

# **Tried and True:**

***A Guide to Successful  
Intergenerational Activities at  
Shared Site Programs***



Made possible by a grant from

**MetLife Foundation**

## **ABOUT THIS GUIDE:**

*Tried and True: A Guide to Successful Intergenerational Activities at Shared Site Programs* was developed at one type of intergenerational setting - a co-located adult day services program and child development center. Generations United® (GU) is pleased to collaborate with the Neighbors Growing Together program at Virginia Tech to present this activities guide. These activities are targeted to young children and frail adults but many can be easily adapted or modified for use with other populations. GU hopes in the future to offer supplemental activities targeted to different populations and indoor and outdoor settings. For the most current information, visit [www.gu.org](http://www.gu.org).

## **ABOUT GENERATIONS UNITED:**

Generations United (GU) is the national membership organization focused solely on improving the lives of children, youth, and older people through intergenerational strategies, programs, and public policies. GU represents more than 100 national, state, and local organizations and individuals representing more than 70 million Americans. Since 1986, GU has served as a resource for educating policymakers and the public about the economic, social, and personal imperatives of intergenerational cooperation. GU acts as a catalyst for stimulating collaboration between aging, children, and youth organizations providing a forum to explore areas of common ground while celebrating the richness of each generation.

## **ABOUT NEIGHBORS GROWING TOGETHER:**

Neighbors Growing Together is an intergenerational program based at Virginia Tech in Blacksburg, Virginia. *Neighbors* consists of the university's Adult Day Services (ADS) and Child Development Center for Learning and Research (CDCLR), a shared site intergenerational care program. The ADS and CDCLR have been co-located for twelve years, serving pre-school age children and elders with care needs who live in the community with their families. The *Neighbors Growing Together* program's mission is to improve the lives of people across the lifespan through intergenerational collaboration involving teaching, research, and outreach. The following goals drive Neighbors' work:

1. To prepare professionals to work with children and older adults.
2. To research child and adult development.
3. To inform best intergenerational practices.
4. To provide services to children, older adults, and their families and to the early childhood and adult development community in the commonwealth.
5. To inform public policy related to intergenerational programs.

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## ***A Guide to Successful Intergenerational Activities at Shared Site Programs***

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## **INTRODUCTION**

As America's population ages, many service providers and educators realize the potential in linking young and old people through intergenerational programs. These programs bring together children/youth and older people for mutual benefit. Shared site intergenerational programs are those where both generations receive ongoing services at the same time at a single site. Typically, these programs include a child care program with a nursing home or adult day services program. Intergenerational shared sites can contribute to positive relationships and emotional well being of young and elderly participants while supporting family caregivers.

Effective intergenerational programming is powerful, and yet it does not always come naturally. Working with young children and frail elders presents unique developmental and generational challenges as well as opportunities (How many 30 year olds can tell us what it is like riding a mule to school and how many 40 year olds were operating computers at the age of 5?). Planning, using evidence based practices, and evaluating outcomes are integral to building and sustaining a successful intergenerational program. At shared sites intergenerational opportunities foster *community capacity* or a sense of collective competence and shared responsibility community members feel for each other. The whole is greater than the sum of the parts!

*Tried and True* presents intergenerational opportunities used at Virginia Tech's *Neighbors Growing Together* program. The *Neighbors* program consists of a child development center and adult day services program and has seven years experience studying intergenerational programming involving preschoolers and frail elders with physical and cognitive impairment. Generations United is pleased to collaborate with the *Neighbors Growing Together* team to present this handbook of activities that can be used at shared sites or other intergenerational programs. These activities are targeted to young children and frail elders but many could be easily adapted or modified for use with other populations. Besides plans for specific intergenerational activities, the guide provides a brief background on shared sites, recommendations on developing your own intergenerational opportunities, steps in activity planning, evaluation templates suitable for reproduction, references to additional resources, and tips for facilitators of intergenerational activities.

## **BACKGROUND**

Intergenerational shared sites can encompass a wide range of human services programs. Though the most common types connect a child care program and a nursing home or adult day services, other shared site models support youth centers, parks and recreation programs, before/after school care, libraries, senior centers, and



### **Facilitator Tip**

*Defer questions from children to the older adults. If a child asks a facilitator for help cutting something, have her ask her older adult partner to help with the task.*



*Photo: Steven Durost*

multigenerational community centers. Important benefits for child and adult participants as well as other community members have been associated with shared sites.

- 🌀 For example, affect, or mood, was more positive and engagement higher among frail elders during intergenerational programming than during single generation activities.<sup>1</sup>
- 🌀 Shared sites that placed older adults in mentoring roles during programming with young children revealed benefits to elder participants of choice, initiative, and autonomy<sup>2</sup> and reduced instances of disengagement.<sup>3</sup>
- 🌀 Family members and teachers report benefits for children such as increased comfort around persons with disabilities, receiving individualized attention, and sense of purpose experienced when children are able to teach or help older adult partners.<sup>4</sup>

Beyond the old/young participants, other shared site stakeholders benefit from intergenerational programming.

- 🌀 One early study of nursing home administrators revealed that having a childcare program at the nursing home enhanced staff morale and community relations.<sup>5</sup>
- 🌀 Family members of children enrolled in shared site day care suggested that children who regularly participated in intergenerational programming were more comfortable interacting with elders they met at church and in the broader community.<sup>6</sup>
- 🌀 Staff have even commented on the benefits they experience as a result of intergenerational programming, both because of the chance to spend time with another generation and because of the relationships they build with staff from other programs.<sup>7</sup>

## **CHALLENGES**

While positive results predominate, facilitators of intergenerational programming at shared sites face challenges as well. It is important to know about these challenges in order to prevent or limit them and know how to address them if they arise. They are not uncommon and can largely be avoided through training, collaboration, and planning. Staff who work with children or older adults are typically trained for caring at one end of the life course or the other. As a result, they may be unfamiliar or even uncomfortable with facilitating intergenerational activities or visiting a neighboring program serving clients so different from their own. Providing intergenerational “cross-training” that orients staff to the clients, staff members, and care philosophy and practices of the other-generation program creates opportunities to discuss misconceptions, ideas, and questions about collaborating programs.<sup>8</sup> Staff learn how to work with their partner program’s clients and about organizational policies that affect staffing and intergenerational programming.



### **Facilitator Tip**

*Set up the intergenerational space to encourage interactions. Alternate children’s and older adults’ chairs around the table and angle the partners’ chairs slightly towards each other.*

**ADMINISTRATIVE SUPPORT**

Intergenerational programs are often initiated by an individual with a great idea and/or a strong commitment to building intergenerational relationships. This person may take on the responsibility of creating, coordinating, and implementing the program. Then, if she/he takes a different position or leaves the organization, the program may fizzle without this enthusiasm and effort. Administrative support is critical to the success and sustainability of intergenerational contact at a shared site program. Administrators can shape the mission and infrastructure to institutionalize an intergenerational program that endures regardless of staff turnover.<sup>9</sup>

**GENERATIONAL AND DEVELOPMENTAL DIFFERENCES**

Connecting young and old can highlight generational and developmental differences between participants. Generational differences may play a role in what children or elders find appealing. For example, not all adults will want to play super heroes with kids, and not every child will be interested in bird watching (nor will every adult for that matter). Plenty of hobbies, chores, and interests are age-appropriate and developmentally appropriate for both groups. Cooking (or eating) and gardening are just two examples. Knowing the adults' and children's social history can help staff develop activities that tap participants' interest and expertise.

Generational differences can also contribute to how elders think children should behave. For example, an older adult might think it rude for a child to get up from an activity in progress just because she has lost interest in the activity, though this might be acceptable to child care staff. Staff from both programs may need to discuss child care practices and how they differ from older adults' parenting practices. If necessary, staff may find it helpful to talk with the older adults about the program's care practices.

Developmental differences can contribute to participants' varied energy levels, attention spans, and tolerance of noise and mess. Staff should be familiar with client characteristics to find activities that will appeal to both age groups. If a potentially messy activity is proposed, another activity might be suggested; it could also be appropriate to provide smocks and gloves to participants disdainful of messes. Remember that intergenerational participation should always be voluntary. Thus, while staff should strive for activities that appeal to most elders and children, and while activity variation can address many clients' needs, it should always be acceptable for an adult or child to choose **not** to join an activity.

**SCHEDULING**

Scheduling time for young and older participants to spend time together can make staff feel like they are taking a deductive reasoning exam. Dealing with naps, snack times, arrivals, and departures can leave staff feeling stretched-thin even without suggesting coordinating intergenerational opportunities. In these situations, it is important to


**Facilitator  
Tip**

*Set materials out ahead of time so participants don't have to wait while you find and distribute supplies.*



Photo: Alice Everhart

collaborate to find mutually agreeable times for participants to connect. The *Neighbors Growing Together* program has identified 10:00 AM as a good time for activities because children and elders both have arrived, settled in, and had a morning snack. Afternoon times prove harder for scheduling group activities because some children require long naps and adults start leaving around 3:00 PM. This may be less of an issue depending on your program and client population.

Administrators and supervisors can also encourage informal spontaneous visits that require limited planning and set up. These also work well at 10:00 AM, but can happen any time of day, such as if a child needs a quieter space to transition in the morning or wakes up early from a nap. Adequate staffing in each generation's programs and staff members' familiarity with each other and the other-program clients are key factors in supporting informal visits. Another technique for encouraging visits between programs is to avoid duplicating equipment and to let each program know what fun and useful materials the other has. For example, the *Neighbors* childcare program has a kitchen that can be used by participants, so an elderly client might visit the kitchen with a staff member to prepare a snack with some children. Alternately, the adults' program has a patio garden with raised beds, so the children will visit to water plants and pick vegetables.

Related to scheduling is the question of providing "enough" contact between generations. While there is yet no prescribed amount of contact that is ideal, frequency and regularity are important. Contact that is infrequent or irregular can be especially challenging with frail elders and young children. When very young children and adults with dementia see each other only rarely, each time they come together can be like starting all over again as strangers. Obviously, this limits the capacity for building relationships and achieving associated benefits. Frequent (once or more per week), regular (not tied to special projects or events) contact is beneficial to participants and also staff, who have a chance to develop rapport with their other-generation partners and clients. Participants also become familiar and more comfortable with the other group of participants, staff, and physical space where intergenerational activities occur.

### **PHYSICAL SPACE**

Turning to the physical space where intergenerational programming occurs, facilitators need to look around their environment before bringing children and seniors together. Staff can prepare the environment by clearing safety hazards (e.g., outlet covers in the adults' space), minimizing distractions, and laying materials out ahead of time unless preparation of materials is part of the intergenerational session.

Children's classrooms can be unsafe and distracting for elders, though they need not be. Chairs with sturdy legs, backs, and arms or sofas that have firm cushions and are not low to the ground are appropriate for elders whose strength and balance may be



### **Facilitator Tip**

*Whenever possible, involve participants in preparation for activities. An adult may set out trays for marble painting, or a child may distribute paintbrushes. You may have adults and children work on preparatory steps for a project together, such as collecting flowers in one session and then pressing the flowers the next day.*

challenged by child-size furniture. Floors should be cleared of toys, projects, and spills to reduce risk of injury to older adults.

Adult care programs are not without their own physical challenges. A room full of wheelchairs and easy-lift recliners can turn into a child's playground and may distract youngsters from the interaction at hand. Staff may want to take child participants to the adults' program when fewer adult participants are there to gain familiarity with the space. They might also borrow a wheelchair, walker, and other adaptive equipment for children to explore and discuss their use by the older adults. Reducing safety risks allows staff to concentrate on the activity and interactions rather than potential messes or injuries.

Setting up materials may also challenge staff working with certain populations. Young children and elders with memory problems often have reduced attention spans, and facilitators do not want to spend group time getting materials to the table. Staff should provide sets of materials for sharing rather than giving each person his/her own supplies. This arrangement reduces the amount of supplies needed and supports interdependence among participants. The arrangement of materials and chairs (if a seated activity) is also critical. Alternating seats for children and adults mixes up the age groups rather than allowing young or old members to cluster with their age peers. *Neighbors* uses higher chairs for children that they know are just for them. Chairs can even be angled to face each other slightly at a table so adult/child pairs face each other rather than the person across the table. In addition to these steps, it is helpful to minimize traffic, noise, and other distractions so children and older adults can focus on their time together.

When facilitating intergenerational programs, it is easy to focus on the child and the older adult in the activity setting. It is important to pay attention to their surroundings; staff knowledge, preparation, and collaboration, along with attention to client abilities and interests and the physical and social environment significantly affect the quality of the child/elder interaction. A little planning and preparation go a long way towards insuring success of an activity.

### **INTERGENERATIONAL ACTIVITY OBJECTIVES**

The purpose of intergenerational programming is mutual benefit through planned interactions. Intergenerational programs have been used in diverse settings to benefit targeted populations (e.g., youth at risk of drug use or older adults with dementia) and to achieve a wide range of educational, developmental, and psychosocial benefits. Several objectives and benefits associated with intergenerational activities at shared sites involving frail elders and preschoolers are described below. These objectives are divided into four main categories: social, psychological/emotional, physical, and intellectual/cognitive.



*Provide each adult/child pair with one set of materials to share rather than giving each person their own supplies.*

**SOCIAL**


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Interact/Communicate (verbal/non-verbal)	Participant (older adult or child) communicates with another participant (verbal, eye contact, overt body language such as hugging, hand holding, stroking).
Work as a team/cooperate	Participant works alongside an intergenerational participant to engage in the task, share materials in the opportunity; give aid or receive aid to/from another participant; demonstrate concern for another individual by asking if they need help or act in a manner to demonstrate concern such as push another participant closer to table, clean them off, move materials closer to them lift them up, etc.; compliment another individual or receives compliment as overheard by facilitator or observers.

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**PSYCHOLOGICAL/EMOTIONAL**


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Be generative/ Nurturing/Helping/ Caring	Participant demonstrates concern for intergenerational partner, either self-motivated or with prompting by a facilitator, by taking time to carefully meet the other's needs. Participant cares for feelings, physical well-being, or takes extra care to include the other person. Overt demonstration of the intergenerational partner's empathy and desire to serve and include.
Have personal choice/ Make Decisions	Participant makes a choice about his/her own involvement in the activity when asked... "Do you want this one or that one?" . . . whether to join, what task desired to fulfill, whether to sit or stand, where to sit or stand, what materials to use, whether to stay longer or leave early, which area to work at; exhibits autonomy.
Reminiscence/Reflect	Participant engages in storytelling about his/her past, answers questions about his/her past, brings up object/event from past; incorporates memories associated with personal life history and life experience.
Take initiative	Participant engages in activity willfully and without prompting; demonstrates a desire to participate through overt action or verbal request, takes it upon him/her self to engage in a certain task or work with a certain individual without prompting.
Be creative	Participant is able to individualize his/her own intergenerational opportunity by making individual or partnered decisions about what, where, and how an opportunity is implemented or completed; participant takes their own approach to the outcome of the project by making it unique from others.
Enhance self-esteem/pride in accomplishment	Participant demonstrates considerable pride in his/her work/finished product/relationship with the intergenerational partner by showing it to others, demonstrating concern about fate of finished product, verbally stating to another that finished product looks good, expressing desire to take it home to give as a gift or show off to others; makes comment(s) about making a meaningful contribution to the life of another ("That older adult likes me", or "I made him/her feel good", or "It is our role to act as teachers/mentors to these children").

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## PHYSICAL

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Exercise motor skills	Gross motor -Use of shoulder, entire arm movements (scooping, lifting, carrying), grip with entire hand, use of leg muscles (walking, standing for extensive periods, dancing, exercising, ring toss, bowling).
	Fine motor/dexterity-Use of finger movement (pinching, sowing seeds, deadheading flowers, tearing paper, sewing, beading, etc.).

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## INTELLECTUAL/COGNITIVE

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Stay on task/ Complete an activity	Ability to stay engaged in activity at hand in order to engage meaningfully in task; able to forget other concerns (going home or outside play time) to enjoy the moment and time with intergenerational neighbors.
Learn new terms/skills	Ability to learn the name of a participant/material/facilitator, learn a new skill; demonstrate learning by retaining information over a period of time or from session to session. Participant may demonstrate new learning by using name or showing the skill at the beginning of the session and utilizing that name/skill by the end of the session or even the following week.

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## ACTIVITY FLEXIBILITY

Many of the activities in this manual will need to be modified to meet your group size and members' specific needs. Some older adults and children will be able to do the activities as described, while others may find the steps too easy or too challenging. Activities can also be modified to capture the current interests of your population. Many child care programs practice an *emergent* curriculum in which the classroom activities build on the interests that emerge from children's play, conversations, and experiences outside and in the class. For example, if your group of preschoolers is especially interested in emergency rescue and fire fighting equipment, you could change the animals in the animal scavenger hunt into a rescue vehicle scavenger hunt. You should plan your specific activity in a way that will provide the most interaction and enjoyment based on your particular group members' interests, the number of group members, and the physical and cognitive abilities of your group members.

Flexibility in an activity is extremely important throughout the activity. If an activity becomes too challenging or causes boredom among participants, changes should be made during the activity to increase positive engagement. According to Camp, "The best measures of whether or not to continue an activity are the behavior and affect of the participants."<sup>10</sup> If participants appear frustrated with an activity, it is probably too challenging and needs to be made simpler. If participants appear bored, the activity is likely too simple; you can



Photo: James Diggs

respond by giving participants additional responsibilities or changing to a different activity. If these efforts do not increase engagement, facilitators should try again on another day.

For example, if you are leading a primarily passive activity, such as story time, and the participants do not seem to be paying attention, alter the activity so that they are more involved, perhaps by having an older adult participant read the story or by asking participants questions about the story. If they seem to be interested in something else in the room, allow them to explore that interest. Remember that the positive interaction between young and old participants is the most important goal, not engagement in or completion of the activity.

### **PROCESS V. PRODUCT**

Although the authors use the term “activity” throughout this manual, you should focus on the *process* of bringing young and old people together. Activity-focused programming can lead to an overemphasis on creation of an end-product or reaching some endpoint. Alternately, a focus on the opportunity in the *process* of working together supports positive interactions of young and old participants, regardless of whether the game is completed or the art project finished.

Similarly, if an activity evolves into an entirely different form, facilitators should work with the “emergent” ideas of the children and older adults. For example, facilitators may have plans for intergenerational participants to trace each other’s hands and then decorate the hand tracing with paint and glitter; however, the participants may decide it is more fun to paint each other’s hands and then stamp them on the paper. So long as the participants are safe and mutually enjoying the modified activity, the facilitator’s support of the emergent idea further benefits the children’s and elders’ sense of initiative and creativity. In order to create an environment that supports the goal of positive intergenerational interaction, staff collaboration, pre-planned modifications, and openness to variation should characterize all activities.

### **CREATING YOUR OWN INTERGENERATIONAL ACTIVITIES**

Intergenerational programming is successful when it is properly planned and thought through. The goal of an activity is not to complete a final product (i.e. baking muffins), but instead is to maximize interactions between the adult and child while they follow the recipe (or not). Therefore, facilitators should focus on creating an interactive process rather than getting to an end product.

### **DEVELOPING THE PLAN**

It is important to develop and write out a plan for the activities in order to maximize the interactions. Rather than start the planning process with an activity idea, start by choosing



*Learn about participants from the other-generation program by visiting the program. This also helps the participants become familiar with you as someone they can trust.*

the objective(s) you would hope the group will achieve. For instance, if your group of older adults and children has not spent much time together, you may start with the objective: **interact/communicate**. When the two generations are brought together you want them to engage each other through verbal or nonverbal means in order for them to begin to get to know each other. See Appendix 1 for a sample activity planning form.

### **SELECTING PARTICIPANTS**

Your next planning step would be to think about who will be joining the opportunity. What are their ages and genders? What were their prior occupations or hobbies? What are they currently learning about and what are they interested in? Knowing something about the people you are bringing together improves your ability to plan something people will want to do or want to try. If you plan for the group to build a train track together, but none of the adults like trains or have past experiences related to trains, it is likely that you will end up with children pushing their trains along while the adults watch. If part, half, or the entire group was not interested in the activity you plan, interaction between the adults and children could be minimal.

Part of knowing about the people who will join you is understanding their ability levels. Depending on the developmental age of the child and the functional ability of the adults, alterations to the activities presented in this guide can and should be made to fit your participants accordingly. For instance, if a participant has a disability that impedes their capability to lift their arms, it may be difficult for them to do certain activities, such as painting at an easel or playing balloon volleyball. Rather than excluding this person from an intergenerational interaction, facilitators may develop some activities that do not require such motions so this individual may still join the intergenerational sessions. Also, preplanned modifications can be made to the materials or another role can be given to the participant so that he/she can still be active in the group. In this instance, an alternate painting surface such as a lapdesk or tabletop instead of an easel may enable him/her to join in the painting opportunity.

The number of participants is another key factor in planning your activity. Most activities are best with a small to medium size group of children and adults (3–4 from each age group) in order to minimize noise and distraction and maximize child/elder partnerships. Programs that involve an entire classroom of children and an entire group of adults may want to consider how they can split the groups up or how they can effectively use the physical space to support child/elder partnerships and reduce distractions.

Some activities in the manual can work equally well with larger groups if enough staff are on hand. All of the activities can certainly have fewer group members, but it is often best to involve a similar number of younger and older participants. Many of the materials and the amounts of materials mentioned can be altered based on what your group has access to and the size of your group. The number of persons that you can successfully



### **Facilitator Tip**

*Use knowledge about participants' interests and abilities to plan activities and stimulate interaction. In a planting activity, a facilitator can share with the group, "Elmer used to grow corn on his farm. He can tell us how deep to plant these seeds."*



*Photo: Jeanette DeVore*

involve will be influenced, in part, by the physical space and level of staffing available. Try programming with different group sizes to see what works well for your staff and clients.

### **DETERMINING THE ACTIVITY**

With your participants in mind, you can now begin to think about activities which might help you to achieve the objectives and goals of your program. If you chose **interact/communicate** as your objective and you were gathering moderate to high functioning adults with 3 or 4 year olds, you might choose the game “I Spy” for them to play in pairs. This game would require participants to initiate the “I Spy” statement on their turn. They would point and use other gestures when someone did not spy the object. Perhaps a child would lead an adult by the hand to the object to show them exactly what they spied or vice versa. They would also practice turn taking, a skill that is important in social atmospheres.

During the planning phase, it is important not only to ensure an activity meets your objectives, but also that the time participants spend together will be mutually beneficial. You may want your group to work on the social objective of **teamwork** with a collaborative collage, and one of the children in the partner class does not share well. If that child is continually pushing the adult away from the project or hoarding all of the items, she might benefit from having time to practice sharing. However, the adult does not benefit because he does not get to participate in the activity and does not feel successful in helping the child. In this situation, the child’s teachers might give her some extra practice sharing in the classroom or involve her in distributing materials before the activity begins.

### **MODIFYING AN ACTIVITY**

After choosing the activity, you can plan in advance for modifications. You should consider how you might adapt an activity to include everyone and maximize interactions. For instance, the game “I Spy” is usually played with a person “spying” something in the environment. In order to maximize intergenerational interactions, you might structure the activity so participants only “spy” things on each other (i.e. the red shoe laces on your shoe, the green cap on your head).

Because you are focused on the interactions that occur during the activity and not on the activity itself, you do not have to worry if an activity is not completed in one session. Maybe you planned for the group to take a walk and collect leaves which they would bring in to glue on volunteer thank you cards. During the group, you notice a lot of interaction and engagement in the walk. Rather than cut off that interaction to go to the next step, let participants continue their interactions during the walk. You can take the opportunity to restructure the activity as a scaffold project (multi-step project). During their next time together they can make the cards, they can write messages to the volunteers or address the letters during the next visit, and then end the project on the following visit with a trip to the post office to mail the cards. Scaffold projects can be planned or spontaneous and further contribute to relationship and community building.



### **Facilitator Tip**

*Be alert to all the participants in the group. While some require more support or supervision, make sure that no adult/child pair is neglected during the activity. If one facilitator has to work primarily on presenting the activity, the other facilitator can “float” around and provide support or encourage interactions as needed.*

Being able to adapt as you facilitate an activity is a positive skill to develop. What would you do if you discovered that someone in the group is visually impaired and cannot successfully participate in “I Spy?” Perhaps, you quickly adapt the activity to “I Hear” instead. Most people want to feel included and successful in their endeavors. By adapting activities to meet the participant’s interests and abilities you can be sure that the people in your intergenerational programs feel exactly that way.

### **PREPARING FOR AN ACTIVITY**

Good preparation is essential to a successful interaction between older adults and children. Some opportunities require materials while others do not. If the opportunity you choose requires supplies, make sure to have them readily available. Having to wait for an activity to begin can eat into precious attention spans of participants. If the process of setting up can foster intergenerational contact, then have participants help the facilitator(s) (e.g., an elder/child pair might cut flowers for a flower arranging activity while the other facilitator puts vases on the table). Also, if extensive preparations are involved, the preparations may be used for other intergenerational opportunities. Staff may burden themselves with excessive preparation for an activity when elder and child participants could be engaged to create a scaffold project that involves them in the project from start to finish, eases demands on staff time, and enhances participants’ sense of pride and accomplishment in the project. For example, if dried, pressed flowers are needed for an intergenerational opportunity of making “stained glass” sun catchers, the adults and children could have one session of collecting the flowers together and another session of preparing and pressing the flowers before they create the sun catchers together.

### **EVALUATING AN ACTIVITY**

When an activity has been completed, the facilitators should reflect on how things went to identify factors that supported success and consider means to improve future sessions. As a university-based group, the *Neighbors* program is constantly assessing different facets of their intergenerational program. All programs, however, should evaluate how well their program is working. Methods can be simple and conducted by the same staff who facilitate programming. Examples of the everyday forms to document intergenerational program are included in the appendices. Programs may seek consultation from professional evaluators or college/university students for periodic assessment. Evaluation efforts provide administrators with regular feedback they can incorporate to enhance and sustain their program. Evaluation data can also be used to support a grant application, and most funders expect grantees to report some level of program evaluation tied to the funded project.

In creating your own intergenerational opportunities it is important to think it through by writing out a plan. In developing the process facilitators can plan for success by choosing the objective first, knowing about the potential participants, and choosing appropriate



### **Facilitator Tip**

*Facilitators can often support the most successful interactions by stepping back from the activity and letting the adult/child pairs work things out on their own. Be attentive to the effects of your presence on individuals and the group.*

activities while considering the adaptations that may need to be made. All the while it is most important to remember that what the adult and child create together is not nearly as important as how they look at each other, what they say to each other, what they teach each other, how they express themselves to each other, and the relationships that they develop together.

## **ORGANIZATION OF THE MANUAL**

Each of the intergenerational activity plans presented in this manual includes components to support positive interactions among young child and older adult participants. These include elements that the authors have found essential to successful inter-age contact. While many children and elders are naturally drawn towards each other, preparation by facilitators increases the chance of success and the likelihood that participants will want to join in intergenerational opportunities again. Also included throughout the manual are tried and true tips for facilitators of intergenerational activities.

Each activity includes:

1. Recommended ages for participants,
2. Objectives that may be achieved with the activity,
3. Materials needed (by pair or group of a certain size),
4. Directions, including steps to take before and during the intergenerational opportunity,
5. Special considerations that may apply to your participants (e.g. environmental or safety considerations),
6. Key conversation questions to help facilitators generate conversation among participants, and
7. Variations on the activity.

## **KEY CONVERSATION QUESTIONS**

The examples of conversation questions in this manual are generic but they provide facilitators with the opportunity to foster interaction and introduce biographical and social information about the participants that they may not volunteer themselves. Asking questions that get children and adults to work together (e.g., “Mary can you hold the paper while Miguel glues the letters on?”) supports cross-generational cooperation and sense of competence. It can also reduce the tendency of staff to step in and do things for the children and adults when they ask for or need help. These questions were recently added to the *Neighbors Growing Together* planning form when new facilitators were unsure how to encourage interactions between the age groups, despite carefully



### **Facilitator Tip**

*Try to involve one adult or child in activity planning. You may find they lend good ideas and insight to programming.*



*Photo: Lawrence Mitchum*

planning age- and generationally-appropriate opportunities. With some practice on basic conversation starters, these facilitators were soon able to step back and let the children and elders drive the activity through interactions.

### **PLANNING AND EVALUATION FORMS**

Included in this guide is the planning/evaluation forms used at the *Neighbors Growing Together* program to help develop intergenerational activities. After receiving training on intergenerational program facilitation and evaluation, the facilitators complete the front page of the form prior to the activity. Partners from the adult and child care programs work together in order to incorporate current interests of the children and elders, to identify child and adult participants who would especially enjoy the opportunity, and to consider accommodations of the abilities and needs of participants. After the activity, facilitators complete the second page of the form, noting any changes or modifications that could be made to improve the opportunity or environment. From an administrative stance, the planning/evaluation form supports facilitators' efforts to learn their clients' social history and to develop an individualized plan suited to the participating children and elders.

### **CONCLUSION**

The *Tried & True* guide is intended to be a resource and "jumping off" point as you build your intergenerational program. In addition to providing sample activities, the manual includes recommendations for staff training, participant preparation, and environmental design - all key factors in conducting successful intergenerational programs. The guide provides 50 activities developed and implemented with pre-school age children and older adults possessing a range of physical and cognitive limitations as well as diverse interests and experiences. The *Tried & True* manual is not intended to be comprehensive. Many intergenerational shared site programs are creating fantastic opportunities for their participants and staff, working in diverse settings and with diverse populations. As you explore intergenerational programming, be sure to share your successes (and your challenges) with others so they may benefit from your experiences. You can easily do this by contacting Generations United at [www.gu.org](http://www.gu.org) or [gu@gu.org](mailto:gu@gu.org). The potential of intergenerational programs is truly limited only by the imagination.

### **RESOURCES**

- ☞ Camp, C. J. (1999). *Montessori-based Activities for Persons with Dementia: Vol. 1*. Beachwood, OH: Menorah Park Center for the Aging. ([www.menorahpark.org](http://www.menorahpark.org))



**Facilitator Tip**

*If a project is complete, don't hold onto it but send it home with the participants. Be sure family members know that the item was made with an intergenerational partner.*

- ☉ Camp, C. J., Schneider, N., Orsulic-Jeras, S., Mattern, J., McGowan, A., Antonucci, V., et al. (2006). *Montessori-based Activities for Persons with Dementia: Vol. 2*. Beachwood, OH: Menorah Park Center for the Aging. ([www.menorahpark.org](http://www.menorahpark.org))
- ☉ Epstein, A. S., & Boisvert, C. (2005). *Let's Do Something Together*. Ypsilanti, MI: High Scope. (Order at [www.highscope.org](http://www.highscope.org))
- ☉ Friedman, B. M. (2005). *Connecting Generations: Integrating Aging Education and Intergenerational Programs with Elementary and Middle Grades Curricula*. Washington, D.C.: Generations United. (Order at [www.gu.org](http://www.gu.org))
- ☉ Generations United Program Directory ([www.gu.org](http://www.gu.org))
- ☉ Generations United. (2005). *Under One Roof: A Guide to Starting and Strengthening Intergenerational Shared Site Programs*. Washington, D.C.: Author. (Available at [www.gu.org](http://www.gu.org))
- ☉ Generations United. (2006). *Intergenerational Shared Sites: Making the Case*. Washington, D.C.: Author. (Available at [www.gu.org](http://www.gu.org))
- ☉ Generations United. (2006). *Intergenerational Shared Sites: Troubleshooting*. Washington, D.C.: Author. (Available at [www.gu.org](http://www.gu.org))
- ☉ Kaplan, M., & Hanhardt, L. (2003). *Intergenerational Activities Sourcebook*. State College, PA: Penn State Cooperative Extension. (Available at <http://intergenerational.cas.psu.edu/>)
- ☉ Kaplan, M., Duerr, L., Whitesell, W., Merchant, L., Davis, D., & Larkin, L. (2003). *Developing an Intergenerational Program in Your Early Childhood Care and Education Center*. State College, PA: Penn State Cooperative Extension. (Available at <http://intergenerational.cas.psu.edu/>)
- ☉ The Center for Intergenerational Learning (2005). *Connecting Generations, Strengthening Communities: A Toolkit for Intergenerational Program Planners*. Philadelphia, PA: Temple University Office of Publications. (Order at [www.templecil.org](http://www.templecil.org))

## Facilitator Tip

*Consider intergenerational family celebrations instead of separate events for children and elders. You might use the opportunity to exhibit projects and artwork completed by intergenerational partners.*



Photo: Steven Durost

**ENDNOTES**

- <sup>1</sup> Gladwell, M. S., & Jarrott, S. E. (2003, November). *An observational assessment of elders with dementia during intergenerational activities*. Poster presented at the meetings of the Gerontological Society of America, San Diego, CA; Jarrott, S. E., & Bruno, K. A. (2003). *Intergenerational Activities Involving Persons with Dementia: An Observational Assessment*. *American Journal of Alzheimer's and Related Diseases*, 18, 31–38; and Short-DeGraff, M. A., & Diamond, K. (1996). *Intergenerational program effects on social responses of elderly adult day care members*. *Educational Gerontology*, 22, 467–482.
- <sup>2</sup> Salari, S. (2002). *Intergenerational partnerships in adult day centers: Importance of age-appropriate environments and behaviors*. *The Gerontologist*, 42, 321–333.
- <sup>3</sup> Camp, C. J., Judge, K. S., Bye, C. A., Fox, K. M., Bowden, J., Bell, M., et al. (1997). *An intergenerational program for persons with dementia using Montessori methods*. *The Gerontologist*, 37, 688–692.
- <sup>4</sup> Gigliotti, C. M., Morris, M., Smock, S., Jarrott, S. E., & Graham, B. (2005). *Supporting community through an intergenerational summer program involving persons with dementia and pre-school children*. *Educational Gerontology*, 31, 425–441 and Jarrott, S. E., Gladwell, M. S., Gigliotti, C. M., & Papero, A. L. (2004). *Fostering intergenerational community between child & adult care programs: A Results Management approach*. *Canadian Children* 29(2), 4–13.
- <sup>5</sup> Hegeman, C. R. (1985). *Childcare in long term care settings* (Foundation for Long Term Care, Inc. Monograph No. 2). Albany, NY: Foundation for Long Term Care.
- <sup>6</sup> Gigliotti et al., 2005.
- <sup>7</sup> *Ibid* and Jarrott, S. E., Stauffer, D. Love-Norris, J., & Knowles, R. (2005, November). *“Like a barefoot climb up a mountain”: Building community among intergenerational program staff*. Poster presented at the annual meetings of the Gerontological Society of America, Orlando, FL.
- <sup>8</sup> Travis, S. S., Stremmel, A., & Duprey, P. (1993). *Child and adult day care professions converging in the 1990s?: Implications for training and research*. *Educational Gerontology*, 19, 283–293.
- <sup>9</sup> Deutchman, D. E., Bruno, K. A., & Jarrott, S. E. (2003). *Young at heart: Intergenerational activities involving persons with dementia*. *Activity Directors' Quarterly*, 4(2) 27–35 and Jarrott, S. E., Gigliotti, C. M., & Smock, S. A. (2006). *Where do we stand? Testing the foundation of a shared site intergenerational program*. *Journal of Intergenerational Relationships*, 4(2), 73–92.
- <sup>10</sup> Camp, C. J. (1999). *Montessori-Based Activities for Persons with Dementia*. Beachwood, OH: Meyers Research Institute, pp. vii.


**Facilitator  
Tip**

*Consider giving children a sticker when they join the intergenerational activities. Then parents know their child visited with the elders and can prompt the child to talk about it. The Neighbors program prints their logo and “I was a good neighbor today” on sheets of stickers that elders give to the children.*



Photo: Tina Light



**APPENDIX I:**  
**INTERGENERATIONAL ACTIVITY PLANNING/ EVALUATION SHEET**

**SECTION I: PLANNING**

Intergenerational Facilitators: \_\_\_\_\_

Date of Intergenerational Activity: \_\_\_\_\_

Intergenerational Activity: \_\_\_\_\_

Child group (specify):

Adult group (specify):

In (circle one):      Children's Classroom      Adults' Space      Shared Space      Outdoors      Other (specify):

The **goal** for intergenerational opportunities is to support mutual benefit through interactions and relationships. Objectives that can support this goal are listed below.

Participants will have the opportunity to achieve the following objectives: (check all that apply)

<b>OBJECTIVES</b>	<b>✓</b>	<b>OBJECTIVES</b>	<b>✓</b>
Be Generative/Nurturing/ Helpful/Caring		Take Initiative	
Interact/Communicate (verbal/non-verbal)		Reminisce/Reflect	
Enhance Self-Esteem/Pride in Accomplishment		Be creative	
Have Personal Choice/Make Decisions		Motor skills (fine or gross motor)	
Stay on Task/Complete an Activity		Other (specify)	
Work as a Team/Cooperate		Other (specify)	
Learn New Terms/Skills		Other (specify)	

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What materials are needed to carry out this activity? (indicate amount of materials needed per group, pair, or individual).

How many adults will participate? \_\_\_\_\_ How many children will participate? \_\_\_\_\_

Children and adults who might benefit most or enjoy participating in this activity the most?

How will the space be set up to accommodate participants' social/emotional/cognitive/physical needs?

What staffing assistance is needed to carry out this activity?

What is the anticipated procedure/method?

**SECTION 2: IMPLEMENTATION AND EVALUATION**

Duration (in minutes): \_\_\_\_\_

List older adult and child participants (i.e., adults' names and children's name):

Participants in this opportunity achieved the following objectives: (check all those that apply)

<b>OBJECTIVES</b>	<b>✓</b>	<b>OBJECTIVES</b>	<b>✓</b>
Be Generative/Nurturing/ Helpful/Caring		Take Initiative	
Interact/Communicate (verbal/non-verbal)		Reminisce/Reflect	
Enhance Self-Esteem/Pride in Accomplishment		Be creative	
Have Personal Choice/Make Decisions		Motor skills (fine or gross motor)	
Stay on Task/Complete an Activity		Other (specify)	
Work as a Team/Cooperate		Other (specify)	
Learn New Terms/Skills		Other (specify)	

What suggestions do you have for modifying this activity?

What kinds of follow-up opportunities could stem from this intergenerational activity?

Please, provide examples of the interactions that occurred between each adult and child partnership.



**APPENDIX 2:**  
**INTERGENERATIONAL ACTIVITY PARTICIPATION TRACKING FORM**

This form can be used to insure that all child and adult participants are given an equal opportunity to join the intergenerational sessions. Sometimes, especially with children, if a participant refuses an invitation to join intergenerational activities a few times, staff will quit asking that person to join. Instead, staff should note the child's hesitancy and work to prepare activities that will be interesting and comfortable for the child. The form also helps to determine how often participants join intergenerational activities. To use this form at your program, fill in the adults' and children's names (you might find it easier to group names by program or classroom) and make copies of the master form. Then, simply check off whether a participant was present when an intergenerational activity was facilitated, whether they were invited to join the activity, and whether they chose to join the intergenerational session.





### **APPENDIX 3:** **SCHEDULED VISIT REFLECTION FORM**

Besides planned activities, you should also schedule informal visits to the children's or elders' programs. Staff might prepare a provocation (e.g., a snack to share) or something for one group to share with the other (e.g., pictures the children have painted).

Scheduling visits helps insure regular, frequent contact, even when programs get busy with day-to-day operations. Such scheduled visits provide opportunities for young and old to see each others' space and interact with each other informally. This form can be useful for staff as they consider the balance they want to achieve between planned activities and more informal interactions. Keep these forms on a clipboard in each classroom and elder program so that whoever receives the visit can make notes about what happened.

**APPENDIX 3: SCHEDULED VISIT REFLECTION FORM**

Date: \_\_\_\_\_ Classroom: \_\_\_\_\_ Elder Group: \_\_\_\_\_ Provocation: \_\_\_\_\_

Reflection: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Staff Signature: \_\_\_\_\_

Date: \_\_\_\_\_ Classroom: \_\_\_\_\_ Elder Group: \_\_\_\_\_ Provocation: \_\_\_\_\_

Reflection: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Staff Signature: \_\_\_\_\_

Date: \_\_\_\_\_ Classroom: \_\_\_\_\_ Elder Group: \_\_\_\_\_ Provocation: \_\_\_\_\_

Reflection: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Staff Signature: \_\_\_\_\_



## **APPENDIX 4:** **INTERGENERATIONAL ACTIVITY EVALUATION**

This brief *assessment* of structured intergenerational activities was recently piloted at the Neighbors program. It provides valuable information about the physical environment and set up of materials as well as facilitator behavior and other social factors that might influence an intergenerational activity's success. The focus is less on what takes place between the children and elders than the factors that affect the children's and elders' time together. This form is completed by an observer rather than by the activity facilitators.

**APPENDIX 4: INTERGENERATIONAL ACTIVITY EVALUATION**

Environmental description: location, materials, placement of materials (central, paired, or parallel), noise level, other distractions.

Physical set up of activity (draw a figure):

Elements of the Intergenerational Activity:

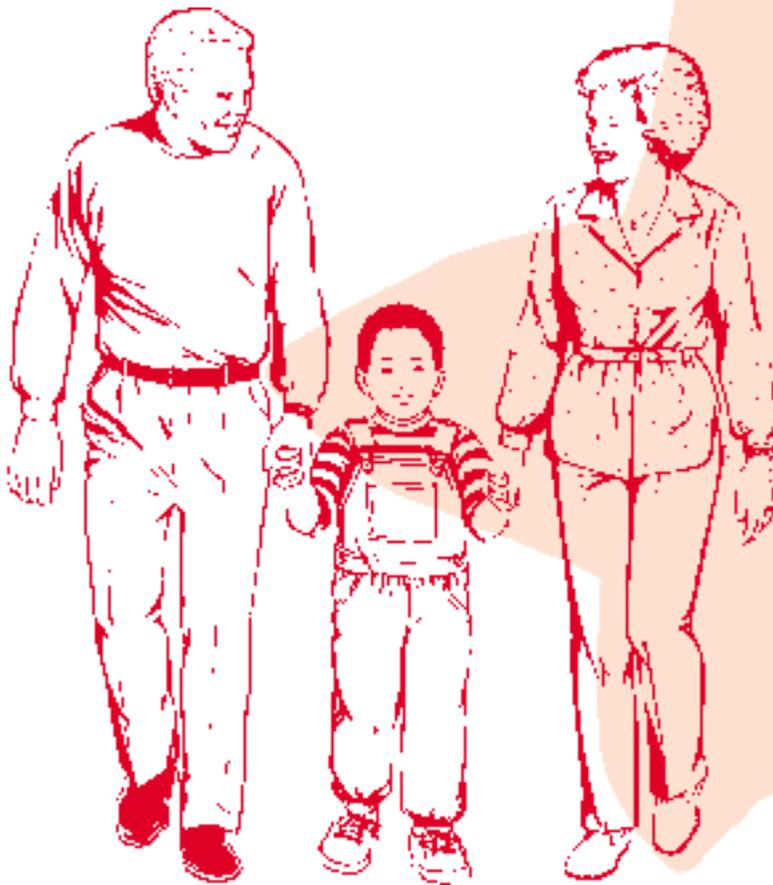
ITEM	RATING		ITEM	RATING	
	YES	NO		YES	NO
Kids on time			Children's facilitator ready		
Adults on time			Materials prepared & ready for activity		
Older Adults' facilitator ready					

Facilitator rapport:

ITEM	RATING	
	OA FAC.	C FAC.
Communicated effectively with partner		
Encouraged intergenerational participant interaction		
Partners shared in facilitation		
Responsive to needs of participants, regardless of age		
Demonstrated age-appropriate communication and behavior		
Intrusive or over-involved with participant(s)		
Disengaged from activity		
Brought positive attitude and energy to the session		
Comfortable with both groups of participants		
Effectively moved around activity space		

**OA Fac.** = Staff facilitator from elders' program    **C Fac.** = Staff facilitator from children's program  
**0**=not at all true    **1**=somewhat true    **2**=mostly true    **3**=n/a

# Activities



## **BODY PUZZLES**

**Recommended for: Elders and preschoolers (3-5 yrs.)**



### **OBJECTIVES**

- ☉ Cognitive
- ☉ Social Interaction
- ☉ Stay on task/Complete an activity
- ☉ Creative
- ☉ Fine/Gross motor
- ☉ Teamwork and cooperation

### **MATERIALS NEEDED (PER PAIR)**

- ☉ Construction paper (2 pieces per pair)
- ☉ Full body pictures of children and adults already cut into pieces (about 8 1/2 by 11 inches)
- ☉ Glue Sticks
- ☉ Pictures of animals cut into pieces

### **METHODS**

#### **FACILITATOR PREPARATION**

1. Set up chairs in alternating fashion at table.
2. Provide picture pieces, construction paper, and glue stick for each pair.
3. Cut the pictures into three strips, separating head, torso and legs.
4. May want multiple sets of pictures.

#### **INTERGENERATIONAL PARTICIPANTS**

1. Have pairs take cut up pictures and arrange a body out of the pieces provided.
2. Offer pictures of animals (for example, give the child the legs of a duck).
3. Ask the pair, how they like the picture.
4. Have the pair glue their picture to the construction paper.
5. Have pairs put together both pictures of child and adult separately.

### **SPECIAL CONSIDERATIONS**

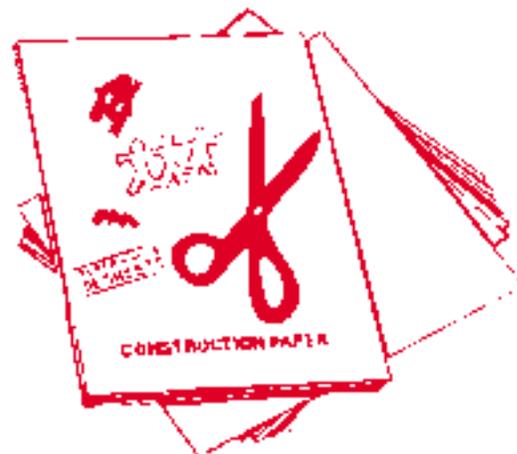
- ☉ Paper Cuts
- ☉ Eating glue
- ☉ Not enjoying activity

### **KEY CONVERSATION/FACILITATION QUESTIONS**

- ☉ Who is that picture of?
- ☉ Does that body part go with that person?
- ☉ What part of the body is that?
- ☉ What's that body part for?

### **VARIATIONS:**

- ☉ Can be combined with other puzzle making opportunities.



## **PLEXIGLAS PORTRAITS**

**Recommended for: Elders and preschoolers (3-5 yrs.)**



### **OBJECTIVES**

- ☉ Self-esteem
- ☉ Social Interaction
- ☉ Stay on task/Complete an activity
- ☉ Creative
- ☉ Fine/Gross motor
- ☉ Teamwork and cooperation

### **MATERIALS NEEDED (PER PAIR)**

- ☉ Plexiglas easel (one per pair)
- ☉ Paint smocks
- ☉ Washable paints and paint brushes or dry erase markers
- ☉ Water

### **METHODS**

#### **FACILITATOR PREPARATION**

1. Set Plexiglas easel up in between adult and child chair.
2. Provide each pair with paint/paint smock or dry erase markers and water.
3. Put tray next to each easel to hold materials.

#### **INTERGENERATIONAL PARTICIPANTS**

1. Show adults and children to their seats.
2. Have one partner draw their partner's face on the Plexiglas.
3. Switch and have the other partner draw the face.

#### **SPECIAL CONSIDERATIONS**

- ☉ Eating paint
- ☉ Not enjoying activity
- ☉ Slipping and falling
- ☉ Getting upset when picture has to be erased.

#### **KEY CONVERSATION/FACILITATION QUESTIONS**

- ☉ Who is that picture of?
- ☉ Is your partner happy or sad?
- ☉ Can you paint a picture of your partner?
- ☉ What color are their eyes?

## SPACE BINGO

**Recommended for: Elders and preschoolers (3-5 yrs.)**

### OBJECTIVES:

- 🕒 Interact/Communicate (verbal/non-verbal)
- 🕒 Knowledge of planets
- 🕒 Reminisce/Reflect
- 🕒 Take initiative

### MATERIALS NEEDED (PER GROUP):

- 🕒 Bingo Boards
- 🕒 Buttons
- 🕒 Bingo Cards
- 🕒 Pictures of the planets

### METHODS:

#### FACILITATOR PREPARATION

1. Set the children and the adults up at the table in alternating fashion.
2. Provide each with a bingo card and buttons.
3. Cut up pictures of the planets and use place them on the bingo cards to cover up the numbers.
4. Prepare fact sheet about the planets.

#### INTERGENERATIONAL PARTICIPANTS

1. Explain the game.
2. Have each pair look for the name of the planet on their bingo card.
3. Discuss the planets as they are called.
4. Have partners take turns being bingo caller.

#### SPECIAL CONSIDERATIONS:

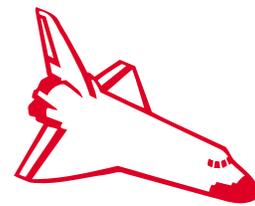
- 🕒 Not enjoying activity.
- 🕒 Choking on buttons.

#### KEY CONVERSATION/FACILITATION QUESTIONS:

- 🕒 What do you know about the planets?
- 🕒 What do you know about space?

#### VARIATIONS:

- 🕒 Can be combined with other Bingo variations.



## **BUBBLE FUN**

**Recommended for: Elders and toddlers (18 mos.-3 yrs.) or preschoolers (3-5 yrs.)**



### **OBJECTIVES**

- Ⓢ Interact/Communicate (verbal/non-verbal)
- Ⓢ Exercise motor skills (fine or gross)
- Ⓢ Work as a Team/Cooperate

### **MATERIALS NEEDED (PER PAIR):**

- Ⓢ Bottle of bubbles
- Ⓢ Bubble wands, bubble toys, etc.

### **METHODS:**

#### **FACILITATOR PREPARATION**

1. Set out the bottles of bubbles and wands at a table that is accessible to both adults and children.
2. Set up chairs nearby so that adults can sit down if they wish.

#### **INTERGENERATIONAL PARTICIPANTS**

1. Adults and children pair up.
2. Encourage adults to blow bubbles while children try to catch them.
3. Have adult and child pairs switch roles, allowing children to blow the bubbles while the adult participants watch and try popping bubbles.

### **SPECIAL CONSIDERATIONS:**

- Ⓢ Select a large enough space that children can move freely to pop bubbles.
- Ⓢ This is a great outside activity.
- Ⓢ Adults might find it hard to stand for a long period. Have adult chairs close by.

### **KEY CONVERSATION/FACILITATION QUESTIONS:**

- Ⓢ Can you help \_\_\_\_\_ catch bubbles?
- Ⓢ Can you show \_\_\_\_\_ how you blow bubbles?
- Ⓢ What toys did you enjoy as a young child?



## **FAMILY PICTURE SHARE/MOTHER MAY I GAME**

**Recommended for: Elders and preschoolers (3-5 yrs.)**



### **OBJECTIVES:**

- Ⓢ Interact/Communicate (verbal/non-verbal)
- Ⓢ Reminisce/Reflect
- Ⓢ Be generative/Nurturing/Helpful/Caring
- Ⓢ Take initiative

### **MATERIALS NEEDED (PER GROUP):**

- Ⓢ Adults' scrapbooks (scrapbooks containing old family pictures, vacation pictures, special mementoes, awards, etc.).
- Ⓢ Picture of each child's family, vacation pictures, or mementoes.
- Ⓢ Masking tape (for "Mother May I" game, as the "starting line")—It helps to have a starting point for the game to begin.

### **METHODS:**

#### **FACILITATOR PREPARATION**

1. Put down the masking tape "starting line" on the floor for the "Mother-May-I" game (about 10-15 feet away from where the facilitator is calling the questions for the "Mother-May-I" game).

#### **INTERGENERATIONAL PARTICIPANTS**

1. Have participants play "Mother May I" game about family (i.e. move forward if you have an older sister, move forward if you have/had a grandmother, etc.). It is up to the facilitator's discretion whether or not they will require the participants to say "Mother May I" in response to the facilitator's question. The game is completed when everyone joins the facilitator at the front of the room.
2. After completion of game, facilitators move everyone to the table and should share pictures of their family and then get others to share (the children share pictures of their family and older adults share scrapbooks).

### **SPECIAL CONSIDERATIONS:**

- Ⓢ This is a great "get-to-know" you activity.
- Ⓢ It is important to be sensitive about what adults and children you pick for this activity (e.g. it may be difficult to include someone who has had a recent loss of a family member).
- Ⓢ Have chairs available if anyone gets tired and needs to sit.

### **KEY CONVERSATION/FACILITATION QUESTIONS:**

- Ⓢ Can you tell \_\_\_\_\_ about your sister(s); brother(s); mother; father, etc.?
- Ⓢ Can you tell me about your favorite \_\_\_\_\_ (i.e. memory, vacation, etc.) with your family?

### **VARIATIONS:**

- Ⓢ Can be combined with other variations of "Mother May I" using animal sounds, different strides, etc.
- Ⓢ Can be played on a table top with action figures.



## **BALLOON BOUNCE**

**Recommended for: Elders and toddlers (18 mos.-3 yrs)**



### **OBJECTIVES:**

- 🕒 Interact/Communicate (verbal/non-verbal)
- 🕒 Stay on Task/Complete an Activity
- 🕒 Work as a Team/Cooperate
- 🕒 Exercise motor skills (fine or gross motor)

### **MATERIALS NEEDED (PER GROUP):**

- 🕒 Balloons of varying sizes
- 🕒 String or elastic

### **METHODS:**

#### **FACILITATOR PREPARATION**

1. Arrange chairs in circle around the room.
2. Blow up balloons and place in circle and on some chairs.
3. Cut string or elastic into approximate 1ft lengths.

#### **INTERGENERATIONAL PARTICIPANTS**

1. Adults take seats in chairs.
2. Share balloons with children.
3. Explore how balloons float and move by tossing them, gently squeezing them, holding them.
4. Explore bouncing movement by tying length of string or elastic to balloon to wave and bounce the balloon.

### **SPECIAL CONSIDERATIONS:**

- 🕒 Remind participants not to put balloons near mouth.
- 🕒 Remind participants not to wrap string or elastic around the neck.

### **KEY CONVERSATION/FACILITATION QUESTIONS:**

- 🕒 Is the balloon heavy or light?
- 🕒 Can you toss the balloon to \_\_\_?
- 🕒 Can you bounce the balloon for \_\_\_?
- 🕒 Does this remind you of other games or sports you have played?

## WHO TOOK THE COOKIE FROM THE COOKIE JAR?

Recommended for: Elders and toddlers (18 mos.-3 yrs.) or preschoolers (3-5 yrs.)

### OBJECTIVES:

- ☉ Interact/Communicate (verbal/non-verbal)
- ☉ Enhance self-esteem/ Pride in accomplishment
- ☉ Stay on task/Complete an activity
- ☉ Work as a team/Cooperate
- ☉ Be generative/ Nurturing/Helpful/ Caring
- ☉ Reminisce/Reflect
- ☉ Learn new terms/Skills
- ☉ Learn new terms/Skills
- ☉ Other: Rhythm

### MATERIALS NEEDED (PER GROUP):

- ☉ A book to read together\*
- ☉ Pretend cookies such as blocks or paper cut-outs
- ☉ Cookie jar

### METHODS:

#### FACILITATOR PREPARATION

1. Arrange adult chairs in a circle. Children can sit on the floor or in chairs between the adults.

#### INTERGENERATIONAL PARTICIPANTS

1. Read book together.
2. Everyone closes their eyes and the leader gives the “cookie” to a participant.
3. The participant hides it in their lap and then everyone opens their eyes.
4. Take turns making guesses about who has the “cookie” by singing, “Who took the cookie from the cookie jar, \_\_\_ took the cookie from the cookie jar. “ \_\_\_ responds, “Who me?” the group responds, “Yes you!” and \_\_\_ responds, “Couldn’t be!” and the group, “Then who?!” and then \_\_\_ makes another guess for another person and the song repeats until whoever has the cookie is found.

### SPECIAL CONSIDERATIONS:

- ☉ Make sure everyone gets a chance to hide the cookie.
- ☉ Do not allow participants blame each other in a harsh way.
- ☉ Remind everyone that real cookies are not being used. This is to avoid food restrictions/allergies.

### KEY CONVERSATION/FACILITATION QUESTIONS:

- ☉ If using the book, ask questions as you read about the story.
- ☉ Keep prompting, “Who took the cookie from the cookie jar?”

\* The following are possible books to use with this activity: *Who Stole the Cookies?* by Judith Moffat. Penguin Young Readers Group, 1996.  
*Who Took the Cookies from the Cookie Jar?* by Bonnie Lass & Philemon Sturges. Little, Brown, and Company, 2000.  
*Who Stole the Cookies from the Cookie Jar?* by Margaret Wang. Intervisual Books, Inc., 2005.



## **ACTIVE STORY BOOK TIME**

**Recommended for: Elders and toddlers (18 mos.-3 yrs.) or preschoolers (3-5 yrs.)**

### **OBJECTIVES:**

- Ⓢ Interact/Communicate (verbal/non-verbal)
- Ⓢ Be creative
- Ⓢ Have personal choice/ Make decisions
- Ⓢ Learn new terms/Skills
- Ⓢ Stay on task/Complete an activity
- Ⓢ Take initiative
- Ⓢ Exercise Motor skills (fine or gross motor)

### **MATERIALS NEEDED (PER GROUP):**

- Ⓢ A book with action verbs in it (ex. clapping, jumping, stomping, twirling, crawling, etc.)

### **METHODS:**

#### **FACILITATOR PREPARATION**

1. Keep the environment in mind when preparing for this opportunity.
2. Have chairs ready for adults that cannot jump or stand for long periods of time.

#### **INTERGENERATIONAL PARTICIPANTS**

1. Either the facilitator or an adult can read the book.
2. Children and adults will do what the story says. (E.g. clap when the book says to clap or jump when the book says to jump.)

### **SPECIAL CONSIDERATIONS:**

- Ⓢ Outgoing adults who are able to jump, stand, or participate in the actions are key to this opportunity.

### **KEY CONVERSATION/FACILITATION QUESTIONS:**

- Ⓢ \_\_\_ can you jump?
- Ⓢ \_\_\_ will you dance with \_\_\_?
- Ⓢ After reading the book ask the participants if they would like to create their own actions.



## HIKE AND SEEK BEANS

Recommended for: Elders and toddlers (18mo-3yrs)



### OBJECTIVES:

- Ⓢ Interact/Communicate (verbal/non-verbal)
- Ⓢ Gross Motor
- Ⓢ Sensory Stimulation
- Ⓢ Sorting
- Ⓢ Reminisce/Reflect
- Ⓢ Social Interaction
- Ⓢ Following Directions
- Ⓢ Color Recognition

### MATERIALS NEEDED (PER GROUP):

- Ⓢ Bin of beans (rice or shredded paper)
- Ⓢ Letter blocks or pegs
- Ⓢ Buttons

### METHODS:

#### FACILITATOR PREPARATION

1. Place the bin of beans in the middle of the table.
2. Hide buttons, blocks, and pegs in the bin of beans.
3. Alternating chairs around round table.

#### INTERGENERATIONAL PARTICIPANTS

1. Find partners
2. Everyone takes turns finding hidden objects in bin.
3. Pairs take turns hiding and finding objects

### SPECIAL CONSIDERATIONS:

- Ⓢ Choking hazards
- Ⓢ Spilling beans

### KEY CONVERSATION/FACILITATION QUESTIONS:

- Ⓢ Can you find \_\_\_?
- Ⓢ How does it feel?
- Ⓢ What color or shape is it?



## **INTERGENERATIONAL NAMETAGS**

**Recommended for: Elders and preschoolers (3-5 yrs.)**

\*Nametags are helpful for older adults who can still read. They are also helpful to staff from both programs as the groups get to know each other.



### **OBJECTIVES:**

- Ⓢ Interact/Communicate (verbal/non-verbal)
- Ⓢ Enhance self-esteem/Pride in accomplishment
- Ⓢ Work as a team/Cooperate
- Ⓢ Be generative/Nurturing/Helpful/Caring
- Ⓢ Stay on task/Complete an Activity
- Ⓢ Be creative
- Ⓢ Exercise motor skills (fine or gross)

### **MATERIALS NEEDED (PER PAIR):**

- Ⓢ Nametags
- Ⓢ Stamps
- Ⓢ Stickers
- Ⓢ String
- Ⓢ Markers
- Ⓢ Construction paper
- Ⓢ Crayons

### **METHODS:**

#### **FACILITATOR PREPARATION**

1. Set up adult/child pairs of chairs around table.
2. Set out all materials to be used in the center of the table.
3. One the nametags type the names of each of the child and adult participants that will be included in the activity so that the adults will be able to read their names (at least size 28 font, bold, sans serif, such as Arial).

#### **INTERGENERATIONAL PARTICIPANTS**

1. Older adults and children work in pairs to decorate the nametags for the children (can decorate nametags for the adults as well if needed).
2. Participants can decorate paper once they finish their name tags.

#### **SPECIAL CONSIDERATIONS:**

- Ⓢ Choose adults and children who are interested in doing art projects.
- Ⓢ Make sure to remind children not to cover their names with stickers or coloring.
- Ⓢ Participants can also cut out their name tags and thread with a string. The nametags described are standard badges with paper in a plastic pocket that can be pinned to a shirt or work on a string around the neck.

#### **KEY CONVERSATION/FACILITATION QUESTIONS:**

- Ⓢ Can you ask \_\_\_\_ to hand you some stickers?
- Ⓢ Can you ask \_\_\_\_ to help you decorate your nametag?

## **TREASURE HUNT**

**Recommended for: Elders and preschoolers (3-5 yrs.)**



### **OBJECTIVES:**

- Ⓢ Interact/Communicate (verbal/non-verbal)
- Ⓢ Gross Motor
- Ⓢ Social Interaction
- Ⓢ Reminisce/Reflect
- Ⓢ Be creative
- Ⓢ Complete an Activity

### **MATERIALS NEEDED (PER GROUP):**

- Ⓢ Hidden objects around the room
- Ⓢ Map of the intergenerational space

### **METHODS:**

#### **FACILITATOR PREPARATION**

1. Create map of intergenerational space.
2. Hide objects around intergenerational space and put them on the map.
3. Move table and chairs to corner out of way.

#### **INTERGENERATIONAL PARTICIPANTS**

1. Give each pair a map of intergenerational space.
2. Talk about how they need to work together to find hidden objects.

### **SPECIAL CONSIDERATIONS:**

- Ⓢ Tripping, not able to find objects, participants not joining in.

### **KEY CONVERSATION/FACILITATION QUESTIONS:**

- Ⓢ How does a map work?
- Ⓢ Can you help your partner find \_\_\_\_\_?



*Photo: Vared David*

## **NOISE MAKERS**

**Recommended for: Elders and toddlers (18 mos.-3 yrs.) or preschoolers (3-5 yrs.)**

### **OBJECTIVES:**

- Ⓢ Reminisce/Reflect
- Ⓢ Interact/Communicate (verbal/non-verbal)
- Ⓢ Enhance Self-Esteem/Pride in accomplishment
- Ⓢ Stay on Task/Complete an Activity
- Ⓢ Work as a Team/Cooperate
- Ⓢ Exercise motor skills (fine or gross motor)

### **MATERIALS NEEDED (PER PAIR):**

- Ⓢ Beans/beads
- Ⓢ Wax paper
- Ⓢ Rubber bands
- Ⓢ Scissors
- Ⓢ Stickers
- Ⓢ Disposable aluminum pie tins or paper plates (2 per pair)
- Ⓢ Stapler
- Ⓢ Masking tape
- Ⓢ Markers
- Ⓢ Plastic eggs (standard size, fillable)
- Ⓢ Toilet paper roll or paper towel roll

### **METHODS:**

#### **FACILITATOR PREPARATION**

1. Alternate adult/child chairs around table.
2. Lay out materials on the table.

#### **INTERGENERATIONAL PARTICIPANTS**

1. Choose a pair of pie tins or paper plates, plastic egg or a single toilet paper roll.
2. If a tube is chosen, seal one end with wax paper and a rubber band.
3. Fill container with choice of beans or beads.
4. Seal container with tape/staples/rubber bands.
5. Decorate paper containers with markers, aluminum tins with stickers.

### **SPECIAL CONSIDERATIONS:**

- Ⓢ Remind participants that beans and beads are not to be eaten.
- Ⓢ If working with toddlers, do not use plastic eggs to avoid choking.
- Ⓢ An adult or child should not participate if they have sensitive ears because playing with noise makers may be loud and scare or frustrate them.

### **KEY CONVERSATION/FACILITATION QUESTIONS:**

- Ⓢ Do you play any musical instruments?
- Ⓢ Does the noise maker you made today remind you of an instrument?
- Ⓢ Can you hold \_\_\_ for \_\_\_ so he/she may seal it?
- Ⓢ Can you please pass \_\_\_ the beads/markers/tins?



## STAINED GLASS TRANSPARENCIES

Recommended for: Elders, toddlers (18 mos.-3 yrs.) and preschoolers (3-5 yrs.)



### OBJECTIVES:

- ☉ Interact/Communicate (verbal/non-verbal)
- ☉ Enhance self-esteem/ Pride in accomplishment
- ☉ Have personal choice/ Make decisions
- ☉ Work as a team/Cooperate
- ☉ Be generative/ Nurturing/ Helpful/ Caring
- ☉ Stay on task/Complete an activity
- ☉ Take initiative
- ☉ Be creative
- ☉ Reminisce/Reflect
- ☉ Exercise motor skills (fine or gross motor)

### MATERIALS NEEDED (PER PAIR):

- ☉ Plastic transparency sheet
- ☉ Several bowls of different colored paint
- ☉ Tape
- ☉ Paint brushes
- ☉ Roll of clear or colored cellophane
- ☉ Newspaper

### METHODS:

#### FACILITATOR PREPARATION

1. Alternate adult/child chairs around table.
2. Cover table with newspaper if using transparencies.
3. Cover table with sheets of cellophane if using cellophane.
4. Lay out materials on table.

#### INTERGENERATIONAL PARTICIPANTS

1. Paint transparency/ cellophane with neighbor.
2. Experiment with the different effects of plastic instead of paper and paint.
3. Allow to dry.
4. When dry display in a sunny window around space.

### SPECIAL CONSIDERATIONS:

- ☉ Have smocks/gloves available for children/adults who do not want to get dirty.
- ☉ Remind participants not to eat the paint.

### KEY CONVERSATION/FACILITATION QUESTIONS:

- ☉ Where do we see stained glass?
- ☉ Can you share your paint with your neighbor?

## **BUTTERFLY MAKING**

**Recommended for: Elders and preschoolers (3-5 yrs.)**



### **OBJECTIVES:**

- Ⓢ Interact/Communicate (verbal/non-verbal)
- Ⓢ Enhance Self-Esteem/Pride in Accomplishment
- Ⓢ Stay on Task/Complete an Activity
- Ⓢ Work as a Team/Cooperate
- Ⓢ Learn New Terms/Skills
- Ⓢ Exercise motor skills (fine or gross motor)

### **MATERIALS NEEDED (PER PAIR):**

- Ⓢ Ziploc bags (sandwich or quart size)
- Ⓢ Colorful paper or tissue paper
- Ⓢ Pipe cleaners

### **METHODS:**

#### **FACILITATOR PREPARATION**

1. Alternate adult/ child chairs around the table.
2. Lay out materials on table.

#### **INTERGENERATIONAL PARTICIPANTS**

1. Work together to tear paper into small pieces.
2. Stuff torn paper into bag.
3. Seal bag when full (there should be enough paper to fill the bag, but not so full that it is hard to seal).
4. Wrap pipe cleaner around middle of bag and twist to form into two wings with antennae.

### **SPECIAL CONSIDERATIONS:**

- Ⓢ Remind participants to not place paper in their mouths.
- Ⓢ Be available to help participants if they cannot twist the pipe cleaner.

### **KEY CONVERSATION/FACILITATION QUESTIONS:**

- Ⓢ Do you like butterflies?
- Ⓢ Where can you find butterflies?
- Ⓢ What did the butterflies you have seen look like?
- Ⓢ Can you tell \_\_\_ what other kinds of things fly?
- Ⓢ Can you hold the bag while \_\_\_ puts the pipe cleaner around it?



## **GACK!**

**Recommended for: Elders and preschoolers (3-5 yrs.)**

### **OBJECTIVES:**

- Ⓢ Interact/Communicate (verbal/non-verbal)
- Ⓢ Be generative/ Nurturing/ Helpful/ Caring
- Ⓢ Have personal choice/ Make decisions
- Ⓢ Exercise motor skills (fine or gross motor)
- Ⓢ Work as a team/Cooperate
- Ⓢ Stay on task/Complete an activity
- Ⓢ Be creative

### **MATERIALS NEEDED (PER GROUP):**

- Ⓢ 2 cups white glue
- Ⓢ 2 cups water
- Ⓢ 1 tsp Borax (found in laundry aisle)
- Ⓢ Food coloring
- Ⓢ 2 mixing bowls
- Ⓢ Measuring cups
- Ⓢ Mixing spoons
- Ⓢ Rolling pins, cookie cutters
- Ⓢ Markers

### **METHODS:**

#### **FACILITATOR PREPARATION**

1. Arrange materials on table.
2. Do not pre-measure the ingredients. Allow participants to measure.
3. Alternate adult/child chairs around table.

#### **INTERGENERATIONAL PARTICIPANTS**

1. Measure 1 1/2 cups water and pour into bowl #1.
2. Measure 2 cups white glue and pour into bowl #1.
3. Add a few drops of food coloring (any color(s)).
4. Mix well until smooth.
5. In bowl #2 mix 1 tsp Borax with 1/2 cup water.
6. Add the Borax solution to the glue solution (bowl #1).
7. Knead the mixture in the bowl to combine all the ingredients and make smooth (may take several minutes).
8. Divide the Gack among pairs and play with it by forming it with hands and experiencing the new texture.  
Participants can color Gack with markers.

### **SPECIAL CONSIDERATIONS:**

- Ⓢ Remind participants this is not an edible activity.
- Ⓢ If Gack gets on clothing it can be soaked in water and the Gack will dissolve.
- Ⓢ Have gloves for participants who do not want to get their hands messy.

### **KEY CONVERSATION/FACILITATION QUESTIONS:**

- Ⓢ What does this remind you of?
- Ⓢ Can you help your neighbor measure the \_\_\_?
- Ⓢ Can you stir the bowl while your neighbor holds it still?



## **FLOAT OR SINK**

**Recommended for: Elders and toddlers (18mo-3yrs)**



### **OBJECTIVES:**

- Ⓢ Interact/Communicate (verbal/non-verbal)
- Ⓢ Social Interaction
- Ⓢ Experiment with water and new materials
- Ⓢ Artistic thought
- Ⓢ Reminisce/Reflect
- Ⓢ Gross Motor
- Ⓢ Following directions

### **MATERIALS NEEDED (PER GROUP):**

- Ⓢ Warm water
- Ⓢ Plastic items and items from outside (sticks, rocks, leaves)
- Ⓢ Big Bowl

### **METHODS:**

#### **FACILITATOR PREPARATION**

1. Have all materials ready at table.

#### **INTERGENERATIONAL PARTICIPANTS**

1. Explanation of activity.
2. Have adults and children take turns putting different items in bowl and see what floats or sinks.
3. Talk about why the items may sink or float.

### **SPECIAL CONSIDERATIONS:**

- Ⓢ Hot water burns

### **KEY CONVERSATION/FACILITATION QUESTIONS:**

- Ⓢ What do you think will happen?
- Ⓢ Why do you think that item floated?
- Ⓢ Why do you think that item sunk?



## **PAINTING THE SEASONS**

**Recommended for: Elders and preschoolers (3-5 yrs.)**



### **OBJECTIVES:**

- Ⓢ Interact/Communicate (verbal/non-verbal)
- Ⓢ Enhance self-esteem/ Pride in accomplishment
- Ⓢ Be generative/ Nurturing/ Helpful/ Caring
- Ⓢ Have personal choice/ Make decisions
- Ⓢ Exercise motor skills (fine or gross motor)
- Ⓢ Work as a team/Cooperate
- Ⓢ Stay on task/Complete an activity
- Ⓢ Take initiative
- Ⓢ Be creative
- Ⓢ Learn new terms/Skills

### **MATERIALS NEEDED (PER PAIR):**

- Ⓢ Smocks/aprons
- Ⓢ Gloves
- Ⓢ Paint for the seasons (red/orange/yellow= fall, light colors for spring, etc.)
- Ⓢ 1 large piece of paper (e.g. poster board or craft paper several feet wide/long)
- Ⓢ 2 paintbrushes

### **METHODS:**

#### **FACILITATOR PREPARATION**

1. Alternate adult/child chairs around table.
2. Pour paint into individual cups for each pair.
3. Arrange paper and supplies within reach.

#### **INTERGENERATIONAL PARTICIPANTS**

1. Talk about the current season or a favorite season.
2. Paint representation of season together.
3. Lay flat to dry.
4. Display around space or take home when dry.

#### **SPECIAL CONSIDERATIONS:**

- Ⓢ Remind participants not to eat the paint.
- Ⓢ Participants may use gloves if they do not want to get their hands messy.
- Ⓢ A group of 2-3 pairs is optimal, any more and it can be overwhelming working on one piece of paper.

#### **KEY CONVERSATION/FACILITATION QUESTIONS:**

- Ⓢ Why do the leaves change colors and fall off the trees in the fall?
- Ⓢ When do the flowers begin to grow?
- Ⓢ Can you pass the paint to \_\_\_?



*Photo: Josephine Heitzman*

## **DECOUPAGE FLOWER POTS**

**Recommended for: Elders and preschoolers (3-5 yrs.)**



### **OBJECTIVES:**

- Ⓢ Interact/Communicate (verbal/non-verbal)
- Ⓢ Enhance self-esteem/ Pride in accomplishment
- Ⓢ Stay on task/Complete an activity
- Ⓢ Work as a team/Cooperate
- Ⓢ Be generative/ Nurturing/ Helpful/ Caring
- Ⓢ Reminisce/ Reflect
- Ⓢ Exercise motor skills (fine or gross motor)
- Ⓢ Take initiative
- Ⓢ Be creative

### **MATERIALS NEEDED (PER PAIR):**

- Ⓢ Flower pot (standard, small)
- Ⓢ Pictures and other types of paper
- Ⓢ Paint brushes
- Ⓢ Tissue paper
- Ⓢ Decoupage glue
- Ⓢ Bowls for glue



### **METHODS:**

#### **FACILITATOR PREPARATION**

1. Alternate adult and child chairs around table.
2. Pour glue into a bowl for each pair, about 1 cup glue in each bowl.
3. Lay out one pot, bowl of glue, and brushes at each set of chairs for each pair.
4. Lay tissue paper on table within reach of participants.

#### **INTERGENERATIONAL PARTICIPANTS**

1. Tear up tissue paper.
2. Glue pieces of paper to pot with thin layer of glue, covering pot.
3. Paint a thin layer of glue over the paper.
4. Set aside to dry.

#### **SPECIAL CONSIDERATIONS:**

- Ⓢ Smocks and gloves should be available for participants.
- Ⓢ Remind participants that glue should not be eaten.

#### **KEY CONVERSATION/FACILITATION QUESTIONS:**

- Ⓢ What do you need to make a flower grow?
- Ⓢ Do you enjoy gardening?
- Ⓢ Can you tell \_\_\_ what you grow/used to grow?



*Photo: Robert Pisano*

## **ANIMAL PUPPETS**

**Recommended for: Elders and preschoolers (3-5 yrs.)**



### **OBJECTIVES:**

- Ⓢ Interact/Communicate (verbal/non-verbal)
- Ⓢ Enhance self-esteem/ Pride in accomplishment
- Ⓢ Be generative/Nurturing/Helpful/Caring
- Ⓢ Exercise motor skills (fine or gross motor)
- Ⓢ Be creative
- Ⓢ Have personal choice/ Make decisions
- Ⓢ Stay on task/Complete an activity

### **MATERIALS NEEDED (PER PAIR):**

- Ⓢ Brown paper lunch bags (1 per pair)
- Ⓢ Crayons
- Ⓢ Markers
- Ⓢ Yarn
- Ⓢ Construction paper
- Ⓢ Glue
- Ⓢ Scissors
- Ⓢ Colored tape
- Ⓢ Felt

### **METHODS:**

#### **FACILITATOR PREPARATION**

1. Set out above materials on table.
2. Facilitator may want to make a puppet to show children and adults a sample.
3. Arrange chairs in an adult/child orientation.

#### **INTERGENERATIONAL PARTICIPANTS**

1. Older adults and child pair up around table.
2. Initiate discussion between adult/child pairs about what animal they want to make.
3. Have older adults and children work on animal puppets with above materials.
4. If older adults and children are unable to, facilitators may have to cut out the puppet features for the participants to glue on the puppet.

### **SPECIAL CONSIDERATIONS:**

- Ⓢ Choose adults and children who enjoy arts and crafts.
- Ⓢ Older adults and children will need some level of fine motor skills to actively engage in this opportunity.
- Ⓢ Children, adults, and staff can use the puppets in a puppet show.

### **KEY CONVERSATION/FACILITATION QUESTIONS:**

- Ⓢ What's your favorite animal?
- Ⓢ What sound does your animal make?
- Ⓢ What should we do with our animals?
- Ⓢ Can you help \_\_\_\_\_ decorate the puppet?
- Ⓢ Can you help \_\_\_\_\_ decide what kind of animal to make?
- Ⓢ What color is your animal?
- Ⓢ What does your animal eat?



## **KITE MAKING**

**Recommended for: Elders and preschoolers (3-5 yrs.)**



### **OBJECTIVES:**

- Ⓞ Interact/Communicate (verbal/non-verbal)
- Ⓞ Sensory Stimulation
- Ⓞ Develop Fine Motor Skills
- Ⓞ Be creative
- Ⓞ Stay on task/Complete an activity
- Ⓞ Improve/Maintain Verbalization

### **MATERIALS NEEDED (PER GROUP):**

- Ⓞ Paper and string
- Ⓞ Dowel rods
- Ⓞ Decorations
- Ⓞ Glue and Markers
- Ⓞ Crate paper and Tape

### **METHODS:**

#### **FACILITATOR PREPARATION**

1. Set up long tables.
2. Alternate chairs.
3. Make sure all materials are on the table beforehand.
4. Materials to order and assembly instructions can be found online at [www.kitesonaroll.com](http://www.kitesonaroll.com).

#### **INTERGENERATIONAL PARTICIPANTS**

1. Tell participants that because the weather has been windy, they are going to make kites.
2. Have pairs ask each other if they have ever flown a kite before.
3. Ask what shape should it be and what can be put on it?

#### **SPECIAL CONSIDERATIONS:**

- Ⓞ Proper seating for adults
- Ⓞ Cutting with scissors
- Ⓞ Not sharing or arguing
- Ⓞ Lack of interest
- Ⓞ Not knowing how to do something

#### **KEY CONVERSATION/FACILITATION QUESTIONS:**

- Ⓞ Have you ever flown a kite?
- Ⓞ What can you tell me about wind?



## **CLAY SCULPTING**

**Recommended for: Elders and preschoolers (3-5 yrs.)**



### **OBJECTIVES:**

- ☉ Be generative/ Nurturing/ Helpful/ Caring
- ☉ Have personal choice/ Make decisions
- ☉ Exercise motor skills (fine or gross motor)
- ☉ Interact/Communicate (verbal/non-verbal)
- ☉ Enhance self-esteem/ Pride in accomplishment
- ☉ Work as a team/Cooperate
- ☉ Take initiative
- ☉ Be creative
- ☉ Stay on task/Complete an activity

### **MATERIALS NEEDED (PER PAIR):**

- ☉ Model Magic clay or any kind of clay or craft dough
- ☉ Rolling pins
- ☉ Cookie cutters
- ☉ Plastic knives

### **METHODS:**

#### **FACILITATOR PREPARATION**

1. Alternate adult/child chairs around the table.
2. Divide clay among pairs.

#### **INTERGENERATIONAL PARTICIPANTS**

1. Brainstorm what kinds of shapes to make together.
2. Form clay into different shapes.

#### **SPECIAL CONSIDERATIONS:**

- ☉ Find out if any participants are allergic to the clay/dough before the opportunity.
- ☉ Remind participants that clay/ dough is not edible.
- ☉ Provide aprons for participants.
- ☉ Provide gloves for participants if they do not want to get their hands messy.

#### **KEY CONVERSATION/FACILITATION QUESTIONS:**

- ☉ What does the clay feel like?
- ☉ Do you have anything at home made out of clay? (ex. dishes/vases)
- ☉ Can you tell \_\_\_ about the shape you are making?



*Photo: Judy Van Egdom*

## LEAF RUBBING

**Recommended for: Elders and preschoolers (3-5 yrs.)**

### OBJECTIVES:

- ☉ Be Generative/Nurturing/Helpful/Caring
- ☉ Be creative
- ☉ Interact/Communicate (verbal/non-verbal)
- ☉ Stay on Task/Complete an Activity
- ☉ Exercise Motor skills (fine or gross motor)
- ☉ Work as a Team/Cooperate
- ☉ Enhance Self-Esteem/Pride in Accomplishment

### MATERIALS NEEDED (PER PAIR):

- ☉ 1 small bottle brown paint
- ☉ 2-3 long pieces of masking tape
- ☉ 2 brushes
- ☉ Colored pencils
- ☉ 1 bowl for paint
- ☉ Leaves (foliage)
- ☉ Heavy construction paper
- ☉ Paper towels

### METHODS:

#### FACILITATOR PREPARATION

1. Collect leaves prior to craft. (See Collecting Leaves and Flowers Opportunity)
2. Prepare opportunity by placing newspaper on tabletop to protect from paint.
3. Set up the chairs in pairs of two around the table and set out items for each pair.

#### INTERGENERATIONAL PARTICIPANTS

1. Place one or several leaves underneath the construction paper.
2. Rub over the leaves with a colored pencil to make an impression on the paper.
3. Place the masking tape onto the construction paper in a way that will create a tree trunk.
4. Squir/pour some of the brown paint into the shared bowl.
5. Paint over the tape with the brown paint to create the trunk of the tree.

#### SPECIAL CONSIDERATIONS:

- ☉ Make sure participants do not eat the paint or other materials.

#### KEY CONVERSATION/FACILITATION QUESTIONS:

- ☉ Can anyone tell me what tree this leaf came from?
- ☉ How many trees do you have in your yard at home?
- ☉ Can you hold the paper while your partner puts the tape on?



## GOURD/PUMPKIN PAINTING

Recommended for: Elders and Preschoolers (3-5 yrs.)



### OBJECTIVES:

- ☉ Interact/Communicate (verbal/non-verbal) ☉ Work as a team/Cooperate
- ☉ Fine Motor Skills ☉ Awareness of seasonal changes
- ☉ Be creative

### MATERIALS NEEDED (PER GROUP):

- ☉ Gourd/pumpkin (2 per pair) ☉ Paint and brushes
- ☉ Butcher paper ☉ Plates and bowls

### METHODS:

#### FACILITATOR PREPARATION

1. Alternating chairs at table.
2. Cover table in butcher paper.
3. Have materials visible and accessible on table.
4. Have 2 gourds per pair.

#### INTERGENERATIONAL PARTICIPANTS

1. Place a gourd in front of each pair.
2. Have them paint the gourd together.

#### SPECIAL CONSIDERATIONS:

- ☉ Ingestion of paint

#### KEY CONVERSATION/FACILITATION QUESTIONS:

- ☉ Can you hold the gourd while \_\_\_\_\_ paints it?
- ☉ Discuss colors of the gourds and paint. ☉ Discuss fall weather and leaf colors



## **SWAMP ACTIVITY**

**Recommended for: Elders and preschoolers (3-5 yrs.)**

### **OBJECTIVES:**

- Ⓞ Interact/Communicate (verbal/non-verbal)
- Ⓞ Gross Motor
- Ⓞ Social Interaction and asking for help
- Ⓞ Identify swamp characteristics
- Ⓞ Reminisce/Reflect
- Ⓞ Word Recognition
- Ⓞ Record and Collect Data

### **MATERIALS NEEDED (PER GROUP):**

- Ⓞ Print outs of swamp things (frogs, cattails, snakes, crawfish, alligators)
- Ⓞ Print outs of things that don't belong in a swamp.

### **METHODS:**

#### **FACILITATOR PREPARATION**

1. Have all materials ready at round table.
2. Alternate chairs.

#### **INTERGENERATIONAL PARTICIPANTS**

1. Explain activity.
2. Pass box around for each neighbor to pull one thing out and ask, "Does this belong in a swamp?"
3. Collect the swamp things and place them in a special bag for next week.

### **SPECIAL CONSIDERATIONS:**

- Ⓞ Paper Cuts

### **KEY CONVERSATION/FACILITATION QUESTIONS:**

- Ⓞ Does this belong in a swamp?
- Ⓞ Where does that animal live?
- Ⓞ What sort of smells would you smell in a swamp?
- Ⓞ What is that animal?
- Ⓞ What sort of noises would you hear in a swamp?

## **SPRING TIME WALK**

**Recommended for: Elders and preschoolers (3-5 yrs.)**



### **OBJECTIVES:**

- Ⓢ Interact/Communicate (verbal/non-verbal)
- Ⓢ Be generative/Nurturing/Helpful/Caring
- Ⓢ Exercise motor skills (fine or gross motor)
- Ⓢ Work as a team/Cooperate
- Ⓢ Take initiative

### **MATERIALS NEEDED:**

- Ⓢ List of spring items to search for outside (i.e. flowers, grass, worms, leaves, etc.)

### **METHODS:**

#### **FACILITATOR PREPARATION**

1. Type up list of items that participant pairs may find outside.
2. Plan where the walk will take place prior to the IG opportunity starting. It is important that the path you are walking on is flat for children and adults.

#### **INTERGENERATIONAL PARTICIPANTS**

1. Have participants pair up for the spring time walk.
2. Give the older adults the list of items to look for outside on the walk.

### **SPECIAL CONSIDERATIONS:**

- Ⓢ Make sure there are wheelchairs for the older adults.
- Ⓢ Be aware of the length of the walk.
- Ⓢ Make sure that there are sidewalks to walk on.
- Ⓢ Lists could be made with words and pictures for those who are not able to read.

### **KEY CONVERSATION/FACILITATION QUESTIONS:**

- Ⓢ What's the weather like today...is it good walking weather?
- Ⓢ What is your favorite type of flower?

### **VARIATIONS:**

- Ⓢ Can be done in combination with finding leaves for nature collage.
- Ⓢ Can also be done in combination with making flower bookmarks or stickers.
- Ⓢ Can be done in combination with walking around and watering plants and flowers outside



## COLLECTING AND PRESSING FLOWERS

Recommended for: Elders and toddlers (18 mos.-3 yrs) or preschoolers (3-5 yrs.)



### OBJECTIVES:

- 🕒 Interact/Communicate (verbal/non-verbal)
- 🕒 Enhance self-esteem/ Pride in accomplishment
- 🕒 Exercise Motor skills (fine or gross motor)
- 🕒 Be generative/ Nurturing/ Helpful/ Caring
- 🕒 Have personal choice/ Make decisions
- 🕒 Learn new terms/Skills
- 🕒 Stay on task/Complete an activity
- 🕒 Take initiative
- 🕒 Be creative
- 🕒 Work as a team/Cooperate

### MATERIALS NEEDED (PER PAIR):

- 🕒 1 Gallon size plastic bag
- 🕒 Flower press or hardback heavy books
- 🕒 Newspaper
- 🕒 Fresh flowers

### METHODS:

#### FACILITATOR PREPARATION

1. See Collecting Leaves and Flowers Opportunity. Make sure flowers are fresh, can be picked, and are not in or around thorny or poisonous plants.

#### INTERGENERATIONAL PARTICIPANTS

1. Work in adult/child pairs.
2. Adult and child will pick flowers outside and put them in the bag.
3. Remove excess leaves or dirt on flowers.
4. Put the flowers in the newspaper and then into a flower press or place in large, heavy book.
5. Leave the flowers in press or heavy books to dry out and make flat for 5-7 days.

### SPECIAL CONSIDERATIONS:

- 🕒 Make sure participants do not wander off from rest of group.
- 🕒 Make sure participants do not eat the flowers.

### KEY CONVERSATION/FACILITATION QUESTIONS:

- 🕒 (Child's Name) can you tell me what color this flower is?
- 🕒 (Older person's name) do you have a garden at home? What do you grow in it?
- 🕒 Plan future use for pressed flowers



Photo: Katie Leduc

## **COLLAGE**

**Recommended for: Elders and toddlers (18 mos.-3 yrs.) and preschoolers (3-5 yrs.)**



### **OBJECTIVES:**

- Ⓢ Interact/Communicate (verbal/non-verbal)
- Ⓢ Stay on task/Complete an activity
- Ⓢ Be generative/ Nurturing/ Helpful/ Caring
- Ⓢ Work as a team/Cooperate
- Ⓢ Have personal choice/ Make decisions
- Ⓢ Learn new terms/Skills
- Ⓢ Exercise motor skills (fine or gross motor)
- Ⓢ Be creative

### **MATERIALS NEEDED (PER GROUP):**

- Ⓢ Magazine cut-outs (e.g. nature, animals, people)
- Ⓢ Scissors, both child and adult size
- Ⓢ Glue
- Ⓢ Construction paper

### **METHODS:**

#### **FACILITATOR PREPARATION**

1. Alternate adult/child chairs around table.
2. Lay out materials on table.

#### **INTERGENERATIONAL PARTICIPANTS**

1. Look through magazines and cut out pictures.
2. Glue pictures onto construction paper.
3. Optional: attach several pieces together for a collaborative collage.

#### **SPECIAL CONSIDERATIONS:**

- Ⓢ Remind participants not to eat the glue.
- Ⓢ Ensure scissors are safe for children and fit adults' hands.
- Ⓢ This collage can be done in different ways. Ideas include: Fall Collage using leaves and other items found during the fall season; Winter Wonderland Collage using white paper and making snowflakes and snowmen; Animal Collage using animal/nature magazines like National Geographic.

#### **KEY CONVERSATION/FACILITATION QUESTIONS:**

- Ⓢ Can you help \_\_\_ cut out his picture?
- Ⓢ Can you tell your partner about the pictures you are cutting out?
- Ⓢ Can you pass \_\_\_ the glue?
- Ⓢ What other things are you putting on your collage?



*Photo: James Hunt*

## **PRESSED FLOWER FUN: BOOKMARKS, STICKERS & SUN CATCHERS**

**Recommended for: Elders and toddlers (18 mos.-3 yrs.) or preschoolers (3-5 yrs.)**



### **OBJECTIVES:**

- ☉ Interact/Communicate (verbal/non-verbal)
- ☉ Enhance self-esteem/ Pride in accomplishment
- ☉ Exercise Motor skills (fine or gross motor)
- ☉ Be generative/ Nurturing/ Helpful/ Caring
- ☉ Have personal choice/ Make decisions
- ☉ Reminisce/Reflect
- ☉ Work as a team/Cooperate
- ☉ Take initiative
- ☉ Be creative
- ☉ Stay on task/Complete an activity



### **MATERIALS NEEDED (PER PAIR):**

- ☉ Pressed flowers
- ☉ Contact paper
- ☉ Glitter
- ☉ Glue
- ☉ Scissors
- ☉ String or tying material
- ☉ Hole punch

### **METHODS:**

#### **FACILITATOR PREPARATION**

1. Have materials ready on the table prior to the participants coming out.

#### **INTERGENERATIONAL PARTICIPANTS**

1. Ask participants to pick the desired size of contact paper for their bookmark and double that size. (This is so they can fold the contact paper over top once they have finished.)
2. Place flowers on the contact paper in any form or fashion.
3. When finished fold the contact paper in half by putting the sticky sides together to capture the flowers inside.
4. Punch a hole in the top and tie a ribbon or piece of string through the hole.

**\*\*Use the steps above to create a sun catcher.**

1. For the stickers, cut out a piece of contact paper to a desired size.
2. Glue a flower, glitter, or any material on top of the contact paper.
3. Remove the white paper and you have a sticker!

### **SPECIAL CONSIDERATIONS:**

- ☉ Be careful that the glue does not get put into the mouths of participants.
- ☉ Make sure glitter does not get into the eyes of participants.

### **KEY CONVERSATION/FACILITATION QUESTIONS:**

- ☉ Have you ever made a bookmark before? What kind?
- ☉ What do you like to read?
- ☉ What is a bookmark used for?
- ☉ What is a sun catcher used for?



*Photo: Molly Brown*

## **GARDENING**

**Recommended for: Elders and toddlers (18 mos.-3 yrs.) and preschoolers (3-5 yrs.)**



### **OBJECTIVES:**

- Ⓢ Interact/Communicate (verbal/non-verbal)
- Ⓢ Be generative/Nurturing/Helpful/Caring
- Ⓢ Stay on task/Complete an activity
- Ⓢ Exercise motor skills (fine or gross motor)
- Ⓢ Learn new terms/Skills
- Ⓢ Work as a team/Cooperate
- Ⓢ Reminisce/Reflect
- Ⓢ Have personal choice/ Make decisions

### **MATERIALS NEEDED (PER GROUP):**

- Ⓢ Seedlings or plant cuttings
- Ⓢ Small trowels
- Ⓢ Gardening gloves
- Ⓢ Plastic containers
- Ⓢ Dirt
- Ⓢ Watering cans/hose
- Ⓢ Newspapers

### **METHODS:**

#### **FACILITATOR PREPARATION**

1. Spread newspapers out on the work area.
2. Set out above gardening materials for adults and children.

#### **INTERGENERATIONAL PARTICIPANTS**

1. Pair up older adults and children to plant flowers, water existing flowers, pick weeds, and dead flowers.

### **SPECIAL CONSIDERATIONS:**

- Ⓢ Be careful that no one eats the dirt used for planting seeds.
- Ⓢ Provide chairs for adults to sit in if they get tired of standing.

### **KEY CONVERSATION/FACILITATION QUESTIONS:**

- Ⓢ Do you like to garden? What do you like about gardening?
- Ⓢ What is your favorite type of flower?
- Ⓢ Do you have a garden at home?
- Ⓢ Can you help \_\_\_\_\_ plant their flower?



## **BEANBAG GAMES**

**Recommended for: Elders and toddlers (18 mos.-3 yrs.) and preschoolers (3-5 yrs.)**



### **OBJECTIVES:**

- ☉ Enhance self-esteem/ Pride in accomplishment
- ☉ Be generative/ Nurturing/ Helpful/ Caring
- ☉ Interact/Communicate (verbal/non-verbal)
- ☉ Reminisce/ Reflect
- ☉ Be creative
- ☉ Work as a team/Cooperate
- ☉ Exercise motor skills (fine or gross motor)
- ☉ Stay on task/Complete an activity
- ☉ Take initiative

### **MATERIALS NEEDED (PER GROUP):**

- ☉ Beanbags
- ☉ Music and music player
- ☉ Colored tape or targets made of paper

### **METHODS:**

#### **FACILITATOR PREPARATION**

1. Lay targets around the floor. Targets may be x's or circles of tape or paper.
2. Arrange chairs for adults.

#### **INTERGENERATIONAL PARTICIPANTS**

1. Lay out targets on floor.
2. Play toss and aim for targets.
3. Play hot potato and other games as a variation to the beanbag games.

### **KEY CONVERSATION/FACILITATION QUESTIONS:**

- ☉ Have you ever played hot potato?
- ☉ Does this remind you of any sports?
- ☉ °Can you pass the beanbag to \_\_\_?

## **ANIMAL CHARADES**

**Recommended for: Elders and preschoolers (3-5 yrs.)**



### **OBJECTIVES:**

- Ⓢ Interact/Communicate (verbal/non-verbal)
- Ⓢ Exercise motor skills (fine or gross motor)
- Ⓢ Be generative/Nurturing/Helpful/Caring
- Ⓢ Take initiative
- Ⓢ Be creative

### **MATERIALS NEEDED (PER GROUP):**

- Ⓢ Dry-erase board
- Ⓢ Dry-erase markers

### **METHODS:**

#### **FACILITATOR PREPARATION**

1. Generate a list of animal names prior to the opportunity in order to help the adults and children develop their own list of animals.

#### **INTERGENERATIONAL PARTICIPANTS**

1. Separate into two teams (have teams with equal number of adults and children).
2. The group will then brainstorm a list of animal names while the facilitator writes them down on the dry erase board.
3. Individual participants act out animals for their team to guess (the animals name will be given to them by the facilitator from the list of animal names generated earlier by the participants).

### **SPECIAL CONSIDERATIONS:**

- Ⓢ The group should include at least a few individuals who are comfortable speaking and acting in a group.

### **KEY CONVERSATION/FACILITATION QUESTIONS:**

- Ⓢ What are some of your favorite animals? Ⓢ Where do these animals live?
- Ⓢ What sounds do these animals make?

## BOARD GAMES

Recommended for: Elders and preschoolers (3-5 yrs.)



### OBJECTIVES:

- Ⓢ Interact/Communicate (verbal/non-verbal)
- Ⓢ Stay on task/Complete an activity
- Ⓢ Be generative/ Nurturing/ Helpful/ Caring
- Ⓢ Have personal choice/Make decisions
- Ⓢ Exercise motor skills (fine or gross motor)
- Ⓢ Work as a team/Cooperate

### MATERIALS NEEDED:

- Ⓢ Variety of board games (i.e. Candy Land, Chutes and Ladders, Connect Four, etc.)

### METHODS:

#### FACILITATOR PREPARATION

1. Set out a variety of board games for participants.
2. Set up adult/child pairs of chairs around table.

#### INTERGENERATIONAL PARTICIPANTS

1. Have older adults and children choose what games they want to play. Depending on the number of participants, it may be possible to have a number of different games occurring at the same time.
2. Follow the instructions for the games making necessary adaptations.

### SPECIAL CONSIDERATIONS:

- Ⓢ When asking older adults to participate in playing board games with the children, make sure to remind them that they will be helping the child learn how to play, so as not to make the senior participants feel infantilized with the board games.

### KEY CONVERSATION/FACILITATION QUESTIONS:

- Ⓢ What is your favorite game?
- Ⓢ Can you show \_\_\_\_\_ how to play this game?



## **MAIL TIME**

**Recommended for: Elders and preschoolers (3-5 yrs.)**

### **OBJECTIVES:**

- Ⓞ Interact/Communicate (verbal/non-verbal)
- Ⓞ Enhance self-esteem/ Pride in accomplishment
- Ⓞ Exercise Motor skills (fine or gross motor)
- Ⓞ Have personal choice/ Make decisions
- Ⓞ Be generative/ Nurturing/ Helpful/ Caring
- Ⓞ Stay on task/Complete an activity
- Ⓞ Learn new terms/Skills
- Ⓞ Take initiative
- Ⓞ Be creative
- Ⓞ Work as a team/Cooperate

### **MATERIALS NEEDED (PER GROUP):**

- Ⓞ Construction Paper
- Ⓞ Colored pencils
- Ⓞ Glue
- Ⓞ Pre-made messages (ex. "Friends care, friends share, we need friends, everywhere!")
- Ⓞ Markers
- Ⓞ Stickers
- Ⓞ Scissors

### **METHODS:**

#### **FACILITATOR PREPARATION**

1. Alternate adult/child seating around the table.
2. If choosing pre-made messages, have them cut and ready glue down inside the card.
3. Have some cards finished prior to the opportunity.

#### **INTERGENERATIONAL PARTICIPANTS**

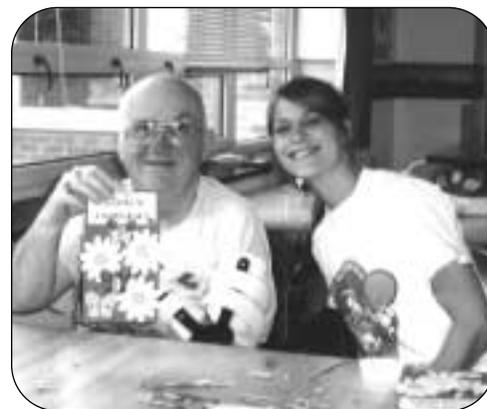
1. Participants will choose a color of paper to use.
2. Fold paper into a card shape of some sort.
3. Address the front of the card. (Ex. To Our Neighbors, Friends, etc.)
4. Adults and children work together to write or copy a message for a friend on the note card. If both partners are unable to write, they can glue in a pre-printed message and sign their names or have facilitators write a message while adult and child dictate what they want the message to say.
5. Adults and children will take finished cards and place in mailbox or give to other participants.

### **SPECIAL CONSIDERATIONS:**

- Ⓞ If the children need help spelling a word, ask the adult to help them if possible.
- Ⓞ Including older adults who can read and write pretty well is key to this opportunity.
- Ⓞ Make sure to create enough cards for the group participants will share them with. (e.g. all the participants at the adult program)

### **KEY CONVERSATION/FACILITATION QUESTIONS:**

- Ⓞ Have you ever been to the post office?
- Ⓞ Can you help \_\_\_\_ with spelling \_\_\_\_?
- Ⓞ Do you like to get mail?
- Ⓞ What things come in the mail?



*Photo: Mary Whipple*

## **LETTER STAMPING**

**Recommended for: Elders and preschoolers (3-5 yrs.)**



### **OBJECTIVES:**

- ☉ Interact/Communicate (verbal/non-verbal)
- ☉ Enhance self-esteem/ Pride in accomplishment
- ☉ Stay on task/Complete an activity
- ☉ Work as a team/Cooperate
- ☉ Be generative/Nurturing/Helpful/Caring
- ☉ Have personal choice/ Make decisions
- ☉ Motor skills (fine or gross motor)
- ☉ Learn new terms/Skills

### **MATERIALS NEEDED (PER PAIR):**

- ☉ Rubber Letter Stamps
- ☉ Ink Pads (various colors)
- ☉ Construction paper
- ☉ Smocks

### **METHODS:**

#### **FACILITATOR PREPARATION**

1. Arrange the chairs so there is a child between each adult.
2. Set up ink pads in the middle of the table along with rubber stamps.

#### **INTERGENERATIONAL PARTICIPANTS**

1. Identify letters on the stamps.
2. Stamp the paper to make words and letter collages.

#### **SPECIAL CONSIDERATIONS:**

- ☉ Remind the children the ink goes on the stamp and the paper not their hands.
- ☉ Use hypo-allergenic, washable ink pads.

#### **KEY CONVERSATION/FACILITATION QUESTIONS:**

- ☉ (Older Adult) could you help (Child) spell his/her name?
- ☉ When have you seen stamping used in a creative way?
- ☉ What do people use stamps for?



## **LETTER AND WORD SPONGE PAINTING**

**Recommended for: Elders and preschoolers (3-5 yrs.)**



### **OBJECTIVES:**

- Ⓢ Interact/Communicate (verbal/non-verbal)
- Ⓢ Enhance self-esteem/ Pride in accomplishment
- Ⓢ Stay on task/Complete an activity
- Ⓢ Be generative/ Nurturing/ Helpful/ Caring
- Ⓢ Learn new terms/Skills
- Ⓢ Take initiative
- Ⓢ Work as a team/Cooperate

### **MATERIALS NEEDED (PER PAIR):**

- Ⓢ Paper
- Ⓢ Paint brushes
- Ⓢ Letter Sponges
- Ⓢ Paint
- Ⓢ Small bowls for paint
- Ⓢ Smocks

### **METHODS:**

#### **FACILITATOR PREPARATION**

1. Place paint, brushes, bowls, and paper in center of table.

#### **INTERGENERATIONAL PARTICIPANTS**

1. Pour paint into a small bowl. (Older adult can help with this.)
2. Dip sponges into paint to spell words or make letters.
3. Participants can share a piece of paper.
4. Have participants share their sponge paintings with the others at the table.

### **SPECIAL CONSIDERATIONS:**

- Ⓢ Use non-toxic paint.
- Ⓢ Prepare paint ahead of time to avoid spills.

### **KEY CONVERSATION/FACILITATION QUESTIONS:**

- Ⓢ What words do you know how to spell?
- Ⓢ \_\_\_\_\_ can you help \_\_\_\_\_ find the letters he is looking for?
- Ⓢ What words do you want to spell today?



*Photo: Jayne Hafer*

## **READING TOGETHER**

**Recommended for: Elders and preschoolers (3-5 yrs.)**



### **OBJECTIVES:**

- Ⓢ Interact/Communicate (verbal/non-verbal)
- Ⓢ Enhance self-esteem/ Pride in accomplishment
- Ⓢ Stay on task/Complete an activity
- Ⓢ Work as a team/Cooperate
- Ⓢ Learn new terms/Skills
- Ⓢ Be generative/ Nurturing/ Helpful/ Caring
- Ⓢ Motor skills (fine or gross motor)
- Ⓢ Take initiative
- Ⓢ Be creative

### **MATERIALS NEEDED (PER PAIR):**

- Ⓢ Several books to read over the course of a half hour.

### **METHODS:**

#### **FACILITATOR PREPARATION**

1. Choose books (perhaps in conjunction with the older adult and/or child) that have large, bold letters and picture cues.

#### **INTERGENERATIONAL PARTICIPANTS**

1. Older adult reads book selections to the child.
2. Child may “read” to the older adult by telling the story from memory or making up a story to go along with the pictures.

### **SPECIAL CONSIDERATIONS:**

- Ⓢ In this situation it is important for the older adult participants to know how to read.
- Ⓢ The facilitator may need to initiate conversation during or after the story if the adult and child do not engage in it spontaneously.

### **KEY CONVERSATION/FACILITATION QUESTIONS:**

- Ⓢ (Older adult) what was your favorite book as a child?
- Ⓢ Do you remember how you learned to read?



Photo: L. Roger Turner

## **LETTER TRACING**

**Recommended for: Elders and preschoolers (3-5 yrs.)**



### **OBJECTIVES:**

- Ⓢ Interact/Communicate (verbal/non-verbal)
- Ⓢ Enhance self-esteem/ Pride in accomplishment
- Ⓢ Stay on task/Complete an activity
- Ⓢ Work as a team/Cooperate
- Ⓢ Learn new terms/Skills
- Ⓢ Be generative/ Nurturing/ Helpful/ Caring
- Ⓢ Motor skills (fine or gross motor)
- Ⓢ Take initiative
- Ⓢ Be creative

### **MATERIALS NEEDED (PER PAIR):**

- Ⓢ Large, bold letters cut from construction paper or poster board
- Ⓢ Tracing Paper
- Ⓢ Colored pencils

### **METHODS:**

#### **FACILITATOR PREPARATION**

1. Lay out materials for each pair.

#### **INTERGENERATIONAL PARTICIPANTS**

1. Line up tracing paper over letters.
2. Trace letters with colored pencils.
3. After children have mastered letters, older adults can help them form words to be traced.

### **SPECIAL CONSIDERATIONS:**

- Ⓢ If a different medium is used to trace the letters (e.g. paint, pastels, markers), smocks may need to be worn by the children.

### **KEY CONVERSATION/FACILITATION QUESTIONS:**

- Ⓢ (Older adult), did you trace letters when you were in school?
- Ⓢ What else could we do for (Child) to help him or her learn letters?



*Photo: James Renner*

## GIANT BODY LETTER

Recommended for: Elders and preschoolers (3-5 yrs.)



### OBJECTIVES:

- Ⓢ Interact/Communicate (verbal/non-verbal)
- Ⓢ Enhance self-esteem/ Pride in accomplishment
- Ⓢ Exercise motor skills (fine or gross motor)
- Ⓢ Be generative/Nurturing/Helpful/Caring
- Ⓢ Be creative
- Ⓢ Stay on task/Complete an activity
- Ⓢ Work as a team/Cooperate

### MATERIALS NEEDED (PER GROUP):

- Ⓢ Individual letters on paper
- Ⓢ YMCA song, CD player
- Ⓢ Camera

### METHODS:

#### FACILITATOR PREPARATION

1. Write the letters of the alphabet individually on pieces of paper and place in a basket.
2. Prepare tape of YMCA song to be played.
3. As participants are walking in, start tape of YMCA.

#### INTERGENERATIONAL PARTICIPANTS

1. Have adults choose letters from basket.
2. Have adults help the children make the letters with their bodies as they lie on the floor.
3. Have facilitator/adult take pictures of children making letter shapes with their bodies.
4. Play YMCA song while participants make letters with their bodies.

### SPECIAL CONSIDERATIONS:

- Ⓢ Most adults should not lie on the floor—keep in mind the physical abilities of participants as well as balance issues for the older adults.
- Ⓢ Use all children to make the letters.—some letters may require 2-3 people.

### KEY CONVERSATION/FACILITATION QUESTIONS:

- Ⓢ What word starts with the letter \_\_\_\_\_?
- Ⓢ Who likes to dance?
- Ⓢ Can you show \_\_\_\_\_ how to make the letter?
- Ⓢ Ask participants what words start with the letters they are making (i.e. if they are making the letter S, ask participants, what starts with the letter S?).



Photo: Carolyn Casteel

## **LETTER COLLAGE**

**Recommended for: Elders and preschoolers (3-5 yrs.)**



### **OBJECTIVES:**

- ☉ Interact/Communicate (verbal/non-verbal)
- ☉ Enhance self-esteem/ Pride in accomplishment
- ☉ Have personal choice/Make decision
- ☉ Exercise motor skills (fine or gross motor)
- ☉ Be creative
- ☉ Reminisce/Reflect
- ☉ Work as a team/Cooperate
- ☉ Be generative/Nurturing/Helpful/Caring

### **MATERIALS NEEDED (PER PAIR):**

- ☉ Printed pictures of kids making letters (refer to Giant Body Letters opportunity)
- ☉ Glue
- ☉ Scrap paper (no bigger than poster board size paper)
- ☉ YMCA song or other alphabet song

### **METHODS:**

#### **FACILITATOR PREPARATION**

1. Pictures taken from Giant Body Letters activity should be either developed or printed from digital camera.

#### **INTERGENERATIONAL PARTICIPANTS**

1. Show the group pictures from Giant Body Letters activity.
2. Let everyone make a collage with the pictures.
3. End with YMCA song.

### **SPECIAL CONSIDERATIONS:**

- ☉ Eating Glue
- ☉ Participants not wanting to get messy

### **KEY CONVERSATION/FACILITATION QUESTIONS:**

- ☉ Which letter was fun to make? Why?
- ☉ Which picture was the best and why?
- ☉ What should we add to our collage next week? (i.e. sponge/paint letters, cut out letters, foamies, etc.?)

## **WORD THINK**

**Recommended for: Elders and preschoolers (3-5 yrs.)**



### **OBJECTIVES:**

- Ⓢ Interact/Communicate (verbal/non-verbal)
- Ⓢ Enhance self-esteem/ Pride in accomplishment
- Ⓢ Stay on task/Complete an activity
- Ⓢ Work as a team/Cooperate
- Ⓢ Be generative/ Nurturing/ Helpful/ Caring
- Ⓢ Learn new terms/Skills
- Ⓢ Take initiative

### **MATERIALS NEEDED (PER PAIR):**

- Ⓢ Butcher Paper
- Ⓢ Tape
- Ⓢ Markers
- Ⓢ Flat, blank area of classroom wall

### **METHODS:**

#### **FACILITATOR PREPARATION**

1. Tape the butcher paper to the wall for the pair.
2. Set up one chair facing the butcher paper for the child to face the adult.
3. Explain to the older adult that the child will be given a starting word. (e.g. If fall is the starting word, children may say: leaves, pumpkins, orange, etc.)
4. After they have the starting word, they will begin to think of related words.

#### **INTERGENERATIONAL PARTICIPANTS**

1. Older adult introduces the game to the child.
2. Child responds with as many appropriate words or ideas related to the starting word as he/she can think of.
3. Adult writes the words on the butcher paper.
4. Repeat with new word when child runs out of ideas.

### **SPECIAL CONSIDERATIONS:**

- Ⓢ Make sure there is an extra facilitator to write the words in case the older adult is unable to or becomes tired before the opportunity is over.

### **KEY CONVERSATION/FACILITATION QUESTIONS:**

- Ⓢ What other word games have you played? (e.g. hangman, scrabble)
- Ⓢ The facilitator should explore the social history related to topics to be presented so she/he can share this information if the participants don't or can't. For example, if the word think will include pets, the facilitator should try to learn about pets the children and adults have.
- Ⓢ (Child) can you think of three words that remind you of (your intergenerational partner)?

## **BOGGLE JR.**

**Recommended for: Elders and preschoolers (3-5 yrs.)**



### **OBJECTIVES:**

- Ⓢ Interact/Communicate (verbal/non-verbal)
- Ⓢ Enhance self-esteem/ Pride in accomplishment
- Ⓢ Stay on task/Complete an activity
- Ⓢ Be generative/ Nurturing/ Helpful/ Caring
- Ⓢ Learn new terms/Skills
- Ⓢ Take initiative
- Ⓢ Work as a team/Cooperate

### **MATERIALS NEEDED (PER GROUP):**

- Ⓢ Boggle Jr. Board game

### **METHODS:**

#### **FACILITATOR PREPARATION**

1. Read over instructions of the game.
2. Be familiar with game and pieces.
3. Set up game.
4. Explain game to older adults.

#### **INTERGENERATIONAL PARTICIPANTS**

1. Older adults explain game to participants.
2. Children take turns spelling words with the help of their older adult partner.

### **SPECIAL CONSIDERATIONS:**

- Ⓢ Make sure participants do not eat Boggle pieces.
- Ⓢ Invite older adults who are cognitively able to help children with game.
- Ⓢ This game works best with 3 or fewer pairs.

### **KEY CONVERSATION/FACILITATION QUESTIONS:**

- Ⓢ \_\_\_\_\_ can you help \_\_\_\_\_ spell “duck”?
- Ⓢ What games do you like to play?
- Ⓢ What words do you remember spelling in school?

## PIPE CLEANER LETTERS

Recommended for: Elders and preschoolers (3-5 yrs.)



### OBJECTIVES:

- ☉ Interact/Communicate (verbal/non-verbal)
- ☉ Enhance self-esteem/ Pride in accomplishment
- ☉ Work as a team/Cooperate
- ☉ Be generative/ Nurturing/ Helpful/ Caring
- ☉ Be creative
- ☉ Motor skills (fine or gross motor)

### MATERIALS NEEDED (PER PAIR):

- ☉ Pipe Cleaners

### METHODS:

#### FACILITATOR PREPARATION

1. Lay out pipe cleaners.
2. Arrange chairs so that an adult is between each child in alternating fashion.
3. Explain the activity to the adults ahead of time.

#### INTERGENERATIONAL PARTICIPANTS

1. Adults help children shape pipe cleaners into letters of their choice.
2. Use the letters to spell participants' names or short words.

### SPECIAL CONSIDERATIONS:

- ☉ Make sure participants use the pipe cleaners to shape letters and not poke each other, etc.

### KEY CONVERSATION/FACILITATION QUESTIONS:

- ☉ How do you spell your name?
- ☉ (Older Adult) can you help (child) shape a letter?

## SHAVING CREAM LETTER DRAWING

Recommended for: Elders and preschoolers (3-5 yrs.)



### OBJECTIVES:

- ☉ Interact/Communicate (verbal/non-verbal)
- ☉ Enhance self-esteem/ Pride in accomplishment
- ☉ Stay on task/Complete an activity
- ☉ Work as a team/Cooperate
- ☉ Be generative/ Nurturing/ Helpful/ Caring
- ☉ Motor skills (fine or gross motor)
- ☉ Be creative

### MATERIALS NEEDED (PER PAIR):

- ☉ Cookie sheet
- ☉ Smocks
- ☉ Shaving cream can
- ☉ Paper towels

### METHODS:

#### FACILITATOR PREPARATION

1. Cover cookie sheet with shaving cream.

#### INTERGENERATIONAL PARTICIPANTS

1. Draw letters in shaving cream with their fingers.
2. Re-smooth the shaving cream and repeat.

### SPECIAL CONSIDERATIONS:

- ☉ Use sensitive skin shaving cream.

### KEY CONVERSATION/FACILITATION QUESTIONS:

- ☉ Could you suggest letters for (child) to draw?
- ☉ What else could we use to draw letters?
- ☉ What does the shaving cream feel like?

## WILD THINGS

Recommended for: Elders and Preschoolers (3-5 yrs)



### OBJECTIVES:

- Ⓢ Interact/Communicate (verbal/non-verbal)
- Ⓢ Enhance Vocabulary
- Ⓢ Stay on task/Complete an activity
- Ⓢ Gross Motor
- Ⓢ Be creative
- Ⓢ Socio-emotional

### MATERIALS NEEDED (PER GROUP):

- Ⓢ "Where the Wild Things Are" Book
- Ⓢ Scissors and Markers
- Ⓢ Construction Paper
- Ⓢ Leaves and other Creative materials.

### METHODS:

#### FACILITATOR PREPARATION

1. Alternating chairs at table.
2. Have materials reachable and visible on the table.

#### INTERGENERATIONAL PARTICIPANTS

1. Read, "Where the Wild Things Are."
2. Partners create their own wild things.
3. Share wild things with each other.

### SPECIAL CONSIDERATIONS:

- Ⓢ Paper Cuts

### KEY CONVERSATION/FACILITATION QUESTIONS:

- Ⓢ Have you ever read this book before?
- Ⓢ Are you afraid of monsters?

## MUSICAL CHAIRS

Recommended for: Elders and preschoolers (3-5 yrs.)



### OBJECTIVES:

- ☉ Interact/Communicate (verbal/non-verbal)
- ☉ Stay on task/Complete an activity
- ☉ Be creative
- ☉ Work as a team/Cooperate
- ☉ Be generative/Nurturing/Helpful/Caring
- ☉ Exercise motor skills (fine or gross motor)

### MATERIALS NEEDED (PER GROUP):

- ☉ Chairs for adults
- ☉ CD player/tape player
- ☉ Fun Music

### METHODS:

#### FACILITATOR PREPARATION

1. Set up chairs in a circle for adults.
2. Have CD ready to go before participants enter.
3. Best to have equal number of kids and adults but can be done with fewer kids than seniors.

#### INTERGENERATIONAL PARTICIPANTS

1. Adults sit in circle (in chairs) with their backs to each other.
2. When the music starts, children will walk around the circle.
3. When the music stops, the children will stop in front of an adult and complete a task with the adult—possible task ideas include: say your name, make a funny face with each other, give a high five, give a handshake, clap your hands together, say your favorite food, point to the other's nose/body part, make an animal noise and have the other guess the animal, etc.
4. As the music starts again, the kids go around the circle until the music stops and they stop at another adult and do a new task with the new adult.

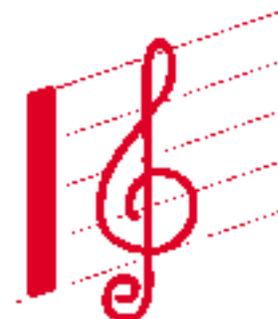
\* Back-up plan: Have musical instruments for children and adults to play along with the music.

### SPECIAL CONSIDERATIONS:

- ☉ This is an excellent “get-to-know-you” activity
- ☉ Make sure the tasks are appropriate for all involved (i.e. Someone with a frozen shoulder cannot lift both arms, etc.)

### KEY CONVERSATION/FACILITATION QUESTION:

- ☉ Have you ever played musical chairs before?
- ☉ Do you like the music we are listening to?
- ☉ Have you ever played an instrument before? What kind of instrument?
- ☉ What other games do you enjoy?
- ☉ What is your favorite kind of music?



## **RIBBON MOVEMENT**

**Recommended for: Elders and toddlers (18 mos.-3 yrs.)**



### **OBJECTIVES:**

- ☉ Interact/Communicate (verbal/non-verbal)
- ☉ Work as a Team/Cooperate
- ☉ Exercise motor skills (fine or gross motor)

### **MATERIALS NEEDED (PER PERSON):**

- ☉ Long paintbrush or wooden dowel
- ☉ Streamers
- ☉ Ribbons
- ☉ Masking tape
- ☉ Music mix

### **METHODS:**

#### **FACILITATOR PREPARATION**

1. Arrange seats for adults in large circle.
2. Cut different lengths of streamers and ribbons (3'-8' in length).
3. Lay streamers and ribbons on table or in the middle of the circle for children and adults to choose.

#### **INTERGENERATIONAL PARTICIPANTS**

1. Choose streamers and ribbons to attach to paintbrush or dowel.
2. Adults help children attach the ribbon to the paintbrush or dowel with tape.
3. Dance, wave wands to explore ribbon movement while listening to music mix.

### **SPECIAL CONSIDERATIONS:**

- ☉ Attach streamers and ribbons to the bristle side of the brush only.
- ☉ Do not wrap streamers or ribbons around the neck.
- ☉ Be prepared with extra seating if group wants to stand for dancing.
- ☉ Make sure floor is clear of tripping hazards.

### **KEY CONVERSATION/FACILITATION QUESTIONS:**

- ☉ Do you like to dance?
- ☉ What kinds of music make you feel like dancing?
- ☉ Can you wave your wand for \_\_\_ to dance through?
- ☉ Can you help \_\_\_ tape their wand together?

## **MUSIC MAKING**

**Recommended for: Elders and preschoolers (3-5 yrs.)**



### **OBJECTIVES:**

- Ⓢ Interact/Communicate (verbal/non-verbal)
- Ⓢ Be generative/Nurturing/Helpful/Caring
- Ⓢ Reminisce/Reflect
- Ⓢ Have personal choice/Make decisions
- Ⓢ Motor skills (fine or gross motor)
- Ⓢ Take initiative
- Ⓢ Be creative

### **MATERIALS NEEDED (PER PAIR):**

- Ⓢ Noisemakers
- Ⓢ Instruments
- Ⓢ Marching band CD
- Ⓢ Guitar/piano player

### **METHODS:**

#### **FACILITATOR PREPARATION**

1. Arrange chairs in a circle alternating adult, child.

#### **INTERGENERATIONAL PARTICIPANTS**

1. Use supplies to create music together.
2. Participants may make music to accompany recorded music or for other participants to dance to.

### **SPECIAL CONSIDERATIONS:**

- Ⓢ Be conscientious of participants who are sensitive to loud noise.

### **KEY CONVERSATION/FACILITATION QUESTIONS:**

- Ⓢ What instruments do you/did you play?
- Ⓢ What is your favorite musical instrument?



*Photo: Susan Forte*

## **GOLDFISH AND BANANA SNACK**

**Recommended for: Elders and toddlers (18 mos.-3 yrs.) or preschoolers (3-5 yrs.)**



### **OBJECTIVES:**

- ☉ Interact/Communicate (verbal/non-verbal)
- ☉ Enhance self-esteem/Pride in accomplishment
- ☉ Be generative/Nurturing/Helpful/ Caring
- ☉ Exercise Motor skills (fine or gross motor)
- ☉ Stay on task/Complete an activity
- ☉ Have personal choice/Make decisions
- ☉ Work as a team/Cooperate

### **MATERIALS NEEDED (PER GROUP):**

- ☉ Small bowls for goldfish crackers
- ☉ Plate for bananas
- ☉ Cups (sippy cups for toddlers)
- ☉ Juice/water
- ☉ Bananas or other soft fruit
- ☉ Dixie cups
- ☉ Plastic knife to cut the bananas
- ☉ Napkins
- ☉ Goldfish or other crackers

### **METHODS:**

#### **FACILITATOR PREPARATION**

1. Alternate adult/child chairs around table.
2. Wipe/spray off the table before and after use.
3. Have all the food items on the table.

#### **INTERGENERATIONAL PARTICIPANTS**

1. Wash hands.
2. Have the adult peel the bananas and the child cut them into small slices or vice versa.
3. Place several banana pieces on each plate.
4. Children will scoop out goldfish using a Dixie cup and pour into bowls for each participant.
5. Each adult and child should have his or her own plate and bowl of goldfish.

### **SPECIAL CONSIDERATIONS:**

- ☉ Check on food allergies before you select participants and snack foods.
- ☉ Children and adults could switch roles in this opportunity.

### **KEY CONVERSATION/FACILITATION QUESTIONS:**

- ☉ Where do fish live?
- ☉ Can you hold the bowl for \_\_\_\_?
- ☉ What animal likes to eat bananas?

## CREAM CHEESE AND CRACKERS SNACK

Recommended for: Elders and toddlers (18 mos.-3 yrs.) or preschoolers (3-5 yrs.)



### OBJECTIVES:

- ☉ Interact/Communicate (verbal/non-verbal)
- ☉ Enhance self-esteem/ Pride in accomplishment
- ☉ Be generative/ Nurturing/ Helpful/ Caring
- ☉ Exercise Motor skills (fine or gross motor)
- ☉ Have personal choice/ Make decisions
- ☉ Work as a team/ Cooperate
- ☉ Stay on task/ Complete an activity

### MATERIALS NEEDED (PER GROUP):

- ☉ Crackers (any kind)
- ☉ Plates
- ☉ Plastic knives
- ☉ Cups (sippy cups for toddlers)
- ☉ Cream cheese
- ☉ Napkins
- ☉ Small bowls
- ☉ Juice/milk/water

### METHODS:

#### FACILITATOR PREPARATION

1. Alternate adult/child chairs around table.
2. Spray/wipe off table before and after use.
3. Divide the cream cheese into small bowls for each adult/child group.
4. Have all materials set out on table.

#### INTERGENERATIONAL PARTICIPANTS

1. Wash hands.
2. Child will hand cracker to adult.
3. Adult will spread cream cheese on the cracker or vice versa.
4. Child will place cracker onto plate.
5. Repeat steps 2-4 until there are 4-6 crackers with cream cheese on plate.
6. Divide the crackers up onto different plates.
7. Each participant should have their own plate and drink.

### SPECIAL CONSIDERATIONS:

- ☉ Check on food allergies or special dietary needs prior to selecting participants.

### KEY CONVERSATION/FACILITATION QUESTIONS:

- ☉ Can you hand \_\_\_\_ a cracker?
- ☉ What kind of animals like crackers?
- ☉ Does anyone know where cream cheese comes from?

## **MAKING LEMONADE**

**Recommended for: Elders and Preschoolers (3-5 yrs.)**



### **OBJECTIVES:**

- Ⓢ Interact/Communicate (verbal/non-verbal)
- Ⓢ Vocabulary
- Ⓢ Motor Skills
- Ⓢ Sensory Stimulation

### **MATERIALS NEEDED (PER GROUP):**

- Ⓢ Lemons
- Ⓢ Big Pitchers
- Ⓢ Lemon juicer
- Ⓢ Substitute sugar
- Ⓢ Towels
- Ⓢ Water

### **METHODS:**

#### **FACILITATOR PREPARATION**

1. Alternating chairs at table
2. Cut lemons in half.
3. Have materials reachable and seeable on table.

#### **INTERGENERATIONAL PARTICIPANTS**

1. Discuss plans for lemonade stand
2. Squeeze lemons. Then pour lemon into the pitcher.
3. Add water, sugar. Give it a taste and put it in the refrigerator.

#### **SPECIAL CONSIDERATIONS:**

- Ⓢ Spill Lemonade

#### **KEY CONVERSATION/FACILITATION QUESTIONS:**

- Ⓢ Ask the children what their plans for their lemonade stand are.

#### **VARIATIONS:**

- Ⓢ Can be done in combination with creating a lemonade stand.





*Photo: Juliann Joerres*



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