markers or pencils (one set of 10–12 colours per group)
- rulers
- coloured stickers or pins
- masking tape.

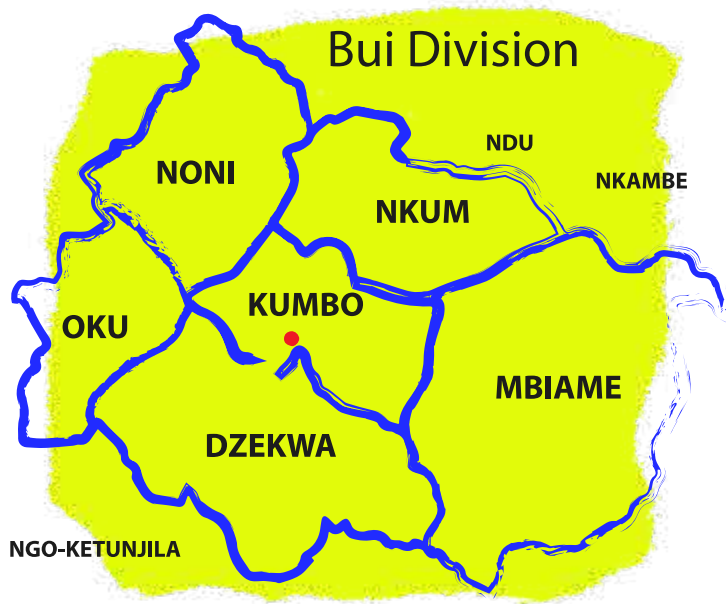
**NOTE FOR ACTIVITY LEADERS:**

This activity incites people to study land use in their community and to identify solutions to various issues in their community.

**ADAPTATIONS:**

Follow-up mapping exercises include use of regional maps to show the position of participants' neighbourhoods to the city, state and/or region in which they live.

If a neighbourhood map is not available, the groups can go into the neighbourhood to identify (and draft) the layout of the community, section by section. This may take several days. An example of a regional map is given below.



### **OUTCOMES:**

- physical
- improve social relationships
- increase well-being
- psycho-social improvements
- reduce ageism.

### **EVALUATION METHOD TO BE USED:**

Participant feedback in person, surveys, observation.

From Kaplan M. Side by side: Exploring your neighborhood through intergenerational activities. Apopka (FL): Mig Communications Inc; 1994.



# ENVIRONMENT AND NATURE

ACTIVITY 13:

## TREASURE HUNT

**AGES:** ≥ 3 YEARS

### DESCRIPTION OF ACTIVITY:

Introduce the participants, pair up an older and a younger volunteer, and give them a list of hidden objects. Explain that the objective of the activity is to move through the environment as a team, looking for the objects on the list. Explain to the children that they must not run ahead but stay with their partner and find the objects together.

When a pair has found an item, they place a tick against it on the list, with a note of where they saw it. They do not move the objects. The intention is to tick off as many items on the list as possible.

This activity brings participants together, generates conversation and helps them to learn about each other and work as a team.

### WHAT PARTICIPANTS SHOULD BE ABLE TO DO:

Move around the environment on their own or with support.

**LOCATION:****SETTINGS IN WHICH THE ACTIVITY HAS BEEN CONDUCTED IN THE PAST:**

Care home gardens, schools, community spaces.

**RELEVANT FOR:**

Individuals, volunteers and people working in health, social care, education, child care and community development.

**RESOURCES:**

- various objects hidden in the area at various heights that are accessible to all
- a list of the names or picture of the hidden objects
- pencils or pens
- sufficient volunteers to support the activity
- a whistle or bell to bring people back together
- a risk assessment of the outdoor environment.

**NOTE FOR ACTIVITY LEADERS:**

- Explain to the group that you will set a time limit at which the whole group will come together and share their results.
- Ensure that you have carried out a comprehensive risk assessment of the environment in order to prevent accidents.
- Allow sufficient time so that the activity is enjoyable.
- Place objects at different heights that are accessible. According to the ages of the participants, some of the objects should be in plain sight.
- Children might have to be reminded to stay with their partners.
- Organize appropriate resting places for any adults who are not confident in moving about the environment.
- Encourage participants to work as teams, and use positive language to describe the skills of the participants so that they develop positive images of each other.

**ADAPTATION:**

The activity can be conducted in various ways.

- Objects could be hidden and retrieved, the couple having the most items being the winners.
- Engage and support adults in creating and printing the lists for this activity.

- Conduct a community treasure hunt in places and spaces of local historical interest.

### **OUTCOMES:**

- reduce ageism
- physical health
- improve social relationships
- increase well-being
- psycho-social improvements.

### **EVALUATION METHOD TO BE USED:**

Participant feedback in person, surveys, observation.

## ACTIVITY 14:

# GROWING POTS OF KINDNESS

**AGES:** ≥ 4 YEARS

### DESCRIPTION OF ACTIVITY:

Introduce the participants, organize them into pairs of different ages, and seat them together at a covered table or flat surface. The object of this activity is for participants to help each other in planting, writing, drawing and decorating a plant pot while discussing the seed, plant or bulb chosen and favourite flowers.

Participants should find a suitable container, fill it with compost, make a small hole in the soil and add their seeds, plant, bulbs or herbs. They cover seeds with soil, and water the pot lightly. They then decorate their container with stickers or ribbon and a label so that it can be given to others.

The following questions can be used to encourage conversation between participants:

- What is your favourite flower?
- Do you or a family member have a garden, and what do you grow?
- What do seeds and plants need to grow?
- Where do you go to see and enjoy flowers and nature?

This activity provides an opportunity to learn about seeds and plants and to share the joy of watching them grow, passing on traditional skills and knowledge.

### WHAT PARTICIPANTS SHOULD BE ABLE TO DO:

Listen and follow instructions, sow seeds or plant, decorate a container.

### LOCATION:



INDOORS



OUTDOORS



VIRTUALLY

### SETTINGS IN WHICH THE ACTIVITY HAS BEEN CONDUCTED:

Schools, care homes, community spaces and youth groups.

### RELEVANT FOR:

Individuals, volunteers and people working in health, social care, education, child care, community development and youth work.

## **RESOURCES:**

- pots or containers for planting with a small hole in the base
- compost
- protective cloth or newspaper for the table
- disposable gloves
- seeds, plants, herbs, seedlings, bulbs
- water
- trowels or spoons
- labels and ribbon
- pens, pencils, felt pens
- stickers and decorations
- water and towels for hand-washing
- additional volunteers if necessary.

## **NOTE FOR ACTIVITY LEADERS:**

- Identify any safety concerns and explain that there are additional volunteers to provide help if necessary.
- Advise people to use disposable gloves, and ensure that they thoroughly wash their hands at the end of the session.
- Use the activity to encourage conversations among participants.

## **ADAPTATIONS:**

- The activity can be linked to a forthcoming event in the community or as part of a celebration.
- Take the planted pots to isolated people in the community (transport may be necessary).
- The activity can be delivered virtually, with leaders in each setting encouraging conversation and questions and participants talking about their planting choices and showing what they created to the other group.

## **OUTCOMES:**

- reduce ageism
- improve social relationships
- increase well-being
- psycho-social improvements
- skills.

## **EVALUATION METHOD TO BE USED:**

Participant feedback in person and observations.



## ACTIVITY 15:

# WORKING WITH ANIMALS

**AGES:** ≥ 2 YEARS

### DESCRIPTION OF ACTIVITY:

This activity is suitable for people of all ages. People of different ages sit together around a table to talk about meeting and petting animals and also to learn about them. The animals could be friendly dogs or pets such as chicks, hens, rabbits, guinea-pigs and lambs.

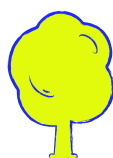
### WHAT PARTICIPANTS SHOULD BE ABLE TO DO:

Listen to instructions and enjoy each other's company while meeting animals and talking about and petting animals (not compulsory).

### LOCATION:



INDOORS



OUTDOORS

### SETTINGS IN WHICH THE ACTIVITY HAS BEEN CONDUCTED IN THE PAST:

Hospital gardens, care homes, schools, communities.

### RELEVANT FOR:

Individuals, volunteers and people working in health, social care, education, child care and community development.

### RESOURCES:

- animals (contact a local farm or pet shop or bring tame animals)
- paper and pens for drawing or writing
- camera.

### NOTES FOR ACTIVITY LEADERS:

Farm life:

What jobs do people do in farming?

What kinds of animals live on a farm?

What kind of food do we get from animals?

Animals at home:

Do you have any animals, or did you have them when you were younger?

What is your favourite animal?

Are there any animals you do not like?

Have you ever met a tortoise? Do you know how old they may be?

Have you ever met a hen? How many eggs do you think they lay?

Do you know anything about rabbits, guinea-pigs, goldfish or birds?

## **ADAPTATIONS:**

- Can be adapted for online use if no animals are available.
- Can be adapted to suit local conditions and working animals or pets in the community.
- Can be used to explore the use of animals in farm work and other cultures that keep animals as pets.
- Can be a paper exercise without animals present, with animals brought later or visiting a farm.

## **OUTCOMES:**

- physical
- improve social relationships
- increase well-being
- psycho-social improvements
- reduce ageism.

## **EVALUATION METHOD TO BE USED:**

Participant feedback in person, surveys, observation.

Adapted from Intergenerational project brings farm animals to Charing Cross. London: Imperial Health Charity; 2019 (<https://www.imperialcharity.org.uk/news-and-stories/news/intergenerational-project-brings-farm-animals-to-charing-cross>).

## ACTIVITY 16:

# PROTECTING THE NATURAL ENVIRONMENT

**AGES:** ≥ 14 YEARS

### DESCRIPTION OF ACTIVITY:

This activity is to bring together older and younger people in rural communities in a new social space to challenge traditional hierarchies of power. It is designed to allow all participants an equal say, no matter their age, gender, ethnicity or educational background or any other mark of position.

The activity initiates discussion and dialogue in which it is recognized that everyone has a valid opinion and should be heard. The activity therefore supports those who do not usually have the confidence to speak up. It brings people together to discuss topics close to their hearts, to challenge traditional thinking, to share stories and to find solutions to issues in their community.

Ask younger people to interview someone in an older generation who is unknown to them, and vice versa, after asking who they are and what they do and then asking a series of questions about protecting the environment.

- What role should the older generation play in conserving the natural environment for future generations? or What role should the younger generation play in conserving the natural environment for future people?
- What stories did your grandparents tell you about how their generation protected the natural environment? or What would you like to tell your parents about what they can do to protect the natural environment?
- What skills would you like to share with the younger generation for protecting the natural environment? or What skills would you like to share with the older generation for protecting the natural environment?

### WHAT PARTICIPANTS SHOULD BE ABLE TO DO:

Take part in discussions on social injustice and challenges to the community.

### LOCATION:



INDOORS



OUTDOORS



VIRTUALLY

### SETTINGS IN WHICH THE ACTIVITY HAS BEEN CONDUCTED IN THE PAST:

Communities.

## **RELEVANT FOR:**

Individuals, volunteers and people working in health, social care, education, child care and community development.

## **RESOURCES:**

- paper, pens
- chairs
- camera.

## **NOTES FOR ACTIVITY LEADERS:**

This activity encourages people to discuss social injustice and other challenges in their community together.

## **ADAPTATIONS:**

- Participants may wish to separate into groups such as younger women (15–35 years), younger men (14–32 years), an older group of men and women (30–60 years) or any other grouping.
- Assistance could be provided for participants who have low literacy.
- If this activity is successful, it could be continued and contribute to long-term plans, or it could precede an activity that the group considers is necessary in their community.
- Areas of environmental concerns that could be covered include the rising cost of land, fishing, global climate changes, political instability, food supply, war, lack of decent services and corruption.

## **OUTCOMES:**

- physical
- improve social relationships
- increase well-being
- psycho-social improvements
- reduce ageism.

## **EVALUATION METHOD TO BE USED:**

Participant feedback in person, surveys, observation.

Adapted from McQuaid K, Vanderbeck R, Plastow J, Valentine G, Liu C, Chen L et al. Intergenerational community-based research and creative practice: Promoting environmental sustainability in Jinja, Uganda. *J Intergenerational Relat.* 2017;15(4):389–410. doi: 10.1080/15350770.2017.1368357.



# FOOD

## ACTIVITY 17:

### FRUIT SKEWERS

**AGES:** ≥ 4 YEARS

#### **DESCRIPTION OF ACTIVITY:**

Healthy eating is the focus of this activity for all ages, in which people learn about, choose and taste a variety of fruits by creating fruit skewers and conversing with others while doing so, finding out about each other.

Additional volunteers may be required for cutting and threading fruit on skewers, depending on the abilities of the participants.

First, people should be asked about any allergies.

Everyone is asked to wash their hands, and then older and younger people are seated together at a table. Each introduces themselves and names a fruit that starts with the same letter, e.g. "My name is Anneka and I like apples". Explain that they will help each other to cut and chop up fruit and then thread them onto a skewer while discussing their choices.

Suggest that they could arrange the fruit in colours or rainbows, and, once they are completed, could decorate them with honey, yoghurt or sprinkles and shown to the group.

To encourage conversation, the following questions could be asked:

- What is your favourite food?
- What is your favourite fruit?
- What other ways are there of enjoying fruit? Smoothies, juices, fruit salad...
- How do you use food in celebrations in your family?

## **WHAT PARTICIPANTS SHOULD BE ABLE TO DO:**

Listen and follow instructions for chopping and threading fruit onto wooden skewers.

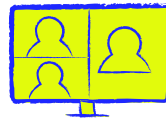
### **LOCATION:**



**INDOORS**



**OUTDOORS**



**VIRTUALLY**

## **SETTINGS IN WHICH THE ACTIVITY HAS BEEN CONDUCTED IN THE PAST:**

Schools, care homes, community spaces.

### **RELEVANT FOR:**

Individuals, volunteers and people working in health, social care, education, child care and community development.

### **RESOURCES:**

- water and towels for hand-washing
- various fruits
- chocolate sauce, honey, yoghurt, sprinkles for decorating and dipping
- wooden skewers or straws
- paper plates
- wet wipes and napkins
- knives and chopping boards to be used under supervision.

### **NOTES FOR ACTIVITY LEADERS:**

- Stress the importance of being careful with knives, and make sure that there are additional adults to help if necessary.
- Check for allergies to fruit and other food before the start of the activity.
- Encourage conversation among participants throughout the activity.

## **ADAPTATIONS:**

- Depending on the location, fruits grown locally can be used to generate conversations about how and where they are grown and by whom.
- Buy unusual and exotic fruits as well as local fruits. Encourage people to think about the countries in which they were grown and how they were transported.
- This activity can be delivered virtually. Leaders in each setting should encourage conversation and questions from participants about their fruit choices, who should show the skewers they created.

## **OUTCOMES:**

- reduce ageism
- improve social relationships
- increase well-being
- psycho-social improvements.

## **EVALUATION METHOD TO BE USED:**

Participant feedback in person and observations.

## ACTIVITY 18:

# FUNNY FOOD FACES

**AGES:** ≥ 2 YEARS

### DESCRIPTION OF ACTIVITY:

This activity is suitable for both very young children and people aged ≥ 80 years.

Seat pairs of younger and older people opposite each other at a table that is suitable for older people in wheelchairs and small children. If the participants can sit comfortably on the floor, the activity can be done outdoors, such as on a cloth on the ground.

Place containers of small cut-up fruits vegetables or seeds in front of the intergenerational pairs, and give each a plate or board. Make sure that everyone has washed and dried their hands before they begin.

Ask the older and younger participants to take turns making pictures of each other's faces from the food in front of them, fashioning their partner's hair, eyebrows, eyes, nose, mouth and other defining features.

The types of foods that have been found suitable are shredded carrots, raisins, nuts, orange segments, corn husk and coconut shells. Any sort of fruit, vegetable, seed or nut that can be eaten safely by the participants can be used, with attention to choking in the very young and very old.

This activity is effective at the start of a series of intergenerational sessions, as it helps participants to form relationships, start conversations and laugh together.

### WHAT PARTICIPANTS SHOULD BE ABLE TO DO:

Move small pieces of food, arrange them on a plate and eat them if they wish.

### LOCATION:



INDOORS



OUTDOORS



VIRTUALLY

### SETTINGS IN WHICH THE ACTIVITY HAS BEEN CONDUCTED IN THE PAST:

Care homes, schools.



## **RELEVANT FOR:**

Individuals, volunteers and people working in health, social care, education, child care and community development.

## **RESOURCES:**

- appropriate space and seating for the group to sit together
- small containers of fruits, vegetables, seeds and nuts
- plates or boards
- water, soap and a cloth for washing and drying hands.

## **NOTES FOR ACTIVITY LEADERS:**

Walk around the group during the activity, and make comments to encourage discussion between participants.

## **ADAPTATION:**

If children aged  $\geq 7$  years are taking part, the activity can be made more challenging.

## **OUTCOMES:**

- improve social relationships
- increase well-being
- psycho-social improvements
- reduce ageism.

## **EVALUATION METHOD TO BE USED:**

Participant feedback in person, surveys, observation.

## ACTIVITY 19:

# NAME THAT FOOD

**AGES:** ≥ 4 YEARS

### DESCRIPTION OF ACTIVITY:

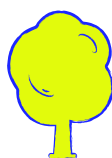
This activity provides an opportunity for participants to explore new foods and try old favourites. It can open up discussion on how food has changed over the years, with the vast current selection and new ways of cooking, sharing food and trying new foods.

Select a variety of foods, branded and unbranded, and place each type on a different plate. The taster is blindfolded and asked to try the food and guess what it is. The foods can include sour foods or less popular ones.

### LOCATION:



INDOORS



OUTDOORS



VIRTUALLY

### SETTINGS IN WHICH THE ACTIVITY HAS BEEN CONDUCTED IN THE PAST:

Schools, care homes, sheltered housing, community centres, youth groups.

### RELEVANT FOR:

Teachers, care-home activity coordinators, sheltered housing schemes managers and staff, youth leaders, older people's group leaders.

### RESOURCES:

- blindfold
- bowls or plates
- variety of foods.

### NOTES FOR ACTIVITY LEADERS:

The activity involves sharing food to:

- reminisce about family favourites;

- say why the food is special;
- talk about the memories it recalls;
- identify preferences and favourites;
- discuss differences between the foods available and those available years ago;
- discuss how food has changed over the years; and
- ask questions.

Check for food allergies before beginning this activity.

Ensure that people can be heard clearly.

### **ADAPTATION:**

This activity can be delivered virtually.

### **OUTCOMES:**

- improve social relationships
- communication
- increase well-being
- psycho-social improvements
- reduce ageism.

### **EVALUATION METHOD TO BE USED:**

Participant feedback in person, surveys, observation, photos, videos.



# PERFORMING ARTS

## ACTIVITY 20:

### SHADOW PUPPET SHOW

**AGES:** ≥ 5 YEARS

#### **DESCRIPTION OF ACTIVITY:**

This activity encourages discussion and helps participants to get to know each other. Shadow puppets are a good medium for participants who are shy or reluctant to talk in front of others.

The activity has two parts. The first part consists of making the puppets, and the second consists of performing a story to the group. The two activities could take place at different times.

In part one, the participants are placed in mixed-age pairs. Ask them to introduce themselves and discuss a story they would like to dramatize with shadow puppets. The story could be a traditional fairy tale, a personal story or a news story. Once they have decided on a story, they draw people, animals or scenery on a card, depending on the story. The images are then cut out, and a stick is attached halfway down each side of the image with sticky tape.

In part two, each pair discusses the story again and decides who will act which part and who will speak. Each pair goes behind a screen with a light behind it and acts out the story with the puppets to the rest of the group.

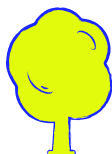
## WHAT PARTICIPANTS SHOULD BE ABLE TO DO:

Draw puppet characters on a card, stick the cards onto sticks and act out the story.

### LOCATION:



INDOORS



OUTDOORS

## SETTINGS IN WHICH THE ACTIVITY HAS BEEN CONDUCTED IN THE PAST:

Care homes, schools, community spaces, hospitals.

### RELEVANT FOR:

Individuals, volunteers and people working in health, social care, education, child care and community development.

### RESOURCES:

To make the puppets:

- cardboard
- pencils
- long, thin wooden sticks
- scissors
- tape.

To make the shadow screen:

- a white sheet
- string to attach to the two ends of the sheet
- a support to tie the sheet to so that it forms a screen
- light to shine onto the sheet.

### NOTES FOR ACTIVITY LEADERS:

- A puppet could be made beforehand to show to participants at the beginning of the session.
- Encourage participants to work together, and use positive language to describe the skills of the participants so that they develop positive images of each other.
- Additional support may be required from volunteers.

## **ADAPTATIONS:**

- Older adults could be encouraged to tell stories for children to perform, so that all the children are behind the screen and the adults narrating and observing.
- Consider giving the participants a theme, such as a historical or other event known to the community. This will encourage older adults to share their local knowledge.
- Offer a wider variety of resources and different coloured lights to make a story more dramatic.

## **OUTCOMES:**

- reduce ageism
- improve social relationships
- increase well-being
- psycho-social improvements
- skills.

## **EVALUATION METHOD TO BE USED:**

Participant feedback in person, surveys, observation.

## ACTIVITY 21:

# INTERGENERATIONAL DRAMA

**AGES:** ≥ 13 YEARS

### DESCRIPTION OF ACTIVITY:

This activity is a creative, interactive way to explore and express ageism and ageist attitudes in everyday life. The activity provokes participants to think about their experiences of ageism and to prepare short plays based on those experiences with simple props. It enables participants to know each other, promotes conversation and, usually, laughter. It can be conducted with single-age groups to prepare them to meet other age groups or as an intergenerational activity.

Participants are organized into groups of four or five people, with an equal mix of ages groups if conducted as an intergenerational activity. Each group is given 15 minutes to discuss their experiences of ageism and then choosing one for the group to act out. The following questions could be posed to the groups to prompt discussion:

- Have you ever been unfairly treated on the basis of your age?
- Have you ever witnessed a situation in which someone else was unfairly treated on the basis of their age that made you feel uncomfortable?
- Have you ever been treated better or worse than someone else on the basis of age?

Once the groups have discussed their experiences and chosen one to act out, place some simple props in the middle of the room for participants to use and something paper and pens. Give the groups 15 minutes to compose their scene and to prepare for acting out. Check in on progress in each group.

Invite each group to present their scene to the participants, encouraging appreciation for each group. After all the groups have presented their scenes, prompt discussion of the scenes with questions such as:

- Does ageism affect older and younger people equally?
- Do age groups in between also experience ageism?
- Are children treated better than adolescents?
- What can be done to reduce ageism?

### WHAT PARTICIPANTS SHOULD BE ABLE TO DO:

Listen, speak and move.

### LOCATION:



**INDOORS**



**OUTDOORS**

## **SETTINGS IN WHICH THE ACTIVITY HAS BEEN CONDUCTED IN THE PAST:**

Schools, community places, youth groups.

## **RELEVANT FOR:**

Individuals, volunteers and people working in health, social care, education, child care and community development.

## **RESOURCES:**

- appropriate space and seating
- space for acting scenes
- simple props, such as clothing
- mobility aids
- paper and pens.

## **NOTES FOR ACTIVITY LEADERS:**

- Encourage everyone to talk about their experiences and to be creative.
- This activity should stimulate conversations and having fun and should involve noise and laughter!

## **ADAPTATIONS:**

- The activity can be conducted for a single-age group to prepare them for intergenerational activities or as an intergenerational activity.
- The conversation prompts should be adapted to the group and the context of the activity.

## **OUTCOMES:**

- improve social relationships
- increase well-being
- increase mobility
- psycho-social improvements
- reduce ageism
- preparation for meeting other age groups.

## **EVALUATION METHOD TO BE USED:**

Participant feedback in person, surveys, observation.





# TECHNOLOGY

## ACTIVITY 22:

### INTERGENERATIONAL RADIO SHOW

**AGES:** ≥12 YEARS

#### **DESCRIPTION OF ACTIVITY:**

Radio programming has been used in hospitals for years to improve patients' well-being. It creates a sense of connection with others by playing music, taking personal requests and passing on messages. It is now being used in some communities and schools to:

- change the perceptions of older people with regard to younger people and vice versa;
- build participants' understanding of their community and increase community cohesion;
- develop skills and work with others to produce and present a regular radio show; and
- encourage participants to provide creative input to broadcasting.

The three broad elements of an intergenerational radio programme are training people in using equipment effectively, creating a radio programme or podcast and ensuring that the audience are active participants and listeners, give meaningful feedback and collaborate in making future programmes and podcasts.

Young people reach out to everyone in their community, with support from school staff and community partners, to identify people who wish to be involved in the programme. The young people then speak to them by telephone or visit them. The information they collect on what people would like to listen to helps them to create a programme.

This activity connects people through an online radio station that plays music, takes requests and provides information specifically for older people in the community.

### **WHAT PARTICIPANTS SHOULD BE ABLE TO DO:**

Young people will be taught how to use the technology required for a radio show and to interview older adults. Older adults should be able to express their preferences for music and other interests in person or by telephone.

### **LOCATION:**



### **SETTINGS IN WHICH THE ACTIVITY HAS BEEN CONDUCTED IN THE PAST:**

Care homes, schools, hospitals, community centres, workplaces.

### **RELEVANT FOR:**

Individuals, volunteers and people working in health, social care, education, child care, community development and workforce development.

### **RESOURCES:**

For young people:

- online radio technology and staff trained in information technology
- soundproof room
- access to the Internet
- portable recording equipment for interviews
- writing materials for interviews.

For adult listeners:

- internet access, tablet, telephone
- training and support in use of technology, if necessary.

## **NOTE FOR ACTIVITY LEADERS:**

- To identify older people to consult and engage in the radio show, the information must reach all parts of the community in accessible language.
- Safeguarding must be in place when students visit or have telephone conversations with older adults accompanied by staff.
- Information technology support and training may be necessary for some older adults.

## **ADAPTATIONS:**

- The programme content should be flexible to accommodate the preferences and interests of older adults.
- The content can be adapted according to circumstance, such as continuation of programmes during a pandemic.
- Older adults can be invited to create their own playlists and programmes.
- The programme could include podcasts and types of entertainment linked to activities in the community.

## **OUTCOMES:**

- reduce ageism
- improve social relationships
- increase well-being
- psycho-social improvements
- improve skills.

## **EVALUATION METHOD TO BE USED:**

Participant feedback in person, surveys, observation

## ACTIVITY 23:

# GETTING TO KNOW YOUR TECHNO

**AGES:** ≥ 13 YEARS

### **DESCRIPTION OF ACTIVITY:**

Young people volunteer to assist older adults in using information technology. This activity provides opportunities for new experiences and to learn new skills as part of an organized educational youth activity or community volunteer programme. The hours spent volunteering could be counted in an awards programme.

Young people should consult everyone in their community about volunteering and may require adult help. Those who wish to be involved in the programme will be identified, with their needs and requests; for example, an isolated adult may request support in connecting online to their family.

Volunteers support students in drawing up a timetable for visits and accompany them during the visit.

### **WHAT PARTICIPANTS SHOULD BE ABLE TO DO:**

Have sufficient information technology training to ensure that they are confident and competent and also speak and listen to older adults. Older adults should be able to describe the task they require in their home.

### **LOCATION:**



### **SETTINGS IN WHICH THE ACTIVITY HAS BEEN CONDUCTED IN THE PAST:**

Schools, homes.

### **RELEVANT FOR:**

Individuals, volunteers and people working in health, social care, education and community development.

## **RESOURCES:**

For young people:

- time for the activity
- accompanying adult
- technology training
- appropriate training in dementia and Internet safety
- transport (with relevant insurance).

For older adults:

- internet access
- appropriate technology.

## **NOTES FOR ACTIVITY LEADERS:**

- Rigorous safeguarding must be in place for younger people visiting adults accompanied by staff and for telephone conversations if they contact older adults before visits.
- Younger people should be trained in engaging with older people or people with dementia.
- Accompanying adults might have to assist in communication and engagement of a young person with an older adult.

## **ADAPTATIONS:**

- The programme is flexible and can be adapted to respond to other needs of older people, such as writing letters or gardening.
- The activity could be a community intergenerational project, involving a wider range of volunteers with additional skills.
- Young people could be encouraged to increase their volunteering and learn additional skills with community or business partners.

## **OUTCOMES:**

- reduce ageism
- improve social relationships
- increase well-being
- psycho-social improvements
- increase skills.

## **EVALUATION METHOD TO BE USED:**

Participant feedback in person, surveys, observation.

## ACTIVITY 24:

# WHAT HAPPENED ON THE DATE OF MY BIRTH?

**AGES:** ≥ 7 YEARS

### DESCRIPTION OF ACTIVITY:

Older and younger people sit together at a table and share a digital device on which they look up their date of birth to find out what was happening in the world at that time. People can work together in pairs or small groups, depending upon how many digital devices are available. They consult the website [www.dayofbirth.co.uk](http://www.dayofbirth.co.uk) and take turns in entering their dates of birth.

This activity provides opportunities for people to find out about each other, to compare events on a specific day, to share interesting facts with the group and to find out who is the oldest and the youngest in the group.

To encourage conversation, prompts that could be used are:

- How old are you in “dog years”?
- How many days old are you?
- Who was born in the Chinese year of the rat?
- Who was born in a leap year?
- Who was born on a Sunday?
- What is your birth flower?
- What is your birth stone?
- Who was the Prime Minister of the country at the time?

This activity provides an opportunity for people to know each other a little and learn about similarities and differences; for example, two people born in different years might both have been born in the same Chinese year.

### WHAT PARTICIPANTS SHOULD BE ABLE TO DO:

Listen, follow instructions and work in intergenerational pairs or small groups; use a digital device to obtain information on what happened on the date of their birth, perhaps with help from each other or volunteers.

### LOCATION:



INDOORS



VIRTUALLY

## **SETTINGS IN WHICH THE ACTIVITY HAS BEEN CONDUCTED IN THE PAST:**

Schools, care homes, sheltered housing schemes, community centres, youth groups.

## **RELEVANT FOR:**

Teachers, care-home activity coordinators, sheltered housing scheme managers and staff, youth group leaders.

## **RESOURCES:**

- tables
- fixed computers, laptops, tablet, mouse, stylus pen for precision touching on screen.

## **NOTES FOR ACTIVITY LEADERS:**

- Explain how to log on, use search engine and enter participants' dates of birth.
- Participants work together in intergenerational pairs or small groups.
- Participants may wish to search for more information; internet activity and websites should, however, be supervised at all times.

## **ADAPTATION:**

- When conducted virtually, activity leaders should encourage conversation, questions and descriptions of what happened on their date of birth on a large screen.

## **OUTCOMES:**

- reduce ageism
- improve social relationships
- increase well-being
- psycho-social improvements
- increase skills.

## ACTIVITY 25:

# DIGITAL PEN PALS

**AGES:** ≥ 10 YEARS

### DESCRIPTION OF ACTIVITY:

The activity consists of sharing cultural information with a digital pen pal to form a connection and build a meaningful relationship. This involves development of social skills, language, written communication and keyboard skills. By agreeing on general formats and sharing local or other cultural background and influences, much is learnt about the other, including changes that occur as people develop. The differences between cultures are recognized and explored in a healthy, respectful way, building understanding.

Safeguarding of young participants and older participants is assured by online access through approved sites and with practitioner support, which prevents sharing of too much personal information.

Before conducting the activity, find a partner organization or group, consider questions to be asked of participants before they are introduced, and consider any common links or interests that would help young people and older participants to form connections.

Conduct an introductory session, pair people with similarities, support development of other pairs, and extend the session for these more intimate pairings. Consider use of a site that allows virtual “breakout rooms” for this session.

To start the pen pal project, one participant in each pair is asked to share an aspect of their culture or heritage (if appropriate or helpful) in a first letter.

- Provide prompts or templates, especially for those who lack confidence.
- Give examples of letters written in other pen-pal projects, if possible.
- Agree on ways for younger and older people to sign their letters that they feel is appropriate.
- Encourage use of colloquialisms as part of the exploration of culture.
- Older children and young adults may support older participants in digital skills if necessary, or volunteers could support building confidence and skills.

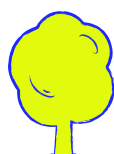
### WHAT PARTICIPANTS SHOULD BE ABLE TO DO:

Type information in an accessible font or dictate. Be able to attach photographs or other files and copy and paste, which could be done by pairing young adults with older, computer-literate participants.

### LOCATION:



**INDOORS**



**OUTDOORS**

where there is an Internet connection.



## **SETTINGS IN WHICH THE ACTIVITY HAS BEEN CONDUCTED IN THE PAST:**

Schools, care homes, community centres, youth groups.

## **RELEVANT FOR:**

Teachers, health and social care workers, community development officers, family members.

## **RESOURCES:**

- device with e-mail function: computer, laptop, tablet, smartphone
- internet connection
- group-dedicated e-mail may be preferable rather than personal or identifiable e-mail addresses.

## **NOTE FOR ACTIVITY LEADERS:**

Consider apps and supports that could develop independence and optimal engagement, particularly for those who are otherwise excluded.

## **ADAPTATIONS:**

This activity can be adapted for a range of learning and care needs.

*Extension:* For very young children, the activity should be more direct, with in-person meetings, filmed sessions or writing by adults or older children. Photographs and drawings could be used, with simple questions on a broad range of topics, including those defined by culture. Videos could be shown, such as a dance typical of a country or group, with encouragement to learn the steps, listen to the music, draw or design costumes and clap to rhythms. This could culminate in a local event hosted by the participants, in which the public is invited to share their knowledge or create a film together.

*Extension:* For older children, this activity could contribute to learning about the world around them and other areas.

*Extension:* Learn about other cultures by pairing (or a small group) to explore another culture and create a cultural map. This could include presentations about clothes, songs, music, dance, dialects, vocabulary, language and customs.

*Extension:* Secondary schoolchildren or young adults in further education could create an online website or an interactive map with older adults to explore culture and customs. They could interview each other and create a booklet with highlights of what they learnt.

*Extension:* Learn and play or sing songs associated with the culture, and perform together at an event. This could be extended to include typical foods, perhaps linked to a festival, celebration or event.

## **OUTCOMES:**

- reduce ageism
- improve social relationships
- increase well-being
- psycho-social improvements
- increase skills.



# ARTS AND CRAFTS

ACTIVITY 26:

## HAND PAINTING

**AGES:** ≥ 3 YEARS

### DESCRIPTION OF ACTIVITY:

Pair older and younger volunteers, and seat them next to each other at a table wearing aprons, with a cloth on the floor. Explain that each will paint the other's hands, so that their partner experiences the sensation of the brush. The hand is then washed, and the roles are reversed.

This is a therapeutic activity, particularly for older adults who may lack sensory physical contact.

### WHAT PARTICIPANTS SHOULD BE ABLE TO DO:

Use a paintbrush.

### LOCATION:



INDOORS



OUTDOORS

## **SETTINGS IN WHICH THE ACTIVITY HAS BEEN CONDUCTED IN THE PAST:**

Care homes, schools, community spaces, hospitals.

## **RELEVANT FOR:**

Individuals, volunteers and people working in health, social care, education and community development.

## **RESOURCES:**

- short, stubby paintbrushes
- thick, washable, non-toxic paint of any colour
- aprons
- cover for the floor if indoors
- water and towels for washing and drying hands.

## **NOTES FOR ACTIVITY LEADERS:**

- Ensure enough time for this activity so that it is relaxed and enjoyable. Participants might require help in washing their hands, depending on their age.
- Check that the paint is suitable for the participants' skin. Other liquids could be used, such as body lotion or hand cream.
- The two participants should be at the same height; cushions might be required for younger children.

## **ADAPTATIONS:**

- The activity can be conducted in silence to enhance its sensory nature, or the facilitator could encourage the participants to converse to find out more about each other.
- The activity could be extended to hand-printing on paper or material for display or sharing.
- The activity could lead to other art therapy activities, such as working with clay.

## **OUTCOMES:**

- reduce ageism
- improve social relationships
- increase well-being
- psycho-social improvements.

## **EVALUATION METHOD TO BE USED:**

Participant feedback in person and observations.

## ACTIVITY 27:

# COLLAGE

**AGES:** ≥ 5 YEARS

### DESCRIPTION OF ACTIVITY:

Collage provides an opportunity for people of all ages to work creatively together on a project, regardless of their age and artistic or physical skills. A collage consists simply of arranging pictures or materials as desired. The activity generates relaxed conversation and builds connections among participants. It can be conducted in mixed-age pairs or in larger groups.

Organize the group into pairs seated at a table or on a flat surface. Explain that they will work together to produce a collage from the resources, materials and glue provided. They can create whatever they like.

### WHAT PARTICIPANTS SHOULD BE ABLE TO DO:

Communicate with their partners about what they wish to create, tear or use scissors (perhaps with support from partners) and use glue to stick the materials to cardboard or paper.

### LOCATION:



INDOORS



OUTDOORS

### SETTINGS IN WHICH THE ACTIVITY HAS BEEN CONDUCTED IN THE PAST:

Care homes, schools, community spaces, hospitals.

### RELEVANT FOR:

Individuals, volunteers and people working in health, social care, education and community development.

### RESOURCES:

- tables with a protective cover if required
- raised seats or cushions for younger children
- aprons
- water and towels to wash and dry hands

- materials such as old magazines, newspapers, cards, coloured tissue, crepe paper, ribbon, lace, photographs, crayons
- thick paper, posterboard or cardboard
- suitable scissors
- glue, brushes or glue sticks
- sufficient staff or volunteers if necessary.

### **NOTES FOR ACTIVITY LEADERS:**

- Ensure sufficient time and resources for this activity so that it is relaxed and enjoyable.
- You might first have to show how to prepare a collage.
- Offer support, suggestions and encouragement to participants about their choices and encourage them to discuss with each other, to learn and build friendships.
- Ask participants why they chose certain materials, allowing them time to think and respond.

### **ADAPTATIONS:**

- Children < 5 years can engage in this activity with appropriate support and resources.
- Create a natural collage with plants from the surrounding area.
- Visit a local scrap yard to find a wider range of materials.

### **OUTCOMES:**

- reduce ageism
- improve social relationships
- increase well-being
- psycho-social improvements.

### **EVALUATION METHOD TO BE USED:**

Participant feedback in person and observations.

## ACTIVITY 28:

# PAINTING ROCKS OF KINDNESS

**AGES:** ≥ 4 YEARS

### DESCRIPTION OF ACTIVITY:

This simple activity can be done by people all ages and requires few resources. Decorating stones became popular during the COVID-19 pandemic to cheer people up and spread joy. Find smooth, flat stones, which are easier to paint, and wash them free from soil.

Organize the group into mixed-aged pairs and seat them at a table or on a flat surface. Explain that the stones should be decorated with a picture or written message. Acrylic paint is best if the stones are to be put outside. Application of a white layer before the colour will highlight the design. Marker pens or nail varnish can be used to add text or finer details. The painted stones can be sealed with varnish.

Once they are decorated, they can be given to people or hidden in community spaces such as parks or on benches to be found by friends, family members or neighbours.

### WHAT PARTICIPANTS SHOULD BE ABLE TO DO:

Hold and paint stones, draw small pictures or write positive words and messages.

### LOCATION:



### SETTINGS IN WHICH THE ACTIVITY HAS BEEN CONDUCTED IN THE PAST:

Schools, care homes, community spaces and hospitals.

### RELEVANT FOR:

Individuals, volunteers and people working in health, social care, education and community development.

## **RESOURCES:**

- smooth, flat stones
- pots of acrylic paint in various colours, brushes, varnish, marker pens, nail varnish
- table covering
- aprons
- hand wipes or water and towels to wash hands
- water to clean stones and towels to dry them

## **NOTES FOR ACTIVITY LEADERS:**

- The stones should be of a size that is easy to hold, handle and decorate. Finding the stones can be an activity in itself.
- Depending on their ability, one person in the mixed-aged pair might have to hold the stone while the other decorates it.
- Encourage conversation and questions, and ask the participants to show their stones to the group and talk about them.
- Once they have been found, move them to a different place for someone else to find.

## **ADAPTATIONS:**

- Start a “stone garden” in the community, and make and exchange stones to remember each other by.
- Buy stone-painting kits online.
- Conduct the activity virtually, each age group working in their own setting, and share the results online. You could also arrange visits to see each other’s stones.

## **OUTCOMES:**

- reduce ageism
- improve social relationships
- increase well-being
- psycho-social improvements.

## **EVALUATION METHOD TO BE USED:**

Participant feedback in person and observations.

## ACTIVITY 29:

# KNITTING, CROCHETING, NETTING, WEAVING TOGETHER

**AGES:** ≥ 8 YEARS

### DESCRIPTION OF ACTIVITY:

This activity builds relationships and understanding among people who live and learn in the same community by bringing them together to knit, crochet, sew, net or weave. It can be conducted weekly and provides opportunities to share news, chat and exchange tips. At each week's session, progress is reviewed and the future is discussed. Attendees help each other to improve their skills and learn new techniques.

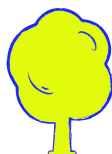
### WHAT PARTICIPANTS SHOULD BE ABLE TO DO:

Knit, crochet, sew, net or weave.

### LOCATION:



INDOORS



OUTDOORS



VIRTUALLY

### SETTINGS IN WHICH THE ACTIVITY HAS BEEN CONDUCTED IN THE PAST:

Carers of young and older people, community spaces.

### RELEVANT FOR:

Individuals, volunteers and people working in health, social care, education, child care and community development.

### RESOURCES:

- wool, netting, yarn or other material
- knitting needles, crochet hooks, netting tools
- patterns for knitting, instructions for netting.



## **NOTE FOR ACTIVITY LEADERS:**

The group can consist of experienced, regular knitters, people who are rediscovering knitting and some who have just started or local fishermen and -women or a similar industry.

## **ADAPTATIONS:**

- Link with “Teddies for tragedies”, a group of British knitters and crocheters who send items to refugee camps, orphanages and hospitals in Africa, Asia, eastern Europe and South America to be distributed to traumatized young children.
- The activity could be adapted to making or mending fishing nets, lobster pots and other nets.
- The activity can be conducted remotely, online or through a window, as long as they can watch each other and gesture if necessary.

## **OUTCOMES:**

- physical improvements
- improve social relationships
- increase well-being
- psycho-social improvements
- reduce ageism.

## **EVALUATION METHOD TO BE USED:**

Participant feedback in person, surveys, observation.

Adapted from Intergenerational knitting bee. Glasgow: Generations Working Together; 2023 (<https://generationsworkingtogether.org/case-studies/intergenerational-knitting-bee>).

## ACTIVITY 30:

# INTERGENERATIONAL PATCHWORK QUILT

**AGES:** ≥ 2 YEARS

### DESCRIPTION OF ACTIVITY:

This activity is suitable for people of all ages. Mixed-aged pairs sit around a table, each with a piece of fabric. Using markers, scissors, glue, feathers, buttons, glitter and other materials provided by the participants, they each decorate their piece of fabric.

These are collected at the end of the session, and the activity leader or an older volunteer sews, glues or staples them together to make a small quilt. This can be hung in a place chosen by the participants.

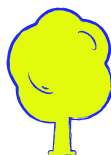
### WHAT PARTICIPANTS SHOULD BE ABLE TO DO:

Listen to instructions, use pens or markers, glue small objects onto fabric.

### LOCATION:



INDOORS



OUTDOORS



VIRTUALLY

### SETTINGS IN WHICH THE ACTIVITY HAS BEEN CONDUCTED IN THE PAST:

Care homes, schools, community spaces.

### RELEVANT FOR:

Individuals, volunteers and people working in health, social care, education, child care and community development.

### RESOURCES:

- one piece of fabric per participant
- materials to decorate and personalize them, such as markers, pens, paints, glue, glitter, buttons or sewing materials.

## **NOTE FOR ACTIVITY LEADERS:**

Use age-appropriate materials, considering the abilities of older and younger participants when selecting them, e.g. glue spreaders, types of glue, paint, markers.

## **ADAPTATIONS:**

- If participants wish, they can take their piece of fabric home and sew patterns or embroider it.
- This activity can be conducted remotely with people working online or with a window between them, as long as they can watch each other and gesture to one another if necessary.

## **OUTCOMES:**

- physical improvements
- improve social relationships
- increase well-being
- psycho-social improvements
- reduce ageism.

## **EVALUATION METHOD TO BE USED:**

- Participant feedback in person, surveys, observation.

## ACTIVITY 31:

# TRACING HANDS

**AGES:** ≥ 3.5 YEARS

### DESCRIPTION OF ACTIVITY:

This sensory activity is best conducted with very young children and people aged ≥ 70 years. Working in intergenerational pairs, partners take turns tracing each other's hands on the same piece of paper and examine the different size and shapes of their hands.

Seat pairs of young and older people at a table with a piece of paper and a pen. The table should accommodate older people in wheelchairs and younger children who may require a raised seat.

This activity is best conducted once initial relationships have been established.

### WHAT PARTICIPANTS SHOULD BE ABLE TO DO:

Hold a pencil well enough to trace a hand. Very young children and older people who have trouble in gripping can be supported by the other partner.

### LOCATION:



INDOORS



OUTDOORS

### SETTINGS IN WHICH THE ACTIVITY HAS BEEN CONDUCTED IN THE PAST:

Care homes, schools.

### RELEVANT FOR:

Individuals, volunteers and people working in health, social care, education, child care and community development.

**RESOURCES:**

- appropriate space and seating
- pencils and paper.

**NOTE FOR ACTIVITY LEADERS:**

Walk around the group during the activity, and make comments to encourage discussion among them.

**OUTCOMES:**

- improve fine motor skills for both old and young
- improve social relationships
- increase well-being
- psycho-social improvements
- reduce ageism.

**EVALUATION METHOD TO BE USED:**

Participant feedback in person, surveys, observation.



# STORYTELLING

## ACTIVITY 32:

### SHOW AND TELL

**AGES:** ≥4 YEARS

#### **DESCRIPTION OF ACTIVITY:**

This mixed-aged group activity provides an opportunity for people to share memories and items that they value and treasure, such as childhood toys, family photographs or photographs of places they have visited, an item that has been in their family for a long time, a gift or even a plant or a child's first tooth or a lock of their hair. This activity helps participants to learn about each other.

Participants should be told about the activity in advance so that they have time to choose an item to bring.

Seat the group in a circle, and explain that each person will take it in turn to hold up the object they have brought, pass it around if they wish and explain why it is valuable to them.

To encourage conversation, the activity leader could ask questions such as:

- How did you get the item, who gave it to you, and why?
- How old is it?
- Is anyone here of the same age as the item?
- Why is the item so special to you?

Provide opportunities for others to ask questions about the object, and remind everyone that we never know why an object is important to someone and that it need not be valuable to be treasured.

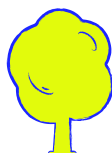
## **WHAT PARTICIPANTS SHOULD BE ABLE TO DO:**

Bring a treasured object.

## **LOCATION:**



**INDOORS**



**OUTDOORS**



**VIRTUALLY**

## **SETTINGS IN WHICH THE ACTIVITY HAS BEEN CONDUCTED IN THE PAST:**

Schools, care homes, sheltered housing, community spaces and youth groups.

## **RELEVANT FOR:**

- Individuals, volunteers and people working in health, social care, education, child care, community development, youth work and community housing.

## **RESOURCES:**

- space to show an object and be seen by all
- comfortable seating in a circle.

## **NOTES FOR ACTIVITY LEADERS:**

- Demonstrate the activity by describing why an object you have brought is important to you.
- Remind people to be sensitive to others, as some participants may bring objects with deep personal meaning, such as a toy of a family member who has died.
- Point out similarities between participants, and encourage empathy and understanding.
- Some people may have to be encouraged to speak; remind the group to be quiet so that speakers can be heard.

## **ADAPTATIONS:**

- The theme for this activity could be changed; for example, participants could be asked to bring an item that makes them happy.
- The activity could be extended by creating an album of photographs of the treasures brought by participants, with the story of the item written next to each photograph.
- The activity could be conducted virtually, with participants showing and talking about their treasured objects to another group via the Internet, leaders in each setting encouraging conversation and questions.

## **OUTCOMES:**

- reduce ageism
- improve social relationships
- increase well-being
- psycho-social improvements.

## **EVALUATION METHOD TO BE USED:**

Participant feedback in person and observations.



## ACTIVITY 33:

# TELLING STORIES WITH PICTURES

**AGES:** ≥ 2 YEARS

### DESCRIPTION OF ACTIVITY:

This activity involves older volunteers telling stories and showing pictures to children aged 2–4 years. The older person selects an experience and conveys its meaning through characters, events and locations.

### WHAT PARTICIPANTS SHOULD BE ABLE TO DO:

For older people, tell a story with pictures. For younger people, listen and interact if they wish. Both can enjoy each other's company during the storytelling session.

### LOCATION:



INDOORS



OUTDOORS



VIRTUALLY

### SETTINGS IN WHICH THE ACTIVITY HAS BEEN CONDUCTED IN THE PAST:

Schools.

### RELEVANT FOR:

Individuals, volunteers and people working in health, social care, education, child care and community development.

### RESOURCES:

- pictures
- chairs suitable for each age group.

### NOTE FOR ACTIVITY LEADERS:

This activity brings people together, improves the health and well-being of older persons and builds good relationships between age groups. It is suitable for older adults who are poorly literate but can tell a story with pictures.

## **ADAPTATIONS:**

- Can be conducted in group sessions or one to one.
- Can be conducted with books with words.
- Various topics can be chosen.
- Can be conducted as a session in which participants create a story together.

## **OUTCOMES:**

- physical improvements
- improve social relationships
- increase well-being
- psycho-social improvements
- reduce ageism.

## **EVALUATION METHOD TO BE USED:**

Participant feedback in person, surveys, observation.

Adapted from Fujiwara Y, Sakuma N, Ohba H, Nishi M, Lee S, Watanabe N et al. REPRINTS: Effects of an intergenerational health promotion program for older adults in Japan. *J Intergen Relat.* 2009;7:17–39. doi: 10.1080/15350770802628901; Murayama Y, Murayama H, Hasebe M, Yamaguchi J, Fujiwara Y. The impact of intergenerational programs on social capital in Japan: A randomized population-based cross-sectional study. *BMC Public Health.* 2019;19(1):156. doi: 10.1186/s12889-019-6480-3.

## ACTIVITY 34:

# TELLING A STORY IN ANOTHER LANGUAGE

**AGES:** 20–50 YEARS

### DESCRIPTION OF ACTIVITY:

The activity involves storytelling and simple narration of tales by immigrant and refugee women who are new to a host country and learning to express themselves. They talk about their culture or tradition and form relationships by learning to tell a children's story in the language of the host country, with digital media if necessary. They then spend an afternoon learning to tell the story to their own children. This activity allows mothers to keep pace with their own children in learning the new language, linking with mothers from other cultures and sharing their desire to learn and assimilate.

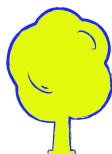
### WHAT PARTICIPANTS SHOULD BE ABLE TO DO:

Listen, learn and participate in conversations (if possible).

### LOCATION:



INDOORS



OUTDOORS



VIRTUALLY

### SETTINGS IN WHICH THE ACTIVITY HAS BEEN CONDUCTED IN THE PAST:

Schools, community spaces.

### RELEVANT FOR:

Individuals, volunteers and people working in health, social care, education, child care and community development.

### RESOURCES:

- a children's story
- digital media for pictures.

## **NOTE FOR ACTIVITY LEADERS:**

This activity can consist simply of hosting a conversation between groups of women from different cultures with different languages.

## **ADAPTATION:**

The programme can be adapted to telling stories in a community setting.

## **OUTCOMES:**

- improve social relationships
- increase well-being
- psycho-social improvements
- reduce ageism.

## **EVALUATION METHOD TO BE USED:**

Participant feedback in person, surveys, observation.

Adapted from Botturi L, Rega I. Intergenerational digital storytelling: four *racconti* of a new approach. Eur J Res Educ Teaching. 2014;2:211–24 (<https://core.ac.uk/download/pdf/74204365.pdf>).



# PHYSICAL

## ACTIVITY 35:

### JUMPING STICKS

**AGES:** ≥ 5 YEARS

#### DESCRIPTION OF ACTIVITY:

This outdoor group activity encourages gentle physical activity in a mixed-age group, generating conversation, competition and support from others. Participants may be seated or standing.

Lines are drawn, marked or chalked onto five sticks approximately 20 cm long. One stick will have one line, the next two, the next three, the next four and the last five lines.

Place the sticks in the ground behind a line in front of the participants, the closest stick having one line and the furthest five lines. The distance will depend on the abilities of the participants.

Explain that each participant will stand or sit behind the line and take turns throwing stones or beanbags at the sticks. A stick hit by the object will jump, and points are awarded for the number of lines on the stick; for example, if the stick with four lines jumps, the thrower is awarded four points.

#### WHAT PARTICIPANTS SHOULD BE ABLE TO DO:

Listen and throw light objects at a target.

#### LOCATION:



**OUTDOORS**

## **SETTINGS IN WHICH THE ACTIVITY HAS BEEN CONDUCTED IN THE PAST:**

Gardens, schools, community outdoor spaces, rural areas.

## **RELEVANT FOR:**

Individuals, volunteers and people working in health, social care, education, child care and community development.

## **RESOURCES:**

- appropriate space and seating (if required)
- five sticks about 20 cm long
- paint, chalk or a sharp object to mark lines on the sticks
- stones, beanbags or balls to throw at the sticks.

## **NOTES FOR ACTIVITY LEADERS:**

- Start by demonstrating the rules of the game.
- You may mark the lines on the sticks beforehand.
- Ask the group to introduce themselves, and encourage participants to cheer for others when they hit a stick.
- Point out similarities and differences among people and name them to help people remember each other's names.
- Invite younger players to ask older adults if they need help in collecting the objects they have thrown.

## **ADAPTATIONS:**

- Organize the participants into mixed-aged pairs for a team game.
- Instead of sticks, use hoops with points written next to them.
- Create and decorate a score board for participants or teams to record their scores. Make or buy a prize for the winners.

## **OUTCOMES:**

- improve social relationships
- increase well-being
- psycho-social improvements
- reduce ageism
- increase skills
- improve physical health.

## **EVALUATION METHOD TO BE USED:**

Participant feedback in person, surveys, observation.



# EDUCATIONAL

## ACTIVITY 36:

### COUNT WITH ME

**AGES:** ≥ 3 YEARS

#### **DESCRIPTION OF ACTIVITY:**

This activity has been shown to help older people, particularly those with dementia, and young children to count.

Seat younger and older people as pairs at a table, with space for wheelchairs for older people or cushions for younger children. If the participants can sit comfortably on the floor, the activity can be conducted outdoors, as long as there is a surface for working, such as a blanket or a table.

Before the children and older adults arrive, place unusual objects in shapes on the table. Once they arrive, ask them to go round the table counting out loud what they see before them. Allow older and younger people to correct each other if they make a mistake.

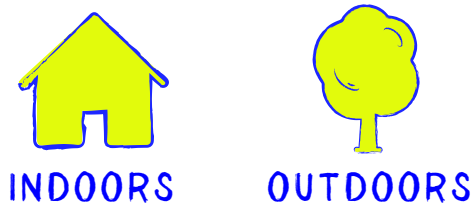
For example, a table can be set with 10 nuts arranged in a circle, four oranges in a square, three bananas in a circle, eight pencils next to each other and six small toys in a corner. There should be five or six displays for five pairs of people. Each participant counts one display out loud. Then, everyone is asked to close their eyes while the activity leader rearranges the displays or adds or removes items, and the participants begin again.

You could ask participants what to display next, and could make further items according to their ideas.

## WHAT PARTICIPANTS SHOULD BE ABLE TO DO:

See and count from 10 and 20 in the same language (depending on their age and ability). The number of objects may be lower or higher.

## LOCATION:



## SETTINGS IN WHICH THE ACTIVITY HAS BEEN CONDUCTED IN THE PAST:

Care homes, schools.

## RELEVANT FOR:

Individuals, volunteers and people working in health, social care, education, child care and community development.

## RESOURCES:

- appropriate space and seating
- objects to be counted.

## NOTES FOR ACTIVITY LEADERS:

- Select items that are large and brightly coloured so that both old and young people can see them clearly from where they are sitting.
- Provide enough time for this activity, and be ready to help.

## ADAPTATION:

Activity leaders can be imaginative in choosing items to be counted. The activity can be repeated with different items in different locations. The more often this activity is conducted, the better, because it helps young learners to consolidate counting and stimulates older people with dementia.

## OUTCOMES:

- physical–cognitive improvements
- improve social relationships
- increase well-being
- psycho-social improvements
- reduce ageism.

## EVALUATION METHOD TO BE USED:

Participant feedback in person, surveys, observation.



## ACTIVITY 37:

# INTERGENERATIONAL SPEED DATING

**AGES:** ≥ 12 YEARS

### DESCRIPTION OF ACTIVITY:

An inner circle of people sit looking away from the centre, and an outer circle of people face towards the centre. A person in the inner circle reads a question from a card, and a person in the outer circle answers it. As many questions as possible are read out and answered in the time allotted by the activity leader. Then, the partners change – hence, the concept of “speed dating”.

The questions can refer to anything, such as family, friendship, faith, hobbies, “typical” generational concepts, historical facts and personal information. People who do not want to pose or answer a question are allowed to go to the next one.

This activity helps to dismantle stereotypes, think critically about the social meaning of age and generally help people to get to know each other in informal conversation. It can also generate laughter and help groups to learn each other’s name and understand similarities and differences, despite the generational divide.

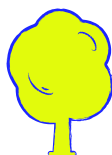
### WHAT PARTICIPANTS SHOULD BE ABLE TO DO:

Sit in a circle, speak and listen to other people for 3–5 minutes.

### LOCATION:



INDOORS



OUTDOORS

### SETTINGS IN WHICH THE ACTIVITY HAS BEEN CONDUCTED IN THE PAST:

Care homes, schools, community centres, churches.

### RELEVANT FOR:

Teachers, care-home activity leaders, community development workers, health and social care workers.

## RESOURCES:

- prepared questions
- comfortable seating arranged in an inner and an outer circle
- a bell or whistle to signal time to change partners
- a timepiece.

## NOTE FOR ACTIVITY LEADERS:

- Ensure an even number of participants.
- Provide general guidance on appropriate language.
- Adhere to the time, and encourage people to move quickly to the next person.
- When the session ends, summarize the activity, highlight some positive aspects, and point out similarities among people. Ask for comments.

## ADAPTATIONS:

- The activity can be made competitive by recording how many names people remember or how many remember who owned a snake or could fly a plane.
- The activity could initiate discussion of a specific topic, such as youth or social rights.

## OUTCOMES:

- improve social relationships
- increase well-being
- psycho-social improvements
- reduce ageism
- improve communication.

## EVALUATION METHOD TO BE USED:

Participant feedback in person, surveys, observation.

Adapted from Norris D, Loring S. Speed dating for older adults: Dismantling stereotypes about age and relationships using “the age of love”. In: TRAILS: Teaching Resources and Innovations Library for Sociology. Washington DC: American Sociological Association; 2020 (<https://trails.asanet.org/article/view/speed-dating-for-older-adults-dismantling>).

## ACTIVITY 38:

# SHARING SKILLS

**AGES:** ≥ 5 YEARS

### DESCRIPTION OF ACTIVITY:

The aim of the activity is to allow younger and older participants to have brief one–one conversations to share their experiences and feelings on a variety of topics in an introductory “skills café”. A group of four or five younger people and four or five older people meets in a convenient setting, and each is asked to interview a person of a different generation. Either a person of each generation is given a card and asked to choose a person with the same card, or they can match themselves.

Then, each person draws around their hand on a piece of paper; participants agree on five questions that will encourage discussion of skill-sharing and development; and the answers to the questions are written on the fingers. The questions could concern a skill they would like to learn or improve on, one they are accomplished in or one they know nothing about.

This activity allows participants to know their partner. After they have interviewed each other, they introduce their partner to the group, unless they are shy. The purpose is to begin a relationship.

The hand activity has been adapted from one used by Generations Working Together to explore various ideas for mentoring and skills before a development session. Two examples of mentoring projects are [Generation Xchange](#) and [Strathclyde Intergenerational Mentoring Network](#).

Older and younger participants connect with other people and support young people who have learning difficulties in numeracy and literacy or other aspects of the school curriculum or in a community setting. The activity generally involves one-to-one mentoring, although the participants may decide on some group work. Older adults should find time to mentor younger people.

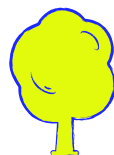
### WHAT PARTICIPANTS SHOULD BE ABLE TO DO:

Speak and listen.

### LOCATION:



INDOORS



OUTDOORS

### SETTINGS IN WHICH THE ACTIVITY HAS BEEN CONDUCTED IN THE PAST:

Local communities, schools.

## **RELEVANT FOR:**

Teachers, health and social care workers, community development officers, community groups, social prescribing health practitioners.

## **RESOURCES:**

- participants and the time they can devote
- volunteers, who may be participants
- venue
- refreshments

## **NOTES FOR ACTIVITY LEADERS:**

The group could be encouraged to consider the following questions before they meet:

- Are younger and older people naturally included in the life of your village or home?
- Are some outdoor and communal spaces equipped, attractive and welcoming for both older and younger people?
- What skills, knowledge or attributes do you have that you would like to share with younger or older people?
- What would you like the younger or older generation to share with you?
- What mutual interests could lead to informal intergenerational meetings, joint activities or wider community projects?

## **ADAPTATIONS:**

- This activity can be conducted individually or in groups and for different generations. The questions can provide general information for the groups or provide a baseline or starting-point for individuals.
- The topic may be anything a person considers important, such as stereotypes, ageism, cooking or the environment.

## **OUTCOMES:**

- improve social relationships
- increase well-being
- psycho-social improvements
- reduce ageism
- improve communication.

## **EVALUATION METHOD TO BE USED:**

Participant feedback in person, surveys, observation.



# STEREOTYPING

## ACTIVITY 39:

### STEREOTYPIC STATEMENTS

**AGES:** ≥13 YEARS

#### **DESCRIPTION OF ACTIVITY:**

This activity is suitable for a single-age session to prepare people to meet for the levels of intergenerational engagement described earlier in this guide. It encourages participants to think about the stereotypes and behaviour they associate with older and younger people and their perceptions of age. It is a thought-provoking activity, which challenges participants to consider and justify their reasons for stereotyping age. It can be conducted with groups of older or younger people.

Organize the participants into small groups, give them paper and a pen and a list of stereotypical statements, such as:

- I wish they would act their age.
- They always stay within their own age group.
- I hate the way they drive; they are a menace on the road.
- They have such a weird dress sense.

- They think the world owes them a living.
- Do they have nothing better to do than hang out in shopping centres?
- Why would we care what they think?

Ask each group to write whether they think each statement refers to older or younger people, advising them that they can choose only one age group. Once all the groups have completed the task, the activity leader should read each statement and ask each group to explain the reasoning behind their answers. Participants will usually conclude that the statements can be applied to either age group, depending on their stereotypes and perceptions.

Invite everyone to give their opinion and thoughts on how this activity made them feel or challenged their attitudes to age groups and how they might be viewed by other age groups.

### **WHAT PARTICIPANTS SHOULD BE ABLE TO DO:**

Read, write, listen and speak.

#### **LOCATION:**



INDOORS



OUTDOORS

### **SETTINGS IN WHICH THE ACTIVITY HAS BEEN CONDUCTED IN THE PAST:**

Care homes, schools, community places, youth groups.

#### **RELEVANT FOR:**

Individuals, volunteers and people working in health, social care, education, child care and community development.

#### **RESOURCES:**

- appropriate space and seating
- a list of statements for discussion
- pens and paper.

#### **NOTES FOR ACTIVITY LEADERS:**

- Encourage discussion in the group to elicit views and perceptions that challenge stereotypes.
- Point out similarities and differences between older and younger people and how ageism contributes to perceptions.

## **ADAPTATIONS:**

- For participants who cannot read or write, the list can be read out by the activity leader and voted on by a show of hands before discussion.
- The statements can be adapted to suit the group and context of the activity.

## **OUTCOMES:**

- improve social relationships
- psycho-social improvements
- reduce ageism
- preparation for meeting other age groups.

## **EVALUATION METHOD TO BE USED:**

Participant feedback in person, surveys, observation.

## ACTIVITY 40:

### LINE UP

**AGES:** ≥ 8 YEARS

#### **DESCRIPTION OF ACTIVITY:**

This activity can be used at the start of a mixed-age group activity to help the participants to know each other. It encourages nonverbal communication and listening.

Tell the group that the activity consists of finding out aspects of each other that they might never have thought of. Keep the tone light, and create humorous interactions.

Participants form lines. They may be in order of:

- height, from tallest to shortest;
- the number of pets they own (asking them what and how many they have);
- hair length, from shortest to longest (or none!);
- the number of siblings they have;
- shoe size; or
- age, on the basis of guesses.

Explain that no one is allowed to talk, but they can use their hands and fingers to count and signal.

When everyone is in line, ask them whether they think they are in the right order and how they decided.

Ask the group to state their age if they want to (or state over 50, 60 or 70), and observe whether their age matches their position in the line.

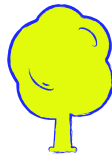
This activity is an opportunity to subtly explore age and stereotyping. Discuss why people are often uncomfortable in stating their age:

- Why do we feel uncomfortable about stating our age? Do we judge people on the basis of age?
- Ask the group how old they think you are and where you would fit in the line.
- Then, ask them to line up in ascending order of age. Usually, someone will say something like, "Oh, you don't look as if you were 84!"

#### **WHAT PARTICIPANTS SHOULD BE ABLE TO DO:**

Listen, speak and move.



**LOCATION:****INDOORS****OUTDOORS****SETTINGS IN WHICH THE ACTIVITY HAS BEEN CONDUCTED IN THE PAST:**

Schools, community spaces, youth groups.

**RELEVANT FOR:**

Individuals, volunteers and people working in health, social care, education, child care and community development.

**RESOURCE:**

Appropriate space for the group to move around.

**NOTE FOR ACTIVITY LEADERS:**

Ensure enough space for the activity to be conducted safely.

**ADAPTATIONS:**

- Discuss how the line for each characteristic might be different each time.
- Prompt questions can be adapted to suit the group and address how stereotypes of age are formulated, on what they are based and what can be done to remove them.

**OUTCOMES:**

- improve social relationships
- improve communication
- increase well-being
- increase mobility
- psycho-social improvements
- reduce ageism.

**EVALUATION METHOD TO BE USED:**

Participant feedback in person, surveys, observation, photos, videos.

## ANNEX 9.

# INTERGENERATIONAL ORGANIZATIONS AROUND THE WORLD

### Australia

#### - Australian Institute for Intergenerational Practice

The Australian Institute for Intergenerational Practice is a not-for-profit organization established in 2021 to advance evidence-based intergenerational practices in Australia. It acts as a conduit between research and practice by collaborating with younger and older people, industry, care service providers and tertiary education providers. The Institute is the Australian lead for the global intergenerational movement and collaborates with intergenerational programmes and organizations around the world.

Its vision is to support the growth of intergenerational practices in Australia through advocacy, hosting national, local and membership-only events, providing resources to members, consultancy, providing training and professional development and supporting further research in this field.

Website: <https://aiip.net.au/>

### Ireland, Italy, Netherlands (Kingdom of the), Poland, Portugal, Slovenia and Spain

#### - Together Old and Young (TOY) programme

The purpose of the TOY programme is to promote intergenerational learning and to create new possibilities for older adults and young children to learn together and benefit from each other's company.

The TOY programme, coordinated by International Child Development Initiatives, originated in the European Union-funded TOY Project (2012–2014) in seven countries: Ireland, Italy, Netherlands (Kingdom of the), Slovenia, Spain, Poland and Portugal. The project was unique among European intergenerational learning projects in explicitly focusing on children aged 0–8 years. The project brought together the two ends of the lifelong learning spectrum: early childhood education and activities for older adults. Learning initiatives involving young children and older adults in Europe were studied, documented and supported in collaboration with universities, nongovernmental organizations and municipalities. The initiatives took place in libraries, arts and cultural centres, community gardens, pre-schools and schools. The “TOY in action” webpage provides more information on these initiatives and a list of publications.

Since 2015, the TOY programme has been:

- advocating nationally and internationally for enhancing interaction between young children and older adults in policies for lifelong learning;
- developing accessible professional development tools and training to ensure that the TOY approach is recognized and validated in adult education and in pre-service and continuing professional development of practitioners (see the TOY online course webpage);
- promoting intergenerational learning activities in disadvantaged and segregated communities (see the “TOY for inclusion” webpage); and
- providing information, resources and links to research on intergenerational learning worldwide (see the publications webpage and the TOY blog).

Website: <https://www.toyproject.net>

## United Kingdom

### - HelpAge International

HelpAge International is a global network of organizations that promote the right of older people to lead dignified, healthy, secure lives. With 158 members and offices in 86 countries, the HelpAge Global Network is a truly international movement for change. It promotes initiatives to bring together older and younger people in activities that encourage cross-generational bonding and address issues that affect them and their communities.

To achieve this, HelpAge International:

- works with older people’s associations to strengthen links with communities, service providers and policy-makers and mobilize older people to bring about change in their own communities. There are now more than one million such associations, with hundreds of millions of members.
- provides training to establish and develop inclusive older people’s associations and support older people in engaging with decision-makers and exercising their voices;
- collaborates with United Nations bodies and with governments in developing policies to respond to the opportunities and challenges represented by ageing populations and, to this end, works in partnership with the United Nations to promote age-inclusive data collection and policies, helping to promote older people’s rights and monitor service delivery;
- supports identification and removal of the barriers that prevent older people, particularly those with disabilities and other excluded groups, from accessing services, for example by promoting digital inclusion for older people as services in many countries move online;
- supports older people in campaigning against ageism and in claiming their rights through [Age Demands Action](#), HelpAge International’s grassroots network in which campaigns are run by older people for older people; and
- promotes the practice of intergenerational approaches, as outlined in the guide produced with Restless Development, “Bringing generations together for change”.

Website: <https://helpage.org/>

## - Generations Working Together

The vision of Generations Working Together is a Scotland in which different people are better connected and everyone has the opportunity to build relationships in order to increase social justice. The charity has developed a strong, multi-faceted model of working, which has raised awareness of what constitutes good intergenerational practice, inspiring people to take action and enhance such practice and the partnerships that deliver it. The charity supports over 3600 members in Scotland and hosts 18 local networks and three themed networks, which meet two to four times a year. It operates locally and internationally to provide training opportunities, resources, organization of events and facilitating networking to ensure that high-quality intergenerational activity takes root and flourishes.

The website of Generations Working Together hosts a large library of resources, training opportunities and events, including the:

- [Intergenerational guide in early learning and childcare](#);
- [Intergenerational programme evaluation guide](#);
- [Intergenerational evaluation toolkit](#);
- Intergenerational learning and development training programme, which includes courses that vary from short introductions to an international diploma in intergenerational learning; and
- [The Global Intergenerational Week](#).

Website: <https://generationsworkingtogether.org/>

## - Linking Generations Northern Ireland

Linking Generations Northern Ireland inspires and supports the growth of an age-friendly society by connecting older and younger people. Its vision is that Northern Ireland will be a place where all people are respected, understood, connected and engaged in their communities. Like Generations Working Together, they have developed national infrastructure and coordinate a community of practice through 11 local intergenerational networks, with a membership of over 600 people. The networks connect people interested in intergenerational work and inspire and support the development of local activities. The services act as a catalyst to empower people with the skills and capacity to implement their own sustainable intergenerational solutions. They include coordinating local and regional network meetings, events, demonstration projects, small grants schemes, advice and support services, training and advocating for intergenerational practice at policy level.

Their website and social media channels include information on intergenerational practice, project stories, news, a resources section and an opportunity to sign up to their network.

Website: <https://www.linkinggenerationsni.com>

## United States of America

### - Generations United

The mission of Generations United is to improve the lives of children and young and older people through intergenerational collaboration, public policies and programmes for the enduring benefit of all. The organization has existed for 30 years and provides many resources free of charge on its website, such as the Intergenerational evaluation toolkit, which was designed to be easily, rapidly, reliably completed by programme staff to assess intergenerational activities and support evidence-based practices.

The toolkit provides:

- an eight-step guide to planning an intergenerational evaluation to help practitioners plan and conduct a programme evaluation; and
- tools for measuring outcomes, which include a list of reliable, valid measures for demonstrating the impact of an intergenerational programme, with detailed information on five effective tools.

Generations United collects and shares information on intergenerational programmes throughout the country and has a programme in every state. There are more than 800 programmes in the [Intergenerational Program Database](#).

Website: <https://www.gu.org/>

### - Intergenerational Leadership Institute

The Intergenerational Leadership Institute provides a training programme and a certificate. It was developed in 2015 by Pennsylvania State University's intergenerational programme for older adults (the primary target audience is aged  $\geq 55$  years) who seek new learning experiences, skills and volunteering opportunities to contribute to innovation and change in their communities.

Website: <https://aese.psu.edu/outreach/intergenerational/programareas/intergenerational-leadership-institute>





