CONNECTING GENERATIONS TOOL KIT

BEST PRACTICES IN INTERGENERATIONAL PROGRAMMING

United Generations Ontario

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— RegencyCare Mississauga — The Growing Place —
— University of Toronto’s Faculty of Physical Education and Health —

And last but not least, UGO would like to thank the Board and staff of the Lifestyle Information Network for their ongoing support of our organization.
As you work through this Toolkit, you need to be sure that you understand the terminology the same way we do. We have provided a few key words and their definitions to assist you with your planning. If you have any questions along the way please feel free to send us an e-mail at info@intergenugo.org or complete the fax back form at the end of this manual.

**Intergenerational Program:**

An intergenerational program is a planned intentional interaction of different age groups at any stage of life in a variety of situations at a level that provides close communications, sharing of feelings and ideas and cooperative activities in meaningful tasks. (Peacock and Talley, "Intergenerational Contact: A Way to Counteract Ageism", 1984)

An intergenerational program also:

- is understood to involve two non-adjacent age groups;
- is not the result of a service provided by one age group to another (home visiting programs for example)
- involves a series of opportunities to interact (sessions) in order to foster relationships between participants (a single opportunity would be an intergenerational event).

**Other Definitions**

**Active**

Active programs include activities that have a physical component to them like horseshoes, walk-a-thon, or a bean bag toss.

**Implementation**

The implementation of the program is when you put your plan into action – the actual program delivery.

**Interaction**

The interaction is the exchange that takes place between both generations. It can include one or more of the following: physical, social, emotional and/or verbal exchanges.

**Large Group**

A large group for an intergenerational program would include more than 10 participants with an equal representation from both generations.
Orientation

The orientation is a session explaining the purpose of the initiative, the benefits of intergenerational experiences, some background information about the program, and most importantly what participants and leaders can expect to encounter in an intergenerational context. The orientation happens before the participants are brought together so that participants are prepared for what they will see, hear and do. Orientation sessions are important for staff, participants, and other stakeholders. Staff orientation will also usually include some training.

Passive

Passive programs include activities like conversations, crafts or discussion, not very strenuous to either of the groups participating and quieter in presentation.

Planning

Planning is the process of creating your intergenerational program based upon the Best Practice Criteria and knowledge of both participating groups.

Small Group

A small group for an intergenerational program would include approximately 8-10 participants with an equal representation from both generations.

Training

Training is the actual hands-on training for volunteers and staff so they have the critical skills and knowledge required to support an enjoyable experience for all participants. For example, leaders will need to know the specific capabilities and preferences of the participants, the differences in how to communicate with children versus seniors, and perhaps how to answer any difficult questions that may be asked.

Acronyms and short forms

IG – intergenerational
LTC – Long term care
READ, READ and READ some more!
This Toolkit contains a lot of information to help guide you through creating, planning, implementing and evaluating your IG program. It is important that you review and read all of this information before beginning. Some information you may not need right now, but all the pieces will come together.

Start with a quick scan through the 12 Best Practices Criteria section to get a sense of the important concepts to keep in mind. The tips that accompany each criterion will help spark ideas you can apply to your context. Each criterion also has a number of references to useful resources in the appendices that give you concrete examples and checklists of things to do.

We really encourage you to read and review everything in the Toolkit before getting started. Then make some rough notes, highlighting areas that jump out at you or components that you have not thought of including in your intergenerational program. This is important: take note of all the things you are doing well already and remember to KEEP on doing them. We’re sure the events you have tried in the past are good, but this Toolkit will give you a ‘best practices’ guide to achieving successful IG programs & outcomes.

When you review the sample programs in the Appendices, please keep an open mind. Each of these program suggestions are meant as idea starters and can be changed a number of ways to create an entirely different program. We encourage you to try new things!

You will see how an activity of one type can be altered to take an IG program aimed at elementary school students for example, and with minor changes, make it appropriate for seniors with a different set of capacities interacting with high school students. Something can always be changed. Simply changing the setting, location, set up, equipment or even the time of day or the size of the group will change the dynamics of the activity or the interaction.

This is a “living” Toolkit. Remember to check the UGO website at www.unitedgenerations.ca often for additional resources and updates.

Always tell your story about the success you had with your program or event. Please don’t forget to tell us too! Send us a quick email (info@unitedgenerations.ca) or use the fax back form at the end of the Toolkit to give us your feedback and your program successes and challenges. Sharing what you’ve done helps all of us improve, and adds to the knowledge base of intergenerational practice.

Last but not least- connect with others doing intergenerational activities. UGO and other organizations provide listservs and networks of practitioners that you can ask for advice or suggestions – and respond to their requests for the same!
In 2003-2004, UGO field-tested a manual on an intergenerational (IG) approach to the prevention of elder abuse. The manual was jointly developed by UGO and ONPEA – the Ontario Network for the Prevention of Elder Abuse, and was designed as a series of 16 lessons that could be implemented in a sequential way by educators or program leaders.

The feedback came from the field tests across the country – the manual didn’t have enough of the hands-on how-to information that practitioners new to IG were looking for. Many organizations and practitioners indicated they would like to have access to tools to help them get started on the right foot with IG programs, or to improve the programs already in place.

Building on the mission of UGO, the leadership of the organization came up with the idea of assembling a collection of the best resources available, tied together and cross-referenced with a series of key elements that experience has shown are required for delivering successful IG programs. A preliminary project to identify some of the key elements of successful IG programs by collating and comparing common traits of existing programs was supported by Ontario’s Ministry of Tourism and Recreation.

In late 2004, the Ontario Trillium Foundation (OTF) funded a multi-year project to develop the Criteria, produce the Toolkit, and host a Symposium on Intergenerational Programming. The Symposium is tentatively scheduled for fall 2006.
There are lots of excellent resources that speak to best practices in programming, and it was important that the process did not get side-tracked into dealing with general programming items. Drawing on the knowledge management expertise and Expert Network model provided by the Lifestyle Information Network (LIN), the criteria were developed with four parameters always in mind:

1. Is the criterion unique to intergenerational programming?
2. Is the criterion of particular importance in the IG context, even though it may not be unique to IG?
3. Is the criterion a “must have” for a good IG program?
4. Is the criterion flexible enough to apply to virtually all types of IG programs?

Research phase
In order to come up with a preliminary list of criteria, an extensive literature and web review with a particular emphasis on Canadian programs was carried out by LIN’s team of librarians and their assistants. The review included searching several relevant online databases including SPORTDiscus, Ageline, SocialSciSearch and others. Websites from related organizations like Generations United, Alzheimer Society of Ontario, Alberta Council on Aging, Ontario Community Support Association (OCSA), Canadian Mental Health Association and the Centre for Intergenerational Learning at Temple University were screened. Organizations that had been funded by the Department of Justice to carry out projects with an intergenerational aspect were contacted, and a general call was put out to the community of practice for suggestions. All of this work resulted in a summary of the recommendations that included about 30 suggested criteria.

Review phase
Bringing the voices of experience to the project during an all-day session, the members of the UGO Board of Directors and a few other interested (and very knowledgeable) parties debated, combined, deleted and refined the initial list of 30 down to 13. These 13 were the starting point for the real experts who volunteered to take part in the next phase.
Expert Network phase

Our aim for this phase was to have broad representation from around the province, and from different types of programs and facilities. The call for volunteers went to the Older Adult Centres Association of Ontario (OACAO), the OCSA, directly to eight IG initiatives previously funded by the OTF, and to the Intergenerate, LINNEWS, and Activitalk listservs.

Potential members of the Expert Network were asked to “apply.” We asked them to tell us about their existing successful program, and commit to participate actively in the discussions (email, telephone and in-person). There was tremendous enthusiasm and commitment. One person paid her own travel costs for the in-person session, since the project budget couldn’t cover costs to come from out of province. All together, the members of the Expert Network put over 200 years of combined IG experience to work to come up with the final list of criteria.

The Expert Network

Darlene Edmonds  Breakfast for Learning  Hamilton
Michele Tyler  The Growing Place  Boise, Idaho
Deb DiMauro  RegencyCare  Mississauga
Lori Schneider  Fairview Mennonite Home  Cambridge
Beverly Latour  Seniors Activation & Maintenance Program  Hamilton
Deborah Trickey  Gloucester Senior Adults’ Centre  Gloucester
Joanne Jenkins  Community Care for South Hastings  Belleville
Doreen Terry  Community Care for South Hastings  Belleville
Ronda Kalan  Lokrantz School  Reseda, California
Martin Laniel  PACE2000  Ottawa
Derek DiBlasio  Port Arthur Collegiate  Thunder Bay
Parminder Flora  University of Toronto  Toronto
Guy Faulkner  University of Toronto  Toronto

The Expert Network reviewed and discussed each potential criterion over the course of 6 weeks, using a private listserv established for that purpose. The Project Coordinator also kept in touch with the experts one-on-one by phone. Validating the quality of the process up to this point, there was surprisingly little disagreement over the criteria. There was however, a great deal of good insight, practical advice, and evidence-based support, much of which is also captured in this Toolkit.

The final step in this phase was a face-to-face facilitated workshop held in Toronto. Over 1 ½ days the experts met to review the criteria again for wording, applicability, and to ensure we hadn’t missed anything. Consensus was reached on the wording and intent of each criterion, as well as whether it should be included or not. To the vast relief of the superstitious amongst the team, a final list was reached: the 12 Best Practices Criteria for Intergenerational Programming.
If you are reading this manual, we likely don’t need to persuade you of the benefits of intergenerational programming.

However, you may need some tools to help you make the case to others as you move forward. There are some additional resources in the Appendices to help with this, but here are a few points to start:

Benefits to the participants include:
- Emotional Support
- Physical Activity
- Social Role Development
- Meeting Special Needs
- Mental stimulation
- Recreation
- Sensory Stimulation

IG Practitioners have seen the following benefits for their participants:
- Life long learning
- Unconditional love
- Touch
- Acceptance
- Increase of time and quality in family life
- Better interaction in a different environment than at home
- Increase of family support & to others in the community
- Understanding of needs associated with a variety of generations
- Learning to laugh again

Young participants say:
“It was a bit scary at first, but now that I think about it, I am so glad that I had the opportunity. It was lots of fun.”
“You feel like you have made a difference afterwards.”
“It got me to open up in awkward situations. I made someone smile and I learned more of group activities.”
“I feel more knowledgeable – my seniors taught me a lot.”
“I’ve learned to be more patient!!!”

Older participants say:
“It is good to see that you can make [other] seniors feel more satisfied by doing things together.”
“It helped me understand.”
“We were really the link between the very young and the very old, and helped to lead the way.”

Staff at Long Term Care facilities told us:
“We appreciated the bonding between the groups and found our residents were actually participating at a higher level than was their norm.”
“All we need is a big smile from our Alzheimer folks to keep us feeling great and that the work is worthwhile. The hugs and little bits of recognition are priceless.”
Ideas to help you make the case about IG programs

This is when your feedback from past sessions will be most beneficial. Get testimonials from those involved and from family members. When a session or school year ends, it is a good time to have some key individuals jot down a quote, and/or some final thoughts. This is especially true if you have a key person that is leaving - having their thoughts on paper as an endorsement is sometimes all that is needed for the incoming replacement to continue support for the initiative.

In LTC it is important to keep constant contact

Keeping the lines of communication open with the right person in your partner organization(s) is very important. Sometimes people change their responsibility or job. It is very important to stay connected so when personnel change you can ensure the transfer of information happens and to continue the support of the IG initiative.

Demystify LTC

By hosting sessions in LTC facilities, you are actually providing an opportunity to eliminate myths about “Nursing” homes.

Leadership skills

IG sessions and events provide wonderful opportunities for staff and volunteers from both groups to develop their leadership skills. It helps to share the leadership role.

Volunteering as a way of life

Volunteers involved in the IG programs are being role models for the youth, demonstrating volunteering as a way of life.

If the students have a positive experience, there is a very strong possibility that they will contribute a great many hours in the future towards community volunteering.

Get the kids involved to write a story or a letter to the principal or superintendent as part of a debriefing session.

This should be encouraged. Your teachers will help you make sure it fits in with the curriculum, but it is also a way to extend the communication and showcase the benefits. It also can act as an additional form of recognition for their support.
Publish stories in newsletters

Pictures and stories should be published in the school, senior centre newsletters and even in the community paper. It will help to increase support, understanding and awareness of IG.

Get the word out about your program. Use all media sources that are available to you, like the community paper, e-mail, school newsletters, radio, the cable information channel and any other sources you may have in your community. People need to know what, where and why the session is happening. Tell your success stories, and don’t forget a photo is worth a 1000 words - sometimes a good picture is all you need.

Endorsement letters

Keep a file of letters from the youth, seniors, educators, and caregivers. It is never a bad idea to ask people to put some of their experiences in writing, and these testimonials will help you build support for your IG initiative.

Support from Parent Advisory Council

Within the school, you may have a number of parent groups (e.g. PTA, Home and School Association). They can be strong advocates for additional programming support within the school structure. These are excellent groups to arrange to make a presentation for where you can highlight the extended benefits for family life development and the opportunity for children to interact with a grandparent figure. In today’s society, grandparents are not always involved in the immediate family and with the increase of single parent families many children and grandparents lose touch with one another.
When looking at who should be involved in your activities/events, keep an open mind. It’s better to invite as many individuals from a wide range of sectors and use the invitation as an opportunity to increase awareness, understanding and build support. If they do come they will see the benefits first hand.

This is just a sample list- look into your neighborhood and community - who can you invite?

- Educators
- City officials
- Parents of the children
- Relatives of the seniors
- Media
- Local volunteer groups
- Local businesses, especially if you are looking to leverage financial support for a specific component
- Administrators within the education network like Trustees, Directors, Guidance Counsellors, etc.
THE BEST PRACTICES CRITERIA

These twelve principles have been identified as key elements of successful IG programming. They are the Best Practices Criteria.

While some of these Criteria may seem like they’re stating obvious good programming practices, there are specific reasons why the principle they refer to is important to establishing quality IG programming.

1. The program is a partnership between stakeholders representing each of the generations involved.
2. There are clear and realistic goals that address the needs of all stakeholders involved.
3. Roles and responsibilities are clearly defined.
4. Planning of the program is collaborative.
5. Each generation derives benefits from the experience.
6. The specific needs, abilities and preferences of each generation are considered and addressed during the planning and delivery stages of the program.
7. The overall program is planned, and can include both structured and unstructured sessions and activities.
8. The intergenerational program consists of multiple interactions between the generations over a period of time.
9. The program allows flexibility to accommodate various levels of participation.
10. Age specific orientation is provided for participants as well as ongoing skills development for staff.
11. Genuine commitment to the IG program is demonstrated at all levels.
12. The program is evaluated cyclically.

Ask yourself whether you can say “yes” to the question “Is this the case for my program?” for each criteria.

The next section of this Tool Kit explains what is meant by each Criterion, and provides real-world tips to consider when implementing them. Use the references to find the appropriate samples, examples and other resources in the Appendices.
Partnership

“The program is a partnership between stakeholders representing each of the generations involved.”

Good intergenerational programs will require constant collaboration between generations and the staff that work with each generation.

Staff working with both groups may need to plan weekly or monthly meetings depending on the facility and/or program.

Collaboration is more important than in general programming because there are two or more distinct groups of participants, each with unique needs and preferences.

Staff are usually more familiar with their own group’s specific needs and abilities. Regular meetings can help reduce the potential for misunderstandings. Staff responsible for the younger generation will be aware of certain behavior issues, while staff responsible for the seniors will be aware of their needs and abilities, level of noise tolerance for example.

Maintaining a good partnership can be challenging given the often short duration of programs that involve school children, where turnover is yearly or by semester.

When working with children from a school the principal(s) and/or teacher(s) involved will sometimes change mid year or yearly. If this should happen you will definitely need to re-introduce the IG concept and the IG program to the new people. Provide a mini orientation if needed. With a change in the staff involved, some things about the program might need to be revised. You will need to determine the level of support and buy-in from the new personnel. If you have everything documented - feedback, goals and objectives - you will be able to present a better case for support.

(see Criteria #12)

In this case, ‘partnership’ involves not only the stakeholders representing the generations, but also representatives from the generations.

Truly engaging the participants in the program means including them in the development cycle of the program. Get their suggestions & feedback - and act on what they tell you.

(See Appendix I-6: mentoring Partnership Agreement”)

It pays to say thank you.

Remember it’s the small things that have the biggest impact - like sending a card of thanks to a teacher or program coordinator after an event has been completed. Including a coffee coupon, or including a write-up in a newsletter are just a few ways to say your thanks.
It is important to find the right person at the partner organization(s) to involve in your program. You will need to talk to people to find the right mix of skills and level of buy in - intergenerational programs take a lot of time and dedication to plan, implement and evaluate. Take your time and get to know all the potential key players. (See Appendix I-3: “Letter to Principal”)

Work with the teachers involved to connect to the curriculum.

It will help your program to have a solid connection to part of the school curriculum. You can tie your events and programs to course content in areas such as history (seniors talking about their past, where they have come from), health (learning about the aging process), life skills (manners, social skills, responsibilities), the mandatory volunteer component (giving back to your community, life long learning). Students can learn from the older generation in so many ways. (See Appendices I-1: “A Complement to Ontario School Curriculum” and I-2: “Curriculum Guide”)

Extra Tips: When working with schools, it has proven helpful to plan a June” turnover event” to let all staff know of the successes and past experiences for the school year. A celebration like this often helps leverage others who might be interested for the following year.

Each September plan to have an orientation, especially for any new staff. Include Q&A time with the entire school staff. If possible share with the group a summary of the program for the year. You might have an interested teacher who may want to get involved.

Volunteer and partner recognition events help to provide ongoing awareness and build support. These events have the most impact if they are planned for strategic times throughout a school year i.e. September, December, April and/or June.
Goals

“There are clear and realistic goals that address the needs of all stakeholders involved.”

This is especially true when dealing with intergenerational programs. It is important that the needs of all generations are relatively equally represented in the objectives of the program.

Before beginning any program it’s extremely important that the goals for the overall program, as well as for each session are agreed upon and understood by all of the leaders.

The program-level goals should be the same for the duration of the program, while the session-level goals will change from session to session.

Here is an example of a set of program-level goals:
To increase the level of communication and interaction between the grade 6 students at St. Mary’s Public School and the seniors at River Oaks Centre using activities that involve being physically active in a safe and supportive environment for all the participants.

Here is an example of a set of session-level goals for one of the early sessions in the program:
To increase participation, increase verbal interaction, demonstrate/model social skills, and to provide quality time for partner pairs (senior & student) to talk.

The goals that are established and agreed on by the leaders should direct the nature and implementation of the planned activities.

Selecting the activities for each session can be much easier once the overall objectives are established. Building on the earlier examples of objectives you can see how getting the group to play horseshoes would fit both the program and session objectives. Some other activity ideas that could work are darts, gardening, line dancing, walking, bowling and mini-golf.

For some programs it may be important to have skills or knowledge being used that link back to the younger participants’ school curriculum. In the example activities, the score-keeping during play (and maybe keeping track between sessions too!) could provide an opportunity for youth to practice math skills with a helping hand from their senior partner, if necessary.
Roles & Responsibilities
“Roles and responsibilities are clearly defined.”

All stakeholders need to know what part they play in the program so it will run smoothly and there will be no misunderstandings. Having the roles and responsibilities written out and agreed to by everyone will help avoid a situation where one person ends up doing all the work.

If the provision of event supplies has been divided between the two participating groups, make sure it is clear (and written down) who is going to supply each item. For example, the teacher, childcare worker or parent group can bring the craft supplies while the senior coordinator can supply the refreshments as well as the stack of magazines for cutting and pasting.

It is essential to have roles and responsibilities clearly defined for all parties involved, especially if the program is new. The time during the session goes so quickly, there is not a bit of time to waste on missing supplies or other misunderstandings. You don’t want to waste the time of either those responsible for the program or those participating.

Be clear and detailed with the responsibilities. For example, “Teacher will supply xx of the following items for the craft” or “xx copies of each section of the rabbit pattern will be cut out prior to the event by the seniors.”

Extra Tip:: Each participating group needs to have assigned volunteers and staff. These key individuals need to have a clear understanding of their roles and responsibilities as related to their specific client group, and the client groups participating also have a responsibility to understand their role in the activity.
It is essential to have all the partners present. It can be difficult to make sure both age groups are properly equipped if all the planning is done by one person.

No one person should be the sole planner- planning should always be shared. Both age groups need to have their skills and limitations identified and brought to the table for consideration, and no one person can represent both groups.

When the planning is done by staff from both groups, there is a better chance of having the right supplies on hand. For example the children may need special safety scissors for cutting, something that might get missed if all the planning is done by the senior coordinator.

When planning an IG program, the participants should play a role in planning, where appropriate.

Research has shown that those senior participants who were in control of their decisions were happier, healthier, and took less medication than did those in other groups.
(See Appendices H-3 and H-4)

It is not always necessary to prepare a set schedule for how a session will unfold, but at least have an outline of certain activities that will take place, and at what point will they take place.

With IG programs you will never have 100% control over how things will unfold or be able to have things perfectly timed. That is the nature of the environment working with two age groups. You must still plan out the framework for the sessions but the need for flexibility is essential.

Extra Tips: While you’re planning the sessions, activities and programs PLEASE HAVE FUN! If you’re not having fun at the planning stage there is a good chance that the participants won’t have any fun either.

Keep an open mind- try new things and review feedback from past sessions. Modify the plan as needed

There are no failures in IG! Even when a session doesn’t go according to plan, it can provide valuable and unexpected interactions and learning opportunities.
Everyone Benefits

“Each generation derives benefits from the experience.”

Benefits are realized by both the older and the younger participants.

Examples of benefits can include unconditional acceptance - a child being accepted by their grand friend even though they might not be doing well in school. Also, acceptance of the grand friend by the child just the way they are - they might walk or talk differently but children usually see beyond that and accept the person. Another benefit may be time for listening - many family members seem very busy and sometimes forget to take time to really listen to either their children or their elders. IG sessions provide that environment for both participants to feel safe and not rushed so that quality time is provided. This crosses over into the participants feeling cared about, and caring of each other.

(See Appendix G-1: “Benefits of IG Programs”)

A service provided by members of one generation to members of another is not an IG program, if that is all there is to the initiative.

Activities planned must be seen as a win/win for both groups, and both need to be on the receiving end of the benefits. Even with elementary schools students who are volunteering in a senior day program, make sure that benefits are there for the students. The benefits can come from just talking with a senior about their life or their day. Positive reinforcements of their value will help by building self esteem and increasing their feeling of self worth. For the senior, having someone talk with them will give the feeling that they have something of value to share - like knowledge, experience, sympathy and understanding. It lets them know someone cares for them and is interested in them.

Interaction happens in various ways and the benefits are reciprocal.

The interaction between the two participants can be during a walk down a hallway, it can be a non-verbal exchange that takes place between a very young child and a grand friend looking through a window watching a group of children playing. The important thing to remember is that from every interaction there is benefit on both sides of the interaction.

Extra Tip: Try not to over-plan for either of the participating groups. The benefits will come as a result of the experience. It’s not about how many benefits or outcomes can be noted, but rather the quality of the experience. There will be many spin-off benefits that happen and not necessarily planned for, and that is exactly what you’re aiming for!
Tailored To Participants

“The specific needs, abilities and preferences of each generation are considered and addressed during the planning and delivery stages of the program.”

Needs should be identified according to age, education, health, economic status, the number of family members participating in program, personal backgrounds and individual expectations.

The coordinator working on behalf of the older adults will have the knowledge and the resources to suggest assistive devices to help these participants be as successful as possible,

The person representing the children or youth will be able to suggest the appropriate equipment to ensure their success with the session (for example having left handed scissors on hand).

Make sure the activities planned fit within the needs and abilities of the participants, which requires knowing your audience and involving others in the planning. Take a look at the sample programs for different age groups from the Intergenerational Way.

Walk around the facility and take a wheel chair or walker with you. Plan what entrance you’re going to use and what assistance will be needed upon arrival. One suggestion is to use the older youth to assist, as long as you have provided some training and instructions. Keep in mind what you will need to have on hand for any type of emergency.

(See Appendix F-3: “Smart Site Checklist”)

The use of assessments and evaluations will lead to more positive results.

One of the key elements for success is to ensure that staff and volunteers have some sort of background knowledge on both of their participating groups. Using an assessment tool to evaluate the participants who will be involved will give the team the information they need to know the capabilities and preferences of the participants so appropriate plans can be developed.

See how participants’ preferences are documented (Appendix H-5) and how perceptions of each participating group may affect program planning. (Appendices H-1 and H-2.)
Have team meetings with the seniors, advisory groups and orientation sessions to iron out glitches.

Prior to the activity it is a good idea to touch base very quickly with the key facilitators to ensure that all areas have been covered and to be aware of any potential areas of concern. For example, the children or seniors could be having a bad day which could impact on the outcome of the overall session, and a quick heads-up for the other staff ahead of time can make a big difference.

It may be helpful to have debriefing opportunities with each group separately after a few sessions to capture any feedback early on. Talk to the participants and their caregivers regularly to pick up on any points of irritation.

Look for specific successful examples of activities that work – and copy them shamelessly!

Keep it simple. Anything you introduce into your sessions should be kept simple, the more complicated it is for you as a facilitator, the more chance of error at the point of implementation.

Be careful when using food in a session - keep snacks simple like fruit or biscuits and juice. Be aware of dietary restrictions and allergies.

Sometimes the smallest change to an event can make the biggest difference the next time the session is implemented, but be careful - the change could be positive or negative.

It is okay to remove a participant if necessary.

If a participant (young or old) is not enjoying the interaction or might be on the way to causing some distractions, for the other participants’ sake it’s legitimate to assist this person to another area in a respectful and tactful way. Program planning should consider these potential situations, keeping in mind the number of staff and volunteers required to ensure safety for everyone.
Program Context

“The overall program is planned, and can include both structured and unstructured sessions and activities.”

Develop a framework to produce a comfort level for everyone involved. A structure also provides a routine.

Both seniors and students can sense if things are not going as planned. Flexibility and spontaneity are important, but the sessions need to be organized to a certain degree.

Both of the participating groups are often much more successful in a structured environment. It also helps to maintain the focus and direction of the activity.

Remember that an IG program involves planned, purposeful interaction.

Every session and activity planned should have a purpose or reason for being chosen. Time is very valuable, so you need to be able to demonstrate the rationale for the activity as well as outcomes and benefits.

Structure gives a quality to the program and a sense of accomplishment for all involved.

A structured program is much easier to implement and evaluate. You can follow the road map you have created to give your event focus and direction.

It is equally important to have time built in for unstructured events

Have some free time built in to let natural discussion take place and develop. It could be 5 minutes at the beginning or 10 minutes at the end.

The framework will set the context – “What are we here for?”

Your staff, volunteers and to some extent the participants need to know why and what they are going to be doing. Introduce the topic/activity and share the plan!

Be careful with the use of name tags. Privacy and dignity are important.

This will depend on your age groups and the facility where your event is taking place. If you do have name tags it should be the senior’s choice whether to use one. They should be age appropriate and in good taste.
Multiple Interactions
“**The intergenerational program consists of multiple interactions between the generations over a period of time.**”

The more interactions the program has, the more comfortable all generations become

With each successive interaction, participants will begin to develop relationships beginning with knowing each other’s name, recognizing each other and building from previous discussions and interactions (depending on the ages and the level of interaction).

In order for relationships to develop, and stereotypes to be eliminated, the interactions need to happen on a continuing basis.

Planning only one event is not enough for the participants to gain full benefit. Once a week may be just right (or too much!), monthly will be much more rewarding to all participants. Comfort levels will increase as people become familiar with each other, the situations and environments. The possible benefits will grow in number and intensity with each successive interaction.

Special or single events may lead to interest in developing an IG program or help find new partners. They often involve more than the usual stakeholders and can enhance or augment your regular IG program.

Although it won’t be a true IG program, if you are given an opportunity to provide an intergenerational event, take it! Chances are that it will lead to an opening for more events and programs to be scheduled for the future.

Single events can be great to use as a kick off, a celebration, or a pilot session. They allow people to get a feel for the intergenerational spirit.

The participants need to be emotionally prepared for the end of the program so that they are not too distressed by the change in their routine and the absence of their new friends. No surprises!

The start/finish cycle also allows the staff the opportunity to plan training and orientation sessions as well as volunteer recognition and debriefing sessions with all who have participated. It’s important to celebrate and then to plan for the kick off in the following period. (See Appendix E-1)
An IG program must have a start and an end. This often coincides with the school semester or school year.

This is extremely important. Everyone needs to be aware of the starting point and the ending point. It will allow you to plan orientation and training appropriately and implement within a framework of timelines. It will also allow for evaluation and revision so the next round of programs can be better!

When you are just getting started, having a concrete beginning and ending point allows new partners to feel comfortable that they are not committing to a very long term. It will let them give you a greater buy-in because it’s only for a specific time frame – and then you’ll be able to set the hook for the next time.

Event-like sessions can draw attention to IG initiatives.

Media, community stakeholders, and dignitaries should be invited to your “special” sessions like kick-offs and end-of-program celebrations. As more people witness the successes of intergenerational programs first-hand, it will be easier for you to build awareness, support and understanding for intergenerational initiatives.

Extra Tips: Like anything, the more you do it the better it becomes. The same holds true for IG activities and interactions. As each group becomes more familiar with one another, the comfort levels rise. Conversations become easier and the experience is more enjoyable for everyone.

Shared use facilities that have an intergenerational potential created by the mix of users in the building are at a great advantage and need to tap into this opportunity. Schools and some senior care facilities may have a child-care centre, a senior centre, or a parent and tot drop in centre. Many retirement homes are now being built with child care facilities within them. These kinds of situations provide unlimited opportunities for programs at all levels from unscheduled and passive (e.g. saying “hi” to a child in the hall way) to planned daily sessions.
Flexibility
“The program allows flexibility to accommodate various levels of participation.”

Even when the entire group is made up of the same age brackets (elders are approximately the same age and youth are approximately the same) and they come from the same cultural, religious, ‘whatever’ background, each individual will have their own unique learning style and personality.

No two individuals are alike, people will learn in a number of different ways. Demonstrate the task for those that learn more visually, but verbal directions and written directions should all be included in your session.

Consider active versus passive engagement by participants in both active and passive activities. Training for your staff and volunteers may be needed regarding active and passive participation and examples of range of participation.

Both of these types of activities have their place. Knowing your participants’ abilities and preference will give you the information you need to plan appropriately. Some seniors may only be able to participate in a passive way, but just being in the room and observing can be enjoyable for them. It is advisable to have young children engaged in active events where they can get up and move around the room rather than sitting and listening to a lengthy discussion.

(See Appendix C-5)

Try to provide “failure free” activities.

Both active and passive activities can be failure free as long as they have been planned and staff are knowledgeable about the participants.

Even if the session being planned will entail little or no movement, training should still be provided to the staff and volunteers on implementing these types of activities in a quality fashion. Less obvious items to consider are things like making sure the setting is inclusive for all and has adequate lighting.

Extra Tips - Examples of program ideas.
- Music is one of the most popular and successful activities - listening, singing, drumming or dancing.
- Storytelling, reading or word games.
- Knitting, quilting, baking

(See Appendix C for more ideas)
Have contingency plans to re-engage participants.

Always have a plan B to fall back on to bring the event back on track. Examples: a board game, music that can be introduced, a joke or a story that can be shared with the group

Activities tend to evolve

With each intergenerational session/activity introduced to the participants, and the more often that they have the opportunity to participate, the more “detail” you will see happening.

TIPS: Flexibility is an extremely important element to have built into the structure of the intergenerational event. Some things you will have no control over. Many things will “just happen” so you need to be able to observe and make note of what is happening and obtain feedback from others as to what they observed, overheard, and experienced.

The Intergenerational Way is a user friendly manual that will take you through step by step activities. UGO has a number of other resources that are available to you. Order a copy with the fax-back form on page xx or send an email to samprogram@on.aibn.com

Online resources:

http://www.unitedgenerations.ca
http://www.temple.edu/cil
http://intergenerational.cas.psu.edu
http://www.gt.pitt.edu
Orientation & Training

“Age specific orientation is provided for participants as well as ongoing skills development for staff.”

This is a must, and apart from good planning is the foundation to success. Good orientation protocols will make a huge difference in the quality of the program delivery and the experiences for participants.

Orientation for all ages must be presented. The Intergenerational Way has excellent examples, and there are sample questions and examples from “The Fuzzy Grey Box”.
(See Appendix J-1)

Training and orientation each offer something different, Training provides staff with the “what” and the “how.” Orientation needs to include the “why”. Both go hand in hand and both need to be offered to all staff and volunteers.

Age relevant information is an important part of the orientation.

Participants need orientation ahead of time to the nature of the experience and the kinds of behaviours, attitudes and mindsets they will encounter as they participate. Being made aware of the physical, mental and emotional constraints of each age group is also important.

There is no need to do all of the training yourself. Health units and other agencies will have the capability to provide training for staff and volunteers.

A collaborative delivery will draw upon expert knowledge and provide a comprehensive approach to staff development and program enhancement. You will find some suggestions for accessing this kind of help listed in Appendix B-3.

Have an orientation checklist for each group – volunteers, staff and participants.

Use the checklists to ensure that all aspects have been addressed and covered. Coordinators that have planned the event or activity can ask volunteers and other staff to go through the checklist to ensure the event is ready to go.
(See Appendix I-8)
Cross-training and/or joint training sessions for staff associated with both the older and younger participants can’t hurt.

Whenever possible it is best to have cross training as it is the best way to help break down stereotypes and will increase the number of participating staff who are able to effectively assist both groups of participants.

Safety and security of participants needs to be addressed in the training and orientation.

This is very important for everyone involved in the program not only your participants, but the staff and volunteers. Ensure that all safety and security policies and procedures are followed for the school, community centre or senior facility. This should be explored during the planning stages and can also be incorporated into training for staff and volunteers. Most facilities will have manuals that you will be able to review regarding safety regulations.

Orientation should address potential health issues.

Community awareness and open communication is needed between both participating groups- plans may have to change due to illness or risk of contagion. Schools and day care centres can sometimes have to deal with issues like head lice, foot and mouth disease, or pink eye. Seniors facilities may be more sensitive during cold and flu season. Participants and staff need to be aware that plans may have to be altered or postponed for some of these reasons.

(See Appendix F-1: “Universal Precautions”)

Confidentiality is very, very important.

This needs to be addressed in policy and with staff and volunteers, and should be reiterated throughout the year. This point also needs to be included in an orientation session with participants.

(See Appendix F-2: “Volunteer Confidentiality Policy & Agreement”)

Orientations should refer to dress codes & outline a Code of Behaviour. The host facility may have a standing code of dress and behaviour.

Participants should be comfortable in what they are wearing, but this is also a good opportunity to talk with children about presenting themselves in a respectable fashion, clean, tidy and neat. For seniors, if the activity is presented as a “special gathering” some people will sometimes want to look “special” or “dress up” in a “good” outfit.
Manners and etiquette are things that need to be taught and demonstrated. Many times children may not have had the opportunity to take part in functions where these skills can be modeled so every opportunity to do so should be encouraged and built upon.

**Extra Tips:** We’ve all heard of the importance of life long learning - this holds true for staff and volunteers involved with IG activities. Both the staff with the younger generation and those with seniors must continue to grow in each of their respective areas of expertise. Orientation can assist with this.

Orientations are not just for staff and volunteers. Age appropriate orientation material needs to be created and designed for the participants. Material in Appendix J will be useful for younger participants interacting with adults.
Commitment

“Genuine commitment to the IG program is demonstrated at all levels.”

This is essential otherwise the program will not be a lasting success. The commitment must start at the top, and be present in all organizations participating.

Here are some examples of how commitment is demonstrated: inclusion of IG in strategic plans; inclusion of IG programming in departmental budgets; IG program updates as a regular agenda item at department meetings; IG initiatives featured in annual reports; staff hours dedicated to developing, implementing and maintaining the IG programs; managers ensuring that staff turnover doesn’t compromise the IG program.

Commitment to IG programs must be ongoing - successful activities just don’t happen overnight. They’re things that need a lot of thought, planning, shared learning and overall support.

Hopefully the participating organizations will eventually revise their goals, objectives and strategic planning to incorporate support for IG.

If the people involved in creating the IG program don’t believe in the benefits derived from IG experiences they won’t be as effective at creating positive experiences.

Staff, volunteers and participants need to realize a belief in IG – it can only be described as a feeling of spirit, and it must be real.

To achieve this, you need to contact the decision makers – in LTC situations it will be the administration, in schools it’s the principal.

The key decision makers need to know what is happening from start to finish - they are the gate keepers on the dollars and you ultimately need their support. Find out the type of information they use to make decisions and make sure you keep the communication flowing to these individuals.

You will need to make the case at all levels.

Ensure that you are able to make the connection with regards to the benefits for all who are involved in the IG programming. This is when your stories, written documents, evaluations and photos can help to support the presentation. (See Appendix G-1)
Evaluation

“The program is evaluated cyclically.”

Evaluation can take many different forms, but it should be done using both qualitative and quantitative measures, and it should be done in a planned, cyclical way.

Choose evaluation methods that are appropriate to the participants if they are to be involved (and they should be!).

The capabilities of your participants will lead you to which evaluation tools will get you the most useful information.

Don’t wait until the end of the program to think about how you will evaluate the program. Right from the beginning when you’re planning your program you need to think about the kind of data you will need to collect so you can improve the program and demonstrate success. Then you can build the appropriate time for collecting that information into your schedule.

Capture comments during activities

Designate a staff person or volunteer to actively listen and write down who said what during a few of your sessions. Include these comments in your evaluation. Appropriate quotes (testimonials) may also be used in different promotional material like brochures, reports and presentations.

Absenteeism among participating students often decreases. Measure it.

We know this happens, but many may not believe it until you document it. Schools can actually go back and review attendance records. Experience shows that they will be at school if they know an intergenerational session has been planned.

Reports and feedback must provide the negative comments as well, so the program can be improved.

Be honest with the feedback and how you analyze it - that is the only way your program can evolve and improve. Remember, don’t take the feedback personally. If the session didn’t work look to see what was learned and how it can be improved.
Go to the highest functioning seniors for comments, and let them know ahead of time that you will be asking them for feedback.

In many cases these individuals will be your most critical group. They will definitely tell you what they didn’t like, often without being asked. If they’re asked properly they will also give you constructive feedback.

**Extra Tips:** Getting good feedback from everyone involved will keep the program growing and moving forward. Keep an open mind and learn from each interaction. You will get immediate feedback right after the event, but listen to the participants for the days that follow the event. Chances are you will also get feedback from extended family members and other staff.

Ask yourself, the staff, the volunteers and the participants some or all of the following questions:

- How can we improve on this activity?
- What can we do that might increase the benefits for both participating groups?
- How can I take the activities we did and alter them to work for different age groups and/or capabilities?
- How can we take this session and build on it?

The sample evaluation forms in Appendix D can be edited to suit your program.
Appendices

The next section includes a fantastic collection of resources, sample documents, program ideas, templates, checklists - you name it, it’s in here.

Special thanks to the SAM Program for sharing many of the elements of their excellent resource, *The Intergenerational Way*, which you can order using the fax-back form on the next page or sending an email to samprogram@on.aibn.com

**Order Forms** .................................................................A-1  
Use this form to order copies of key IG resources.

**Community Partners Resources** ........................................ B-1  
Sample letters and templates, marketing ideas and more.

**IG Program Activities** ..................................................C-1  
A grab-basket of all kinds of IG program ideas from all over.

**Program Evaluation** .....................................................D-1  
Sample program evaluation questionnaires and surveys.

**Volunteer Forms** ..........................................................E-1  
Sample forms to use when recruiting volunteers.

**Forms, Policies and Letters** ...........................................F-1  
Sample forms, policies and letters.

**Getting Started** ..........................................................G-1  
Don’t know where to begin? We’ve put together a checklist.

**Participant Matching** ..................................................H-1  
Surveys and tools to help you match old and young participants.

**School Forms** ............................................................I-1  
Sample forms to use in school settings.

**Understanding the Generations** ......................................J-1  
Material you can use in your orientation and training sessions to help prepare staff, volunteers and participants for what they’ll encounter.
SENIORS ACTIVATION MAINTENANCE PROGRAM
P.O. Box 91026
350 King St. E.
Hamilton, Ontario
L8N 4G6

THE RESOURCE BOOK

The Intergenerational Way

Please send me _____ copies of The Intergenerational Way
in Canada $25.00 plus $5.00 postage and handling each.

Enclosed $__________

Each order MUST be accompanied by a cheque or
money order payable to the SAM Program.

Name: ____________________________________________

Address: _________________________________________

City: ___________ Postal Code: ___________

Province/State: ___________________________________
Principles of Good Partnerships

What is it?
This document explains elements of successful community based partnerships. It outlines rationale for working in community based partnerships, the benefits of community based partnerships, and provides tips to build lasting relationships with partners. The importance of establishing a clear vision for the partnership and an understanding of roles and responsibilities of partners is also discussed.

How will it help me with Living School?
Partnerships are fundamental to the Living School philosophy. Living school partners come from a variety of different sectors, and each may have a different reason for their involvement in the Living School project. This document will help you to understand the factors that help bring partners together around a common vision. Partnerships are a means for finding solutions to complex issues. They can help you share costs, resources, and skills, and can help you make good use of shared knowledge. Understanding partnerships will help you address problems that may arise between partners and manage situations of conflict and disagreement.

When could I use it?
As partnerships are fundamental to the Living School philosophy it is recommended that you become familiar with the principals of good partnerships early on in your activities. Understanding how partnerships work can help you to bring needed partners to the table to help you with your Living School planning and implementation. Establishing a common and shared vision for the partnership and the work you will be doing together is critical to success and should take place early on. Maintaining the partnership is an ongoing process that should reflect the evolving aims and objectives of your Living School activities.

Sources:


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http://www.livingschool.ca
Principles of Good Partnerships

Partnerships are a good vehicle for building effective community development processes and structures. A partnership is defined as a relationship where two or more parties with compatible goals form an agreement to share the work, risk and results or proceeds. Partnerships can be formed for a wide variety of reasons, but they are consistent in that they:

- share authority,
- have joint investment of resources,
- result in mutual benefits, and
- share risk, responsibility and accountability.

A partnership is not a process where:

- there is simply a gathering of people who want to do things;
- there is hidden motivation;
- there is no trust or need for the partnership;
- there is no sharing of risk, responsibility, accountability and benefits;
- one person has all the power and/or drives the process; or
- communities or groups are told to work together to acquire funding.

The Benefits of Partnerships

There are many benefits to developing strong partnerships. Partnerships:

- are a means for finding solutions to complex issues;
- combine efforts to share opportunities;
- enable groups to do more with less by sharing costs, resources and skills;
- eliminate overlap and duplication of effort;
- integrate ideas, activities and goals with others; and
- make good use of shared knowledge and ideas.

Community-Based Partnerships

We call a partnership a "community-based partnership" when it occurs in a community, involves community members and directly impacts or benefits the community. Basically, community development partnerships exist when they:
• insist on local participation and empowerment;
• have planned inclusion and leadership;
• enhance local and collective skills;
• support local entrepreneurs and business;
• are for the community by the community; and
• often integrate several areas of development (social, economic, environmental and cultural).

The members of a community-based partnership give consideration not only to their own involvement and contribution but also ask these questions:

• Who else needs to be involved?
• When should the others be involved?
• How should this happen?
• What do those who are not in the partnership expect from those who are?
• How do you keep community members informed about partnership activities?

Steps for building strong partnerships

Strong viable partnerships don’t just happen. Skills, knowledge and experience are required when we bring people together to form useful and productive partnerships. To have an effective partnership you must:

• know what you want to do as partners,
• decide who will do what,
• make a plan and follow it, and
• evaluate the results and make adaptations as you go along.

The logic and skills used in the community planning process are similar to the logic and skills used to build and maintain effective partnerships. The more effort you put into the front-end development of the partnership, the stronger the partnership will be. Key questions to be asked are:

• What is our vision and what are the common goals we want to achieve?
• What will each party contribute to the partnership?
• How will we make decisions in our partnership?
• What processes will we use to resolve disagreements or conflicts?
• How are we going to share the benefits or proceeds of the partnership?

Organizations or groups entering into partnerships usually have their own identity and work in addition to what they undertake as part of a partnership. As a result, not all partners need to be involved to the same extent in the partnership. The key is that the role and responsibilities of each partner are identified, understood and agreed to, in advance.

Factors for Successful Partnerships

Successful partnerships have the following characteristics:
• a shared vision, goals and objectives for the partnership,
• clearly-defined membership with roles and responsibilities,
• strong commitment to the vision and goals,
• detailed action plans,
• effective communication processes,
• adequate resources and
• a commitment to evaluation and adaptation.

Develop Lessons from Experience

• Effective partnerships are built upon a clear understanding and respect for one another.
• Partnerships change and grow over time. Make sure each partner is comfortable with participating in and growing with the partnership, and that the group stays inclusive and flexible.
• Having a clear and common understanding of roles and responsibilities, the way decisions are made, and the way decisions are communicated to others can make your partnership. Lack of any of these can break your partnership.
• Ask for help and assistance when you need it. An objective third party can often see the heart of the concern or issue far more easily than those at the centre of the partnership.

Key questions to be asked are:

• What is our vision and what are the common goals we want to achieve?
• What will each party contribute to the partnership?
• How will we make decisions in our partnership?
• What processes will we use to resolve disagreements or conflicts?
• How are we going to share the benefits or proceeds of the partnership?

Creating A Vision for the Partnership

A vision is a picture of the ideal future, formed by considering the potential results of the partnership. Visioning is an appropriate way to start the initial development of a partnership process. People who come together through a common community interest or concern are prone to simply discuss the problem or issue. Visioning encourages us to look at the positive (or ideal) and allows a bit of dreaming about the future.

It defines where we want to go. We can more easily move to action when we have a better idea of what the future could potentially hold. By describing what the future could look like as a result of the activities of the partnership, we are able to see the need for the effort it will take. A vision is simply a picture of the future based on the partnership being successful. A vision describes what is hoped for and valued. Some partnership groups like to capture their vision in a one- or two-line vision statement that describes what the vision is all about. The
A vision statement is used to describe the one main theme of the work being done and must be supported by all members of the partnership.

Examples of vision statements are:

- *The children of our community will have a safe and fun place to play.*
- *Through our work, the quality of life in our community will be improved so that individuals, families and businesses will enjoy greater freedom and confidence to prepare for the future.*
- *Our business venture will be operating well, showing a healthy profit, and be recognized as a community leader in social enterprise and cooperation.*

After creating a vision, discuss what values and principles various members hold that might be desired for the partnership. Principles are statements of belief and form the framework for the way that the group will operate, focusing on what they support or believe in related to the goals.

**STORY: VISION, GOALS AND ACTION**

A small partnership group was planning their strategy. It became apparent very quickly that language had become a problem. Some people were familiar with a particular approach that used the terms "vision", "goals" and "action steps", while others were familiar with language around policy-driven objectives.

Although it took awhile to reach agreement, they worked it through until they were all talking about the same thing. They had to change the terms to common language that everyone understood. What they knew they needed, regardless of what they called it, was agreement on a common vision, the desired results and a process to reach them.

**Creating Goals for the Partnership**

Goals are clear, easy-to-understand statements of intent that will close the gap between where you are now and your vision. If the vision paints a picture of where you want to go, then the goals identify the pathways or means to get there. Goals are broad statements of intent created by looking at where you are now (current situation) and at the vision (where you want to be) and asking what needs to be done to close the gap between the two. Goals address the question of what it will take to make the vision a reality. In Stage 2 of the partnership process you will develop action plans for each goal. Make sure that your goals can be achieved in a reasonable amount of time (two to three years at the longest) and that they are broad statements of intent. If you find that there are more than five to seven goals, you must ask yourself the following questions:

- Are our goals really statements of intent or have we slipped into answering "how to" questions?
- Do we need to review the goals we have created and identify priorities?
- Can we really take action in all the goal areas we have identified?
The vision and goals set the parameters for the partnership so you must ensure that the goals are achievable and meaningful to all partnership members.

Regardless of the formality of the planning process community development action is not possible without a common vision and purpose. **Create a Community Vision** — which will help create a picture of where you want to be. A community vision describes what is hoped for and valued by the community by creating a picture of the ideal future. Choose a visioning process in which all ages and abilities can participate, as the vision will build support and ongoing interest.

As you develop your community development plan and begin to make decisions about activities and resources, there will be differences of opinion. The vision will help to ground and direct these difficult decisions, and the goals will help you stay on track and focused on the results you are trying to achieve.

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A tool to determine interests of stakeholders and scope of their contributions to initiative

1. Source:
http://www.city.vancouver.bc.ca/publicprocessguide/shortversion/shortguide.htm

City of Vancouver, Public Process Guide – Short Version

2.1 Identify possible stakeholders and their interests.

- Define the geographical boundaries for your public process, including core zones and secondary areas.
- List possible stakeholders from the following sectors and groups and identify likely concerns/interests/positions and likely depth of interest in the issues.
  - individuals from the general public, who might be affected by, or interested in a decision
  - community and neighbourhood organizations
  - interest groups and non-government organizations (non-profits)
  - business and professional associations
  - umbrella organizations, (e.g., Real Estate Board, Urban Development Institute)
  - charities, service organizations, Churches and religious organizations
  - City-sponsored advisory committees
  - educational institutions and academics
  - other ...

2.2 Be receptive to the "active public".

- Include the established “active public”, i.e., sectoral organizations and activists, in your stakeholder lists, and develop positive and welcoming linkages which take advantage of their time, skills and enthusiasm.

2.3 Meet your obligations to those affected by the decision and the general public.

- Identify and facilitate the involvement of anyone who might be directly and indirectly affected, or contact their representatives. Seek input from those affected both positively and negatively.
- Devise techniques to reach the unorganized public, e.g., surveys, mall and street displays, and provide equal access to information to anyone interested.
2.4 Avoid common imbalances by proactively seeking out participants.

- Identify how you will involve under-represented, overlooked, disadvantaged and hard-to-reach groups with a stake in your program. Consider how to overcome barriers related to: language, ethno-cultural, socio-economic, educational, physical or mental disability, inequalities in participation skills, others.

3.0 Involvement Strategies

3.1 Use "pre-consultation" to help design involvement and communications.

- Ask stakeholders what level of information and what types, depth and frequency of involvement they want, and what techniques would work best with their community.

3.2 Select involvement approaches and techniques.

- Choose the techniques that best match your mandate, objectives and stakeholders. These are found in Tip Sheet: Public Participation Toolbox and Tip Sheet: Communications Toolbox.
- Diversify your repertoire instead of relying on the old, familiar techniques, e.g., explore underutilized techniques such as surveys, TV and radio and the City website. See Tip Sheet: Public Participation Toolbox, Tip Sheet: Surveys, Tip Sheet: Advisory Committees, Tip Sheet: Public Meetings: Flaws and Alternatives.
- Arrange for good organization and logistics for public events. Tip Sheet: Logistics for Public Events and Meetings is a checklist for before, during and after an event.

4.0 Communications Strategies

4.1 Work with Corporate Communications to develop a communication strategy.

- Contact the Corporate Communications division or other in-house communications experts early in the process to inform them about your project and get suggestions.

4.2 Review and commit to communication guidelines.

- Set communication objectives as part of overall objectives.
- Focus your information on what people need to know for informed participation; note this may differ by stakeholder group.
- Ensure that “information out” is credible, timely, accurate, up-to-date, includes contact information and is well-referenced.
- Think about presentation; ensure that all materials and presentations are in plain language, user-friendly, interesting, easily accessible and translated into appropriate languages.
- Keep participants informed about progress throughout the process.
4.3 Select appropriate communication methods.

- Pick from available communication methods, including:
  
  - City newsletters
  - inserts in organizational newsletters
  - library brochure or display
  - City website
  - hand delivered flyers, notices
  - brochures
  - exhibits/displays
  - newspapers: city, community, ethnic
  - media kits and news conferences
  - paid advertising on newspapers, TV or radio
  - school bulletins
  - use of existing contact lists: phone, fax, mail, e-mail
  - kiosks
  - community centre bulletin boards
  - longer notices/articles in newspaper
  - notices to community associations
  - notice posting or signs at sites
  - posters on designated poles
  - public service announcements
  - Greater.Vancouver TV show ([www.city.vancouver.bc.ca/greaterdone](http://www.city.vancouver.bc.ca/greaterdone)) City contact: Gordon_Inglis@city.vancouver.bc.ca

4.4 Set up appropriate communication channels.

- Choose communication channels and information distribution centers for information out and in, schedule these and inform the public about them.
- Develop contact and mailing lists, building on the Quick Find on City web site and past City processes.

5.0 Resourcing the Process

5.1 Define roles and responsibilities for organizers.

- Set up staff project teams and working groups, tailored to the scale of the project.
- Identify roles and responsibilities for all staff: professional, technical, administrative and clerical. These include team leader, coordinator, researcher, writer, public information-gatherer, public contact person, facilitator, recorder, logistics person.
5.2 Devise a schedule and work plan.

- Create a schedule which parallels the plan, project or decision timeline and that addresses the needs of participants, staff and decision-makers. Identify activities and tasks for each stage of the public process - and who is responsible for each.

5.3 Prepare budgets, covering:

- Technical information and research
- Staff and contractors
- Communications: publications (brochures, newsletters), publicity, advertising
- Logistics: meeting rooms, audio-visual, refreshments, etc.
- Multi-cultural outreach
- Internal records

6.0 Using Public Input, Follow-up and Evaluation

6.1 Integrate Public Input

- Compile, summarize and analyze information from the public to make it useful for decision-making.

6.2 Follow-up with participants.

- Report in a timely fashion to participants on what was heard during the public process and how it was used, using a contact list gathered throughout the process.
- Involve participants in implementation, when appropriate. They can participate in activities or through advisory committees and community monitoring.

6.3 Evaluate the process and ensure it is used to improve future programs.

- Choose evaluation tools, e.g., surveys, staff debriefing.
- Plan evaluation when you are designing the process. Evaluate the degree to which you achieve stated objectives and unexpected benefits.
You want to know more about how your group is doing, but others you work with want to know whether you are making a difference. Welcome to the world of evaluation. If you are a community initiative, you will want to evaluate your effort. You will need to devote some time and energy to planning the evaluation process. Like many other aspects of community health and development, an evaluation will ultimately be more beneficial if you spend the time and energy searching for ways to successfully begin and complete an evaluation.

One step in the planning process includes understanding and recognizing the interests of stakeholders in the evaluation. The stakeholders include community leaders, evaluators, and funders, and you will want to know how the evaluation will be used by each of them.
Appendix B-2

The evaluation should respond to the interests of those three stakeholders, and nothing is more productive than designing it together. The evaluation can serve the community leaders interests, the funders' interests, and the evaluators interests in a useful product, if you know what they want before you start. It's important to define the stakeholders interests in using the evaluation so that it can focus on optimally answering questions important to all of them. What do we mean by needs and interests? Needs and interests are those qualities which community leadership, evaluators, and funders see as important for doing their jobs well. Because each of these stakeholders is looking at the evaluation from a unique perspective, it helps to recognize those differences, and incorporate them into the evaluation.

For starters, let's consider why you'd want to conduct an evaluation in the first place. There are many basic reasons why stakeholders want an evaluation:

- To be accountable as a public operation
- To assist those who are receiving grants to improve
- To improve a foundation's grantmaking
- To assess the quality or impact of funded programs
- To plan and implement new programs
- To disseminate innovative programs
- To increase knowledge

A stakeholder may want an evaluation for one, two or all of these reasons. Evaluators may want to increase knowledge, funders may want to improve grantmaking and community leaders may want to assess quality. Community leaders may not want to answer more than a phone interview by a student intern, evaluators may be interested in systematic, disciplined inquiry, and funders may look for accountability.

When it comes time for evaluation, you don't have to be specialists in order to make good decisions about what you will do. You should, however, be knowledgeable about uses of evaluations and how they match the many interests involved so that you can make informed choices.

Who are community leaders, evaluators and funders?

Community leaders
They may include staff, administrators, committee chairpersons, agency personnel and civic leaders, and trustees of an initiative. They may have little knowledge of evaluation, nor feel they have much time to provide data or read data reports. Yet, the evaluation must be responsive, useful and sensitive to their decision-making requirements. They often are interested in how to improve the functioning of their initiative.

Evaluators
Evaluators are often professionals, though anyone can design and implement an evaluation. In fact, there are several professional associations that support evaluators and have established standards of practice. For example, the American Evaluators Association (http://www.eval.org/) or its empowerment evaluation topical interest group
Evaluators can be private consultants, university or foundation staff, or a member of the initiative. Evaluators are often interested in the systematic production of useful, reliable information.

**Funders**
Funders are those individuals or organizations who provide financial support for the initiative. They might include program officers or other representatives of government agencies, foundations, or other sources of financial support. Some funders have built a formal evaluation into their regular activities, but they are in the minority. Funders are often interested in whether the use of their funds is having an impact on the problems facing communities.

**Why should you understand the interests of these groups?**

OK, you understand the idea in principle, but why do you need to understand the needs of leaders, evaluators and funders? The information needs of various groups can be very different, so it's important to take into account the kinds of information that will be convincing and useful to the target audiences. Knowing this will help you decide what information is needed and the tools you could use to obtain it.

While you may know your group does good work, chances are good that other important members of the community do not know what you do. Consequently, other who have supported and encouraged your efforts will want to know what has worked, and what hasn't worked; and what should change and what should stay the same. Because these groups or individuals might be instrumental in assisting your work, financially or otherwise, it makes good sense to include their needs in the evaluation process.

Even more important is the requirement that the information used is useful. The question is: To whom is it useful? If there's no direction to your information gathering, you can collect just about anything you want, but so what? If it doesn't matter to anyone else, it is meaningless. If I collect information about the number of people that my agency serves, I may find that useful, especially if I'm reimbursed for that number. But what if someone really wanted to know if the efforts of the agencies in town had an impact on a health problem. The number of people my agency serves might not be that useful.

The interests, which helps us determine the information we need, lead us to develop tools to collect it. In other words it is the interests of the stakeholders that shape the inquiring.

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<td>What questions will you ask to get that information?</td>
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Appendix B-2

What tools will help you collect it?

In the long run, including the stakeholders in the process will lead to greater collaboration and organizational capacity to solve community problems. Understanding stakeholders’ interests will enable you to employ your resources better. Knowing what everyone wants and needs will help you plan the optimal evaluation.

When should you understand the interests of these groups?

You will want to identify stakeholders from the get-go. By going through a process of stakeholder identification before you begin evaluating, you will be able to obtain their views and incorporate their ideas and needs into the evaluation itself. Of course, the sooner you identify the needs and interests of those groups, the sooner you will be able to gain understanding of the different issues each group is interested in without wasting time or money. You also have to be watchful so that if interests change, you can adapt to those changes in a timely manner and keep your evaluation valid.

What are the interests of these groups?

How do we find these people?
First and foremost, you and other members of the group will need to sit down, pour a cup of joe, and grab a pencil. Think about the individuals and groups that have needs that should be addressed in the evaluation. You should try to figure out what their interests are. Of course, some people may ask Why them? Our group’s interests and needs should be the focus of the evaluation. In one sense, this is true. One of the main purposes of the evaluation process includes providing feedback and ideas for the group itself so members can improve and strengthen their efforts. But remember, everyone is in this together, the community funders and those who will conduct the evaluation. You want the best information possible information that will help you make the best decisions. But at the same time, there are other factors to consider. Over the course of your brainstorming session, you should identify as many stakeholders as you can. To identify stakeholders, ask yourself these questions:

- Who provides funding for our initiative?
- Who will conduct the evaluation?
- Who do we collaborate with?

Once you know who these people are, find out what they want. First, let’s break down these topics into more specific points. Then, we’ll talk about the specific needs and interests of members of each of these groups.
Community leadership
What will this group need from your evaluation? The information should be:

1. **Clear and understandable**: They may have limited knowledge about the goings-on of your group, or about evaluations. Immediately, then, you know that the evaluation must be clear and understandable.

2. **Efficient**: They probably have a variety of different responsibilities which demand their time and consideration, so they won't want to waste time reading information irrelevant to their needs.

3. **Responsive**: They may include decision-makers that can affect the future of your group. Therefore, your evaluation needs to be responsive to their decision-making requirements.

4. **Sensitive**: They will want to know what the initiative has accomplished, so the evaluation should be sensitive to the activities and accomplishments of the initiative.

5. **Useful**: They will include decision-makers for the initiative, so the evaluation needs to show them how their efforts can be improved.

Evaluators
They will be assessing the effectiveness of the initiative in meeting its goals. What do they need to get out of the evaluation?

1. **Input**: The evaluation team needs to receive input from the initiative's clients --including community leadership, funders, and members of the initiative itself, in order to know what the clients want to learn about the initiative.

2. **Accurate and Complete Information**: In a similar vein, the evaluators need accurate and complete information in order to answer the questions posed by the stakeholders.

3. **Cooperation**: Finally, the evaluators will need cooperation from participants and officials in order to obtain needed data.

Funders
They will need:

1. **Clear and timely reports**: Because of their responsibilities for making decisions concerning the continuation of financial support, the funders will need information about the progress of the initiative.
Appendix B-2

2. **Evidence of community change and impact:** Funders will need to be able to measure the success of the initiative and report this to their own trustees or constituents.

**How do you determine interests?**

Now you know what interests you're looking for, you have to determine a way of finding them. You need to match people to what their interests are, whether it's through a survey, an interview or some other method. Failure to determine interests is often the source of problems and misunderstandings along the way and can became disastrous at the end when it turns out that different stakeholders had different expectations and priorities. Some of the questions that you can ask stakeholders to match them with their interests in an evaluation are:

- What are the evaluation's strengths and weaknesses?
- Do you think the evaluation is going toward its desired outcomes?
- Which kind of implementation problems came up, and how are they being addressed?
- How are staff and clients interacting?
- What is happening that wasn't expected?
- What do you like, dislike, or would like to change in the evaluation process?

From the answers you get, you can pretty much determine what each part wants out of the evaluation. You can also group those who have similar interests. For instance, you may find out that a community leader and an evaluator are interested in improving their managing abilities through the evaluation process. You made a match, and those two will work toward a common goal.

Here are some ways of determining interests and matching them with stakeholders:

- **Interviews** Get a representative from each group of stakeholders and ask away. Be direct in your questions so that you can get as fast as you can to the point you're trying to figure out, that is, what interests this stakeholders has and if they match with some other stakeholders' interests.

- **Surveys** You can send a written questionnaire out to assess how the stakeholders rank their interests and which group wants what. The survey must be succinct and direct, asking clear questions about the evaluation in terms of quality and goals. Survey results are easy to utilize and can be helpful for the evaluation presentation.

- **Phone surveys** They can save you time and money, if you're doing them locally. You can use the same questions you would use in a written survey, but leave more space for commentary, as people tend to talk more when speaking to a person on the phone. Be sure your phone surveys don't stray from your objective.
Brainstorm sessions

Arrange a meeting with stakeholder representatives and brainstorm interests and possibilities for the evaluation's outcome. Bring up problems such as continuity of the program, obtaining funds, coordinating activities and attracting staff, and let stakeholders have their say. Everybody will come out from the brainstorming session with new ideas and a much better notion of everybody else's ideas.

Besides those methods, you should always conduct a survey after the completion of the evaluation. This will benefit external audiences and decision-makers. Remember to report on the evaluation, not to it, that is, if changes need to be made, don't be afraid to follow through with them.

Remember that decisions about how to improve a program tend to be made in small, incremental steps based on specific findings aimed at making the evaluation a better process for all stakeholders involved.

Now armed with this list of needs and interests, you can find or develop the tools to obtain useful information. The next sections will explore ways to select an evaluation team and present some key questions for the evaluation process. Later, we will be discussing how to evaluate your community initiative!

To sum up:

Once you have a clear idea of what each stakeholder really wants, you are very likely to succeed in your evaluation. Be sure to revise frequently the interests of all the stakeholders involved so that you don't lose focus of what you're looking for with your evaluation. The hard part of your evaluation work starts now!

We encourage the reproduction of this material but ask that you credit the Community Tool Box: http://ctb.ku.edu

Resources

3. Source: This note by Ann Qualman is based on a document prepared by the British Overseas Development Administration (ODA) Social Development Department called *Guidance Note on How to Do Stakeholder Analysis of Aid Projects and Programmes*, July 1995.


**A Note on Stakeholder Analysis**
Prepared by Ann Qualman
November 1997

*What is Stakeholder Analysis?*
"Stakeholder analysis is the identification of a project's key stakeholders, an assessment of their interests, and the ways in which these interests affect project riskiness and viability."

*Who are Stakeholders?*
Stakeholders are persons, groups or institutions that are interested in a project and/or may influence its outcome. Key stakeholders have significant influence or importance to the project.

*Why do a Stakeholder Analysis?*
Stakeholder analysis can:
- identify stakeholder interests in relation to problems that the project is seeking to address;
- identify conflicts of interest between stakeholders before funds are committed;
- help identify relations between stakeholders which can be built upon to enable "coalitions" of support;
- help assess appropriate types of participation by different stakeholders.

*Assessing the Importance of Each Stakeholder to the Project*
The project's success is particularly important for some stakeholders (e.g., the project's beneficiaries and the project's funders). This is most obvious when the stakeholder's interests converge with the project's objectives. Other stakeholders are of relatively low importance to the project.

*Assessing the Influence of Each Stakeholder over the Project*
Some stakeholders have more power over project decisions and can exercise control which influences the design, implementation and outcome of the project. Influence may be positive or negative.

This note by Ann Qualman is based on a document prepared by the British Overseas Development Administration (ODA) Social Development Department called *Guidance Note on How to Do Stakeholder Analysis of Aid Projects and Programmes*, July 1995.
Categories of Stakeholders
Four categories of stakeholders can be identified, as shown in the following matrix:

**STAKEHOLDER MATRIX**

A - High Interest/Importance, High Influence
These stakeholders are the basis for an effective coalition of support for the project.

B - High Interest/Importance, Low Influence
These stakeholders will require special initiatives if their interests are to be protected.

C - Low Interest/Importance, High Influence
These stakeholders can influence the outcomes of the project, but their priorities are not those of the project. The may be a risk or obstacle to the project.

D - Low Interest/Importance, Low Influence
These stakeholders are of least important to the project.

Training Resources

The organizations below may have educators, facilitators and further resources to support orientation and educational seminars with respect to understanding the needs and interests of children, youth and older adults.

1. Association of Early Childhood Educators, Ontario (AECEO)
   http://www.dfd-efc.ca/aeceo

2. Healthy Children, Healthy Communities.
   http://www.reach.net/~stormy/children/resource_guide/youth_organ.html

3. Canadian Centre for Activity and Aging
   http://www.uwo.ca/actage/index.htm

4. Ministry of Education.
   http://www.edu.gov.on.ca/eng/training/apprenticeship/appren.html

5. Ontario Business Education Partnerships (OBEP)
   http://www.olpg.on.ca/en/resources/youthbasics.html

6. Ontario Gerontology Association (OGA)
   www.ontgerontology.on.ca

7. Ontario Public Health Association
   http://www.opha.on.ca/activities/index.html

8. Association of Colleges of Applied Arts and Technology of Ontario (ACAATO)
   http://www.opha.on.ca/activities/index.html

9. Therapeutic Recreation Ontario
   http://www.trontario.org

10. Story-Lines: Intergenerational Train-the-Trainer for Bridging the Gap program:
    http://www.story-lines.ca/web/training/php. Contact: Nora Zylstra-Savage
     nora@story-lines.ca
Appendix B-4
IG Program Presentation

Intergenerational Programs

United Generations
Ontario
www.unitedgenerations.ca

What is an Intergenerational Program?
- Planned intentional interaction of different age groups, infant to elderly in a variety of situations at a level that provides close communication, sharing of feelings and ideas and cooperative activity in meaningful tasks.
- Activities or programs that increase cooperation, interaction or exchange between any two generations. It involves the sharing of skills, knowledge or experience between young and old.

What are the Benefits?
- Emotional Support
- Mental stimulation
- Physical
- Recreation
- Social Roles
- Sensory Stimulation
- Meeting Special Needs

From IG Practitioners
- Increase of time and quality in family life.
- Better interaction in a different environment than at home.
- Increase of family support & to others in the community.
- Life long learning
- Unconditional love
- Understanding of needs associated with a variety of generations
- Touch
- Acceptance
- Learning to laugh again

From Children
- “It was a bit scary at first, but now that I think about it, I am so glad that I had the opportunity. It was lots of fun.”
- “You feel like you have made a difference afterwards.”
- “It got me to open up in awkward situations. I made someone smile and I learned more of group activities.”
- “I feel more knowledgeable – my seniors taught me a lot.”
- “I’ve learned to be more patient!!!”

From Seniors
- “It is good to see that you can make [other] seniors feel more satisfied by doing things together.”
- “It helped me understand.”
- “We were really the link between the very young and the very old, and helped to lead the way.”
From LTC Facilities

- They appreciated the bonding between the groups and found their residents were actually participating at a higher level than was their norm.
- All we need is a big smile from our Alzheimer folks to keep up feeling great and the work worthwhile. The hugs and little bits of recognition are priceless.

What makes a good Program?

- Partnership between stakeholders representing each generation
- Clear & realistic goals address needs of all stakeholders
- Roles and responsibilities clearly defined

Planning of the program is collaborative
- Each generation derives benefits from the experience
- The specific needs, abilities and preferences of each generation are considered and addressed during the planning and delivery stages of the program

Program is planned - can include both structured & unstructured sessions
- Multiple interactions over a period of time
- Flexibility to accommodate various levels of participation

Partners

- Age specific orientation provided
- Commitment to the program at all levels
- Program evaluated cyclically
"Jeopardy"

**AGES:** 11 years of age and older

**EQUIPMENT:** Display board, money cards, category signs, six sets of questions to match the category in varying degrees of difficulty and *numbered cards, i.e. five ones (5 - 1's), five twos (5 - 2's), five threes (5 - 3's), five fours (5 - 4's), five fives (5 - 5's), five sixes (5 - 6's).

**OBJECT:** To collect the most money by correctly answering the questions.

**PARTICIPANTS:** Students in Grade 5 and older, seniors from the Adult Day Program, 18 players (large group, two teams)

**DIRECTIONS:** The leader attaches the money and category cards to the display board. A player from the first team selects a numbered card from the pile and picks the amount of money they would like to try for i.e. $100, $200, etc. The leader then reads a question from the corresponding question card. Remind the players that the answer for the least amount is easiest and the most amount is the hardest. If the team/player correctly answers the question, the leader removes that money card from the board and gives it to that team/player to hold on to and discard the numbered card. If unsuccessful ask the second team to answer and award the money accordingly. A player on the second team then selects a numbered card. When all of the money cards have been removed, count each teams/players money to determine the winner.

*Optional:* *Players have difficulty selecting categories (number cards used) but have no difficulty selecting amount of money they wish to try for.*

**DURATION:** 45 minutes
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Courtesy of The Intergenerational Way
Order form included in this Toolkit
“Joint Exercise Program”

AGES: 5 years and older

EQUIPMENT: Chairs, tape recorder, music tapes, exercise devices i.e. sponge balls, elastics, parachute, etc., name tags unless both groups are familiar with each other, large room for thirty or more participants.

PARTICIPANTS: Large group classroom or students (20 and up), seniors from Adult Day Program (ten and up), both the Teacher and Program Planner will assist with leading the group.

DIRECTIONS: The Program Planner and the Teacher will meet and Choose a date and time for this large group activity. Have the students set up the room or bring in the chairs. When the students and seniors come together in the activity room, allow time for them to get to know each other. You may want to use name tags (students could prepare these).

The Program Planner will outline to the group about the Exercises, length of time, devices that will be used and a word of caution that if anyone should get tired, they should rest and start up again at their own pace. Also encourage the participants to encourage one another. When using the devices, try to have a senior and student turn and face one another working together. At the end of the exercises allow time for comments as well as group interaction. Students may want to walk the seniors back to the centre.

SET UP: Large circle

DURATION: 45-60 minutes

VARIATIONS: This works well with seasonal themes and music incorporated.

BENEFITS: Physical recreation, and social interaction for both the seniors and students.

Courtesy of The Intergenerational Way
Order from included in this Toolkit
“Guggenheim”

AGES: 8 and older

EQUIPMENT: Display board and marker.

PARTICIPANTS: Students from Grade 4, and seniors from the Adult Day Program. Large Group (two teams)

DIRECTIONS: Draw a large chart with five to six squares across and up and down. A five or six lettered word is written horizontally and different categories are written in boxes vertically. Players then name a word to fit in each box. Vertically, the words must begin with the same letter as the word across the top, horizontally they must fit the categories.

NOTE: If playing in teams, first team to supply a word gets a point or Two. Charts could be used, separating teams. Themes and Holiday words are good to use.

DURATION: 10 to 20 minutes.

Courtesy of The Intergenerational Way
Order from included in this Toolkit
“Hamilton Back Then And Now”

**AGES:** 12 years and older

**EQUIPMENT:** Maps of the city, books, sample questions.

**PARTICIPANTS:** Seniors and Grade 8 students.

**DIRECTIONS:** The Program Planner must first determine if there are any seniors who lived in the city all or most of their life. Ask them if they have noticed any significant changes over the past sixty or more years. Determine whether they would be interested in sharing any information with students from a local school. The Program Planner and Teacher will need to meet to determine if the seniors and students could do this event. Decide on a date, time, location, means of transportation if needed and the length of interviews, i.e. 30 to 45 minutes. The students will need to have a mini orientation session on communicating with the elderly. The Teacher will need to work with the students to formulate specific questions – see samples questions attached. The day of this event the Program Planner and Teacher will have to determine where to set up interview sites. These sessions can usually function with minimum supervision.

*Note:* You may have to plan a couple of interviews per day over a week depending on the size of both groups and those who are interested.

**SET UP:** Quiet area, card tables and chairs.

**DURATION:** 45 minutes

**VARIATIONS:** After the students have collected all of the information, we can take it one step further such as: art work – comparison posters, murals, etc., drama – small skits or class presentation to a larger group of seniors. Catholic schools have worked this event into the Confirmation Community Service aspect of their educational component. Call the local library to see if there are any videos, books, slide presentations, etc., on your city.

**BENEFITS:** Students: develop communication skills i.e. interviewing-listening process, learn about the aging process, learn about historical events and dates.
Seniors: are able to share with the children the many
Differences which occurred over the decades. Opportunity to reminisce "The Good Ole Days". An excellent opportunity for social one-on-one interaction.

Sample Questions

**HAMILTON SURVEY “THEN AND NOW”:**

1. How long have you lived in Hamilton?
2. Where did you first live?
3. How has transportation changed?
4. What were jobs and the pay you received like?
5. What were schools like?
6. How have fashions changed?
7. What kind of homes did you live in?
8. What did you do in your spare time?
9. What kind of sports did you play?
10. How much have prices changed?
11. How much have appliances changed?
12. How did you heat your homes?
13. How have people changed?
14. What was it like during the war?
15. What buildings have changed?
16. What kind of food and music was popular?
17. What celebrities were popular?
18. How has health care changed?
19. What areas have changed the most?
20. Has Hamilton changed for the better or the worse?
21. Where did you shop?
22. Where did you take someone on a date?

Courtesy of The Intergenerational Way
Order from included in this Toolkit
"Kite Making"

**AGES:** 2-4 years

**EQUIPMENT:** Construction paper, stickers, markers, coloured tissue paper, video assette recorder VCR machine, and the video “Winnie The Pooh Discovers the Seasons”.

**PARTICIPANTS:** Small group of Seniors and Day Care Children

**DIRECTIONS:** This program was used in conjunction with Intergenerational Week “Generations Flying Together”. Precut kites, enough for group. Set up tables in horseshoe style. Senior sit around the table and children sit in the middle. Introduce the activity theme; talk about seasons and show the movie “Winnie The Pooh Discovers The Seasons”. After the video the children and seniors cooperatively make kites. This is a great opportunity to interact between the two. Afterwards display the kites on a bulletin board for all to view.

**SET UP:** See pattern on next page.

**DURATION:** 40 minutes

**VARIATIONS:** Craft can be adapted to each season i.e. Winter – snowmen; Fall – leaves; Summer – flowers; etc. Be creative! Could decorate with wallpaper and catalogues, cut outs.

**BENEFITS:** Children: creative activity, high level of social interaction with the seniors

Seniors: creative activity, high level of social interaction with the children. Opportunity to reminisce of their youth.
KITE MAKING

coat hanger

pull

14"

9"

glue around frame & cover with construction or tissue paper

decorate (with stickers, markers, wallpaper)

string or ribbon tied to end of hook

bunched up tissue paper for ties

Courtesy of The Intergenerational Way
Order from included in this Toolkit
“How Are We Doing?”

What do you like the best about this program? ____________________________

What do you like the least? ____________________________

Do you find your instructor knowledgeable and prepared for your class? ______

Do you enjoy the music? ____________________________

What are your goals in coming to this class? ____________________________

Are there things that you have achieved by coming to this class? __________

Do you encourage friends and neighbors to attend? If not, why? __________

Do you enjoy guest speakers? ____________________________

Do you have any suggestions for future speakers? ____________________________

How did you hear about this program? ____________________________

On a scale of 1 to 5, how would you describe your feelings about this program?

1     2     3     4     5
poor        great

A message for your instructor(s): ____________________________

Clinic and date: ____________________________

Signature (optional) ____________________________

Courtesy of The Smart Program - VON Canada http://www.von.ca/specialprojects_seniors.html
Final Survey for Seniors

This questionnaire is confidential; the names will be replaced by a code for the analysis of data.

NAME or Initials: ________________________________________________________________

1) If you had the opportunity to participate in a program similar to this experience in the future, how many 1-hour sessions would you be willing to volunteer for?

2) Do you feel shy in front of a camera? (Please placed an 'x' on the line.)

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<tr>
<td>(Very shy)</td>
<td>(I don't mind it)</td>
<td>(I am very comfortable)</td>
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3) How do you feel about computers? (Please place an 'x' on the line.)

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<tbody>
<tr>
<td>(I hate computers)</td>
<td>(Computers are the best tools)</td>
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4) Are you familiar with any of these skills or programs? (Check off those which apply)

- [ ] Keyboarding
- [ ] surfing the net
- [ ] Windows applications
- [ ] Word processing
- [ ] Email
- [ ] website design/computer programming
- [ ] Video conferencing/webcam
- [ ] chatting/messaging software
- [ ] Other: ________________________________________________________________

5) Do you feel that you contribute to your community? (Check off the most appropriate answer)

- [ ] No I do not contribute to my community
- [ ] I would like to contribute
- [ ] I contribute, but I would like to do more
- [ ] I feel that I’m an integral part of my community

Courtesy of Pace 2000
Final Survey for Seniors

INITIALS: ____________________________

6) Do you follow an active lifestyle? (Please place an 'X' on the line)
   1------------------------2------------------------3------------------------4-----------------------5
   (I rarely leave my room)                          (I'm always doing something)

7) How often do you exercise? (Circle the most correct answer)
   Never-----------------Sometimes-----------------Often-----------------Always

   If you do exercise, please name a few of your activities:
   __________________________________________________________
   __________________________________________________________

8) Which of the activities below do you participate in on a regular basis?
   □ Reading newspaper/magazines/books  □ drawing
   □ Computer activities                □ watching television
   □ Club/society, please specify: ________________________________
   □ Board games                         □ playing an instrument
   □ Writing/correspondence              □ listening to music
   □ Arts & crafts                        □ ____________________________________________
   □ Other, please specify: ____________________________

9) Do you feel you need more social interaction? (Please place an 'X' on the line)
   1------------------------2------------------------3------------------------4-----------------------5
   (Not at all)                          (Maybe)                              (Definitely)

10) Do you have someone with whom you can confide in?
   NO
   YES If YES, please indicate who or how he/she is related to you:
   __________________________________________________________
   Courtesy of PACE 2000
Final Survey for Seniors

INITIALS: ____________________________

11) If you have contact with youth, how often does this occur? (Please check off the best answer)
- [ ] Once a month or less
- [ ] Once every 2nd week
- [ ] Once very week
- [ ] Several times a week

12) If you do interact with youth, who are they? (Please check off those which apply)
- [ ] Family members
- [ ] Neighbor
- [ ] Church member(s)
- Social club/program, please specify: _______________________________
- Other, please specify: _______________________________

13) Has the medium of videoconferencing been beneficial in the exchanges with your intergenerational partner?
- [ ] NO
- [ ] YES

If YES, which benefits has videoconferencing provided you with?

14) What have you appreciated in the exchanges with your partner?

________________________________________________________________
________________________________________________________________
________________________________________________________________
________________________________________________________________

15) What have you disliked about the exchanges with your partner?

________________________________________________________________
________________________________________________________________
________________________________________________________________
________________________________________________________________

Courtesy of PACE 2000
Final Survey for Youth

INITIALS: ___________________________ 4

16) What would make this program/these inter-generational exchanges better?

_________________________________________________________________

_________________________________________________________________

_________________________________________________________________

17) What kind of image or characteristics do you associate with youths?

_________________________________________________________________

_________________________________________________________________

_________________________________________________________________

18) What did you like/dislike about communicating with students?

_________________________________________________________________

_________________________________________________________________

_________________________________________________________________

19) Other Comments:

_________________________________________________________________

_________________________________________________________________

_________________________________________________________________

Thank you very much, your participation is greatly appreciated.
Sessional Evaluation for *PACE-2-Face*

YOUR NAME: __________________________________________________________

YOUR PARTNER’S NAME: ________________________________________________

1) What have you done this session? (Check off the boxes below that apply)

☐ French Conversation
☐ Internet Navigation
  a) Which websites or themes were explored?

<table>
<thead>
<tr>
<th>Websites from Index:</th>
<th>Other Websites (not from index):</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

☐ Computer Application
  b) Which one(s) did you use?
    (This depends on your computer; ie→ word, excel, powerpoint, etc.)
    ________________________________________________________________
    ________________________________________________________________

  c) What was the purpose of using this program?
    ________________________________________________________________
    ________________________________________________________________

☐ Other Activities: (Please specify)
    ________________________________________________________________
    ________________________________________________________________

2) Did you encounter any of these or other technical difficulties? (Check off the boxes below that apply)

☐ Connection problems
☐ Image quality
☐ Sharing documents
☐ Other: (Please specify)
    ________________________________________________________________
    ________________________________________________________________

Courtesy of PACE 2000
Sessional Evaluation

3) If you did encountered difficulty, how did this affect your session?

__________________________________________

4) Did you enjoy this session? (Circle the best answer below)

It was…

0-------------1-------------2-------------3-------------4-------------5
Bad Not Great Okay Good Very Good Excellent

5) What did you like and/or dislike about this session?

__________________________________________

__________________________________________

__________________________________________

4) If you have other comments, please share them with us:

__________________________________________

__________________________________________

__________________________________________

Courtesy of PACE 2000
http://www.pace2000.org/
Sessional Evaluation for PACE-2-Face

YOUR NAME: ________________________________

YOUR PARTNER'S NAME: ________________________________

1) What have you done this session? (Check off the boxes below that apply)

☐ French Conversation
☐ Internet Navigation
  a) Which websites or themes were explored?

<table>
<thead>
<tr>
<th>Websites from Index:</th>
<th>Other Websites (not from index):</th>
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<td></td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>

☐ Computer Application
  b) Which one(s) did you use?
     (This depends on your computer; ie→ word, excel, powerpoint, etc.)

_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________

  c) What was the purpose of using this program?

_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________

☐ Other Activities: (Please specify)

_____________________________________________________________________
_____________________________________________________________________

2) Did you encounter any of these or other technical difficulties? (Check off the boxes below that apply)

☐ Connection problems
☐ Image quality
☐ Sharing documents
☐ Other: (Please specify)

_____________________________________________________________________
_____________________________________________________________________

Courtesy of PACE 2000
Sessional Evaluation

3) If you did encountered difficulty, how did this affect your session?

________________________________________________________________________

4) Did you enjoy this session? (Circle the best answer below)

It was…

0---------------1---------------2---------------3---------------4---------------5
Bad Not Great Okay Good Very Good Excellent

5) What did you like and/or dislike about this session?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

4) If you have other comments, please share them with us:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Courtesy of PACE 2000
http://www.pace2000.org/
Final Survey for Youth

Intergenerational Telementoring for Conversational French
PACE-2-Face Tele-Mentoring

This questionnaire is confidential; the names will be replaced by a code for the analysis of data.

NAME or Initials: ____________________________________________________________

1) If you had the opportunity to participate in a program similar to this experience in the future, how many 1-hour sessions would you be willing to volunteer for?

2) In determining your level of French, where would you place yourself on this scale? (Please place an 'X' on the line)

   1-------------------------2-------------------------3-------------------------4
   (Beginner)               (Intermediate)            (Advanced)             (Bilingual)

3) Do you feel comfortable speaking in French? (Please place an 'X' on the line)

   1--------------------2--------------------3--------------------4---------------5
   (Not at all)                   (Somewhat comfortable)              (I am very comfortable)

4) Approximately how many hours did you speak French in past week? (Check off the most appropriate box)

   □ None
   □ Less than 1/2 hour
   □ 1 -2 hours
   □ 3 - 5 hours

   If 5 hours or more, please specify: _______________________________________

5) How comfortable do you feel reading French newspapers? (Please place an 'X' on the line)

   1-------------------------2-------------------------3-------------------------4---------------5
   (I never read them)                (Somewhat comfortable)              (I am very comfortable)
Final Survey for Youth

INITIALS: ____________________________ 2

6) Are you at ease interacting in a Francophone city?

1-------------------2-------------------3-------------------4-------------------5
(I feel like a stranger here) (I feel like I belong here)

7) Do you feel shy in front of a camera? (Please place an 'X' on the line)

1-------------------2-------------------3-------------------4-------------------5
(Very shy) (I don’t mind it) (I am very comfortable)

8) How do you feel about your computer skills? (Please place an 'X' on the line)

1-------------------2-------------------3-------------------4-------------------5
(I don’t know anything about computers) (I feel comfortable working with computers)

9) Are you familiar with any of these programs? (Check off those which apply)

☐ Keyboarding ☐ surfing the net ☐ chatting/messaging software
☐ Word processing ☐ email ☐ Windows applications
☐ Video conferencing/webcam ☐ website design/computer programming

Other: ___________________________________________

10) Do you have someone with whom you can confide in or with whom you consider trustworthy?

NO

If YES, please indicate who or how he/she is related to you:
(i.e. my uncle, my youth pastor, my teacher, etc.)

YES

11) If you have contact with seniors, how often does this occur?

☐ Once a month or less
☐ Once every 2nd week
☐ Once every week
☐ Several times a week
**Final Survey for Youth**

INITIALS: 

12) If you do interact with seniors, who are they?

- Family member
- Neighbor
- Church member(s)

Social club/program, please specify: _________________________________

Other, please specify: _________________________________

13) Has the medium of videoconferencing been beneficial in the exchanges with your intergenerational partner?

<table>
<thead>
<tr>
<th>NO</th>
<th>If YES, which benefits has videoconferencing provided you with?</th>
</tr>
</thead>
<tbody>
<tr>
<td>YES</td>
<td></td>
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</tbody>
</table>

14) What have you appreciated in the exchanges with your inter-generational partner?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

15) What have you disliked about the exchanges with your inter-generational partner?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

16) What would make this program/these inter-generational exchanges better?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
Final Survey for Youth

INITIALS: ____________________________

17) What kind of image(s) or characteristics do you associate with seniors?

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

18) What did you like/dislike about communicating with seniors?

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

19) Other Comments:

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

Thank you very much, your participation is greatly appreciated.
Volunteer Recognition is an Art

This is one of the most important things you can do – tell your volunteers how much they mean to the program! The following tips and more good advice can be found on the Community Futures Development Corporation web site at: http://www.communityfutures.ca

Tips for Recognizing Volunteers

1. Give it frequently
2. Give it via a variety of methods
3. Give it honestly
4. Give it to the person, not to the work
5. Give it appropriately to the achievement
6. Give it consistently
7. Give it on a timely basis
8. Give it in an individualized fashion
9. Give it for what you want more of

Recognition programs that typically work are those which:

- Base rewards on an appreciation of the individual volunteer as a unique person and which addresses individual needs.
- Are based on individual jobs or tasks.
- Recognize longevity and special contributions frequently.
- Offer rewards that can be shared by teams of volunteers

A few ideas

- Take photos of your volunteers “on the job” or being presented with awards, and make cards or bookmarks with the photos;
- Find dollar store items and enclose an appropriate note (chocolate dollar coins with a note “You are worth your wait in gold”);
- Packages of seeds – “Volunteers plant seeds of kindness”;
- Gift certificates or discount coupons (perhaps a local retailer will donate them);
- Create a survival kit with coffee mug, apron, nuts, etc;
- Seasonal items, like a small plastic pumpkin filled with candy or red box with cinnamon hearts;
- Your word processing software will have a template for creating scrolls and certificates;
- Travel size drug store items, such as hand lotion, talcum etc.;
- A bottle of wine in a snazzy bag;
- Flavoured popcorn;

And more ideas

These web sites will provide more useful ideas about showing appreciation to your volunteers – everything from poems to posters, awards, dinners and items you can purchase. You’ll also find more general guidelines to follow.

Energize Volunteer Recognition Ideas
http://www.energizeinc.com/ideas.html
Appendix E-1

Community Futures
http://www.communityfutures.ca/volunteer/

National Volunteer Week
http://www.volunteer.ca/volcan/eng/content/nvw/celebrate.php?display=2,1,4

enVision.ca
http://envision.ca/vitems/
Inexpensive items you can purchase
Universal Precautions

We would like to ensure that both clients and volunteers are protected against the spreading of infections or communicable disease. Volunteers interacting with clients will be provided with information on protection against communicable diseases and volunteers will be asked to sign an acknowledgement regarding universal precautions.

If you have a cold, the flu, or other infections, we ask that you refrain from volunteering in order to prevent spreading of illness.

Although the possibility of becoming infected through your volunteer work is very remote, these practices provide further precautions for you. Please feel free to contact your manager/supervisor if you have any questions or concerns. We value your contribution, and we welcome your feedback or any questions.

In the event of an emergency, or a situation where you are in contact with body fluids (e.g. blood or vomit), you should:

- Avoid contact where possible with body fluid;
- Use disposable gloves, or some other material barrier (i.e. paper towels) between you and the body fluid;
- Dispose of the paper towels in a plastic bag, and place this in a plastic garbage bag;
- Wash hands immediately with soap and warm water, or use disposable wipes with an alcohol base;
- Disinfect the affected area with Javex or bleach solution (1 part bleach to 9 parts water)(e.g. floor, car, etc.);
- Remove and dispose of rubber gloves;

If a body fluid splashes in your eyes or mouth, or if a cut is exposed to body fluid, rinse the area with water as soon as possible and contact your doctor immediately. Report any incidents where you are exposed to body fluids during your volunteer work to your manager/supervisor as soon as possible.

When driving passengers as part of your volunteer work, it is recommended that you carry the following household items in your car;

- Plastic bags or motion sickness bags
- Rubber gloves
- Paper towels
- Plastic garbage bags

Acknowledgement Regarding Universal Precautions

I acknowledge that I have been informed by .... about the use of universal precautions to prevent the spread of communicable disease. I agree that I will endeavour to use universal precautions as a volunteer in all situations where there is risk of exposure to blood or body fluids.

Signed: ___________________________________________ __________
Witness: ___________________________  Date: _______ ____________

Courtesy of The Smart Program
VON Canada
http://www.von.ca/specialprojects_seniors.html
Confidentiality Policy

Clients/residents have the right to protection of all their personal information. Each staff member and volunteer must support the client’s/resident’s right to privacy. Staff and volunteers in the organization must be committed to maintaining the privacy and confidentiality of clients and residents and their associated personal and personal health information. Breaches of privacy place the organization at risk.

A condition of employment/volunteering in the organization is that all employees/volunteers sign a confidentiality agreement. This agreement will be placed in the employee’s/volunteer’s file. This agreement will be renewed at regular intervals. Failure to hold the personal information of clients and residents confidential and private may lead to disciplinary action which may include termination.

Breaches of confidentiality include accessing personal information without authorization to do so and without a need-to-know.

Volunteer Confidentiality Agreement

Name of Organization: ____________________________________________

Name of Volunteer: _____________________________________________

I acknowledge that during my employment/volunteering with Fairview Mennonite Homes that I will have access to personal information about clients and residents, their families, and other employees which is of a private and confidential nature.

At all times, I will respect the privacy of clients and residents, their families, and other employees.

I will treat all Fairview Mennonite Homes’ clinical, administrative and financial information about clients and residents, their families and employees as confidential information.
Department: Administration
Reference No.: 2-70

Subject: Volunteer Confidentiality Policy and Agreement

Date of Approval: June 2004
Approved by: Board of Directors

Reviewed/Revised: Page 2 of 2

I will ensure that private and confidential information is not inappropriately accessed, used or disclosed either directly by me or by virtue of my password to systems.

I understand that violation to privacy and confidentiality may include but are not limited to:

* Accessing personal information that I do not require for volunteering purposes.
* Misusing or disclosing personal information (verbally, through the computer System or in hard copy) without proper authorization.
* Altering personal information of residents and clients or other employees.
* Disclosing to another person my user name and password to enable Unauthorized access to personal information.

I will only access, use and transmit private and confidential information using organization authorized hardware, software or other equipment, as required by the duties of my position.

I understand and agree to abide by the conditions outlined in this agreement which will remain in force even if I cease to have an association with Fairview Mennonite Homes.

I understand that if any of these conditions are breached, I may be subject to disciplinary action that may include termination of employment.

Name (please print): Signature:

Date:

Name of Witness (please print):

Signature of Witness:

Courtesy of Fairview Mennonite Home, Cambridge
## Benefits of Intergenerational Programs

<table>
<thead>
<tr>
<th></th>
<th>For Children</th>
<th>For Elderly</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Emotional Support</strong></td>
<td>Improve understanding of elders, improve self-esteem, provide unconditional</td>
<td>Something to look forward to, non-threatening situations, unconditional love, laughter, a sense of</td>
</tr>
<tr>
<td></td>
<td>love</td>
<td>newness, decreased loneliness, boredom and depression, Improved self-esteem and self-confidence,</td>
</tr>
<tr>
<td></td>
<td></td>
<td>gives a feeling of continuity of life</td>
</tr>
<tr>
<td><strong>Mental stimulation</strong></td>
<td>Learn about various stages of the life cycle, share their talents and</td>
<td>Reminiscences, share talents, resources history, language, technology, art and recreation. Opportunity</td>
</tr>
<tr>
<td></td>
<td>resources, become acquainted with physical limitations of some elderly,</td>
<td>to contribute. Learn about children in today’s society. Openness of children’s questions.</td>
</tr>
<tr>
<td></td>
<td>learn about illness and death as a natural occurrence</td>
<td></td>
</tr>
<tr>
<td><strong>Physical Recreation</strong></td>
<td>Provide varied experiences. Active participation. Become aware of need for</td>
<td>Encourage activity and mobility</td>
</tr>
<tr>
<td></td>
<td>all ages to exercise.</td>
<td></td>
</tr>
<tr>
<td><strong>Social Roles</strong></td>
<td>Opportunity to serve others. Friendship on a continuing basis. Role outside</td>
<td>Opportunity to serve others. Friendship on a continuing basis. Motivation to converse with peers.</td>
</tr>
<tr>
<td></td>
<td>the family. Develop social skills.</td>
<td>Feel needed.</td>
</tr>
<tr>
<td><strong>Sensory Stimulation</strong></td>
<td>Touch, listening, visual, auditory and tactile experiences through art.</td>
<td>Touch, listening, visual, auditory and tactile experiences through art.</td>
</tr>
<tr>
<td><strong>Meeting Special Needs</strong></td>
<td>Individual attention, time. Learn skills of another generation. Develop a</td>
<td>Having visitors. Become responsive to children at times when level of communication is otherwise low.</td>
</tr>
<tr>
<td></td>
<td>positive attitude toward the process of aging. Reduce fear of aging (a common</td>
<td></td>
</tr>
<tr>
<td></td>
<td>fear for children).</td>
<td></td>
</tr>
</tbody>
</table>

Courtesy of the Intergenerational Way (Sam Program)

Order Form in this Toolkit
Here are some other benefits statements from IG practitioners
(Thanks to members of the IG Expert Network for these comments):

- Increase of time and quality in family life.
- Better interaction in a different environment than at home.
- Increase of family support and to others in the community.
- Life long learning
- Unconditional Love
- Understanding of the needs associated with a variety of generations
- Touch
- Acceptance
- Learning to laugh again

The senior gets to begin a relationship with a young person in a school setting, meet other seniors, talk to school staff, pass their talent on (i.e. knitting); the children benefit because they are learning a craft or a skill; getting the opportunity to meet and get to know a senior (sometimes because of geography, divorce – children don’t have access to their grandparents).

Our children are more compassionate towards the elderly, and have a greater understanding of their needs.

We have been fortunate to have seen “adoptions by some of our families on the child care side.

One “grandmother” who was well enough to go home with help had no family close by so she had been in a center for a few years. After developing a very close bond with a girl in our program, and then connecting with her parents, she moved into a house close to them.

Feedback from students (15-17 yrs old)

It was a bit scary at first, but now that I think about it, I am so glad that I had the opportunity. It was lots of fun.”

“You feel like you have made a difference afterwards.”

“It got me to open up in awkward situations. I made someone smile and I learned more of group activities.”

“I’ve worked with children but never with seniors. This experience enabled me to be more comfortable with the elderly and learn about Alzheimer’s.”

“I feel more knowledgeable – my seniors taught me a lot.”

“I’ve learned to be more patient!!!”

“I learned so much from both seniors.”
Appendix G-1

Benefits statements from IG practitioners continued:

Feedback from healthy seniors

“It is good to see that you can make [other] seniors feel more satisfied by doing things together.”

“It helped me understand.”

“We were really the link between the very young and the very old, and helped to lead the way.”

Feedback from Long-term Care Facility Partners

They appreciated the bonding between the groups and found their residents were actually participating at a higher level than was their norm.

I think that for all of us, all we need is a big smile from our Alzheimer folks to keep up feeling great and the work worthwhile. The hugs and little bits of recognition are priceless.
INTERGENERATIONAL PROGRAM GOALS:

1) To encourage a healthy outlook towards the elderly in our community and to create a working relationship with another community agency.

2) For the students to experience a new generation and to increase the seniors’ positive awareness towards the younger generation.

3) To educate the younger generation about different disabilities and learn about proper coping methods.

4) To provide the opportunity for socialization between the two generations.

5) To enhance the lifelong learning process.

6) To encourage seniors to reminisce and share their past life experiences and feelings with the students.

7) To diminish any bias or stereotypes of either generation.

ROLE OF AN INTERGENERATIONAL COORDINATOR

1) The teacher and program planner should meet with one another to schedule regular meetings.

2) Communication before and after each event. Evaluate each program.

3) Educate each respected group about the other, i.e. Program Planner informs the seniors about the students, and the teacher informs the students about the seniors.

4) Continue to educate the staff and solicit feedback.

5) Demonstrate your enthusiasm and offer continuous encouragement.

6) Start off small and work your way up to more challenges.

7) Continue to be aware of the needs of each group.

Courtesy of The Intergenerational Way

Order form in this Toolkit
Appendix G-3

Sessional Survey
Feasibility Study for PACE-2-Face Tele-Mentoring [Summer 2004]

YOUR NAME: ____________________________________________

YOUR INTERGENERATIONAL PARTNER'S NAME: ________________________________

<table>
<thead>
<tr>
<th>Date:</th>
<th>Start Time:</th>
<th>End Time:</th>
</tr>
</thead>
</table>

1) Did you practice any of the following activities during this session?  
(Please circle all answers that apply)

French Conversation

Internet Navigation (web surfing):
→ If you surfed the web, which websites or themes were explored?

<table>
<thead>
<tr>
<th>Websites from Index:</th>
<th>Other Websites:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>

Computer Application:

If you used a computer application, which one(s) did you use?  
(This depends on your computer; i.e. Word, Excel, Powerpoint, etc.)

What was the purpose of using this application/program?

Other Activities: (Please specify)

Courtesy of PACE 2000
SESSIONAL SURVEY
Feasibility Study for PACE-2-Face Tele-Mentoring [Summer 2004]

2) Did you encounter any of these other technical difficulties?

- [ ] Connection problems
- [ ] Sharing documents
- [ ] Image quality
- [ ] Audio quality

Other: (Please specify)

3) If you did encounter difficulty, how did this affect your session?

                                                                

4) Did you enjoy this session? (Please place an 'X' on the line below)

   It was…
   1--------------------2--------------------3-------- ------------4--------------------5
   Bad         Okay           Good Very Good      Excellent

5) What did you like and/or dislike about this session?

                                                                
                                                                
                                                                
                                                                
                                                                
                                                                
6) If you have other comments, please share them with us:

                                                                
                                                                
                                                                
                                                                
                                                                
                                                                
Courtesy of PACE 2000
AVAILABILITY

Your Name: ___________________________ Date: ___________________________

Please indicate below the times you will be available to participate in a Telementoring session. Shade in the boxes, or provide more detail if possible. (ie. → from 3pm - 6pm)

<table>
<thead>
<tr>
<th>DAY:</th>
<th>SUNDAY</th>
<th>MONDAY</th>
<th>TUESDAY</th>
<th>WEDNESDAY</th>
<th>THURSDAY</th>
<th>FRIDAY</th>
<th>SATURDAY</th>
</tr>
</thead>
<tbody>
<tr>
<td>MORNING:</td>
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<td>AFTERNOON:</td>
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<tr>
<td>EVENING:</td>
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</tbody>
</table>

Do we need to know anything else?
Other Notes: ___________________________________________________________

______________________________________________________________________

Courtesy of PACE 2000
Waterloo-Active-Living-Clubs
REGISTRATION MASTER LIST

Site Name: 

Site Address: 

Wellness Coordinator: 

Senior Fitness Instructor(s): 

<table>
<thead>
<tr>
<th>Name</th>
<th>Address</th>
<th>Phone</th>
<th>Starting Date</th>
<th>Informed</th>
<th>Cons</th>
<th>Par-Q</th>
<th>Doctor's Okay</th>
<th>Emergency Information</th>
<th>Assessment Completed</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
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Courtesy of The Smart Program
Getting Started Checklist:

- Outline purpose and goals for your IG program
- Start discussions with interested stakeholders-use ideas from community partners appendix B-1
- Review budget and feasibility
- Outline steps in program design and implementation
- Outline responsibilities of each participating leader/facilitator/programmer
- Send letters to introduce IG Program to various stakeholders and participants
- Recruit volunteers
- Send forms, documents that address logistics and guidelines
- Solicit feedback from identified groups with interest surveys and questionnaires
- Start scheduling and firm up time commitments for all involved
- Do orientation for staff and volunteers involved in IG programming
- Offer orientation for each generational group

- Set start date and plan opening event
- Invite community representatives
- Share the news
- Purchase or source supplies and equipment
- Implement program
- Observe, look and listen for ongoing feedback
- Communicate with program staff and participants
- Set the tone and intention for participants-Display positive energy, goals and objectives of the program
- Encourage relationship building

- After implementation you are well on your way to new discoveries and further program “tweaking”!
SENIORS QUESTIONNAIRE

SENIORS’ SURVEY RE: STUDENTS:

1. Young people are _______________________________.
2. Whenever I see a young person, I _______________________________.
3. Young people walk ______________________________._
4. Most young people eat _______________________________.
5. The lives of the young are _______________________________.
6. In their spare time, young people _______________________________.
7. Young people are unable to _______________________________.
8. Young people tend to hate _______________________________.
9. When a young girl grows up, she _______________________________.
10. When a young boy grows up, he _______________________________.
11. Young people need _______________________________.
12. When most young people talk, they _______________________________.
13. Being young must be _______________________________.
14. When young people are alone, they _______________________________.
15. Most young people laugh at _______________________________.
16. Most young people wear _______________________________.
17. Young people have trouble with _______________________________.
18. When I’m with a young person, I _______________________________.

BY: G. DOWSON, J. MacKENZIE

Responses to these questions can be found in the Appendix section.

Courtesy of The Intergenerational Way

Order form included in this Toolkit
STUDENTS QUESTIONNAIRE
STUDENTS’ SURVEY RE: SENIORS:

1. Old people are ________________________________ .
2. Whenever I see an old person, I ________________________________ .
3. Old people walk ________________________________ .
4. Most old people eat ________________________________ .
5. The lives of the elderly are ________________________________ .
6. In their spare time, old people ________________________________ .
7. Old people are unable to ________________________________ .
8. Old people tend to hate ________________________________ .
9. When a woman grows old, she ________________________________ .
10. When a man grows old, he ________________________________ .
11. Old people need ________________________________ .
12. When most old people talk, they ________________________________ .
13. Being old must be ________________________________ .
14. When old people are alone, they ________________________________ .
15. When old people tell stories, they ________________________________ .
16. When I grow old, I’ll probably be ________________________________ .
17. Most old people laugh at ________________________________ .
18. Most old people wear ________________________________ .
19. Old people have trouble with ________________________________ .
20. When I’m with an old person, I ________________________________ .

ADAPTED FROM “WILL YOU STILL FEED ME, WILL YOU STILL NEED ME WHEN I’M 64?”

Courtesy of The Intergenerational Way
Order form included in this Toolkit
Entry Questionnaire for Seniors

Initials: 1

Seniors as Tele-mentors for Conversational French
PACE-2-Face

This questionnaire is confidential; the names will be replaced by a code for the analysis of data. In addition, analysis of this questionnaire will help PACE 2000 staff help find your match.

NAME or Initials: __________________________________________________________

Age: ____________________ Gender: □ Male □ Female

Nationality: _______________________________________________________________

First Language: □ English □ French □ Other (please specify)

1) What are your hobbies, personal interests, area(s) of expertise, or jobs you liked?
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

2) Have you participated in the PACE 2000 videoconference communication sessions?  
□ YES □ NO

3) How many 1-hour sessions would you like to volunteer for?
________________________________________________________________________

4) Do you feel shy in front of a camera? (Please place an 'X' on the line)

1-----------------2-----------------3-----------------4-----------------5
(Very shy) (I don't mind it) (I am very comfortable)

5) How do you feel about computers? (Please place an 'X' on the line)

1-----------------2-----------------3-----------------4-----------------5
(I hate computers) (Computers are the best tools)

Courtesy of Pace 2000
Appendix H-3

Entry Questionnaire for Seniors

Initials:

6) Are you familiar with any of these skills or programs? (Check off those which apply)
   - Keyboarding
   - surfing the net
   - chatting/messaging software
   - Word processing
   - Windows application
   - Email
   - Video conferencing/webcam
   - website design/computer programing
   - Other: __________________________________________

7) Do you live: (Check off the best answer)
   - Alone
   - With your spouse
   - With other family member(s)
   - Other residence: __________________________________
   - Please Specify: ____________________________________

8) Do you feel that you contribute to your community? (Please place an 'X' on the line)
   1------------------ 2-------------------------- 3------------------ 4------------------------ 5
   (Not at all)        (Enough)                  (Yes, very much)

9) Do you follow an active lifestyle? (Please place an 'X' on the line)
   1------------------ 2-------------------------- 3------------------ 4------------------------ 5
   (I rarely leave my room)        (I'm always doing something)

10) How often do you exercise? (Please place an 'X' on the line)
    Never------------------- Sometimes------------------- Often------------------- Always

    If you do exercise, please name a few of your activities:
    __________________________________________
    __________________________________________
Appendix H-3

Entry Questionnaire for Seniors
Initials: 3

11) Which of the activities below do you participate on a regular basis? (Check off all those which apply)
   □ Reading newspapers/magazines, book        □ drawing
   □ Computer activities                      □ watching television
   Club/society, please specify:
   □ Board games                              □ listening to music
   □ Writing/correspondence                   □ playing an instrument
   □ Arts & crafts                            □
   Other, please specify:                     □

12) Do you feel you need more social interaction? (Please place an 'X' on the line)
   1--------------------2--------------------3----------------------4--------------------5
   (Not at all)          (Maybe)          (Definitely)

13) Do you have someone with whom you can confide in?
   NO
   YES
   If YES, please indicate who or how he/she is related to you:

14) If you have contact with youth, how often does this occur? (Please check off the best answer)
   □ Once a month or less
   □ Once every 2nd week
   □ Once every week
   □ Several times a week

15) If you do interact with youth, who are they? (Please check off those which apply)
   □ Family member       □ Neighbour        □ Church member(s)
   Social club/program, please specify:                   □
   Other, please specify:                     □

16) What kind of image or characteristics do you associate with youths?

Thank you very much, your participation is greatly appreciated.
Entry Questionnaire for Students

INITIALS/CODE: ________________  1

Intergenerational Telementoring for Conversational French
PACE-2-Face

This questionnaire is confidential; the names will be replaced by a code for the analysis of data. In addition, analysis of this questionnaire will help PACE 2000 staff help find your match.

NAME or Intitials: __________________________________________

Age: ___________________ Gender: □ Male □ Female

Nationality: ______________________________________

First Language: □ English □ French □ Other (please specify)

1) Up to which level of education have you completed? (Check off the best answer)
   □ Incomplete High School
   □ Completed High School
   □ Incomplete University/College Program(s) or Field(s) of Study:
   □ Completed University/College
   □ Incomplete Graduate Studies
   □ Completed Graduate Studies

2) What are your hobbies, personal interest, and/or area(s) of expertise?

________________________________________________________________________
________________________________________________________________________

3) Have you participated in the PACE 2000 videoconference communication sessions?
   □ YES □ NO

4) How many 1-hour sessions would you like to volunteer for?

________________________________________________________________________

5) If you assess your level of proficiency in French where would you place yourself on this scale? (Please place an 'X' on the line below)

   1--------------------2----------------------3----------------------4
   (Beginner)    (Intermediate)    (Advanced)    (Bilingual)
Entry Questionnaire for Students

INITIALS / CODE: __________________________ 2

6) Do you feel comfortable speaking in French? (Please place an 'X' on the line below)
   1-------------------2-------------------3-------------------4-------------------5
   (Not at all)       (Somewhat comfortable)           (I am very comfortable)

7) Do you live: (Check off the best answer)
   □ None
   □ Less than 1/2 hour
   □ 1 - 2 hours
   □ 3 - 5 hours
   If 5 hours or more, please specify: ________________________________

8) How comfortable do you feel reading French newspapers?
   (Please place an 'X' on the line below)
   1-------------------2-------------------3-------------------4-------------------5
   (I never read them)    (Somewhat comfortable)           (I am very comfortable)

9) Are you at ease interacting in a Francophone city?
   (Please place an 'X' on the line below)
   1-------------------2-------------------3-------------------4-------------------5
   (I feel like a stranger)    (I feel like I belong here)

10) Do you feel camera shy in front of a camera? (Please place an 'X' on the line below)
    1-------------------2-------------------3-------------------4-------------------5
    (Very shy)           (I don't mind it)           (I am very comfortable)

11) How do you feel about your computer skills? (Please place an 'X' on the line below)
    1-------------------2-------------------3-------------------4-------------------5
    (I don't know anything about computers)           (I feel comfortable working with computers)
Entry Questionnaire for Students

INITIALS / CODE: ____________________________

12) Are you familiar with any of these skills or programs? (Check off those which apply)
   - Keyboarding  - surfing the net  - chatting/messaging software
   - Word processing  - Windows application  - Email
   - Video conferencing/webcam  - Website design/computer programming

13) Do you have someone with whom you can confide in?
   - NO
   - YES If YES, please indicate who or how he/she is related to you:

14) If you have contact with seniors, how often does this occur? (Please check off the best answer)
   - Every month or less
   - Every 2nd week
   - Every week
   - Several times a week or more

15) If you do interact with seniors, who are they? (Please check off those which apply)
   - Family member  - Neighbour  - Church member(s)
   Social club/program, please specify: ____________________________
   Other, please specify: ____________________________

16) What kind of image or characteristics do you associate with seniors?
   __________________________________________________________________
   __________________________________________________________________
   __________________________________________________________________

Thank you very much, your participation is greatly appreciated.
STUDENT INTEREST INVENTORY
(Please Print)

Name: ____________________________________________

Address: ____________________________________________

Telephone #: ___________________________ Grade: ___________________________

Birthdate: ___________________________ Sex: Male: ☐ Female: ☐

Parent(s)/Guardian: ____________________________________________

With whom do you live: ____________________________________________

Language: Speak Write Read

__________________________________ ____________________________________ ____________________________________

Special Interests, hobbies: ____________________________________________

Extra-curricular activity involvement: ____________________________________________

Membership in community organizations: ____________________________________________

Favorite school subject: ____________________________________________

Least favorite subject: ____________________________________________

Name some things you believe you are good at doing and for which you have received praise/recognition:

________________________________________________________________________

Name some things you believe you are good at doing or could be, if given the chance, but others are unaware of or do not recognize your talents, abilities or aspirations:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

_________________________ ____________________________ ____________________________

Courtesy of Generations Together

The Volunteer Centre of Metropolitan Toronto
Appendix H-5

Some things you really like about yourself are:

What problems are you having in school?

What do you plan to do when you graduate?

Do you want to go to College or University? Yes ☐ No ☐ Maybe ☐

Other continuing education choices?

What are your career choices?

Do you need help planning career choices? Yes ☐ No ☐

How do you think an adult Mentor can help you?

Preferred choice of day for sessions with Mentor:
- Monday ☐
- Tuesday ☐
- Wednesday ☐
- Thursday ☐
- Friday ☐

Preferred hour of day for sessions with Mentor: _______ am. _______ pm.

Choice of:
- Male ☐
- Female ☐
- No preference ☐

I understand the goals of Generations Together. Part of my commitment to the program is to spend one hour per week with my Mentor for one school year.

Signed: ________________________________ Date: ________________
Intergenerational Programs can provide an experiential and creative format for learning. Both the student and IG participant will interact and communicate on various topics that relate to elementary and senior curriculum. Activities will build upon existing social, physical, intellectual and mental skills (cognitive), some of which will support enhanced integration of concepts and ideas offered in a learning environment. Beyond the development of core skills, students can foster appreciation for diverse values, cultural influences; age related development and processes; as well as, the joy of sharing, laughter and contribution.
Appendix I-2

Ministry of Education - Curriculum

Ontario Elementary Schools, Grades 1 to 8
- The Arts (J:\UGO\BPC\Toolkit Contents\ElemCurricArts.pdf)
  - Music
  - Visual Arts
  - Drama and Dance
- Health and Physical Education (ElemCurricHealth.pdf)
  - Healthy Living
  - Fundamental Movement Skills
  - Active Participation
- Science and Technology (ElemCurricSciTech.pdf)
  - Life Sciences
  - Matter and Materials
  - Energy and Control
  - Structures and Mechanisms
  - Earth and Space Systems
- Social Sciences, Grades 1 to 6 and History and Geography, Grades 7 & 8 (ElemCurricSSHistGeo.pdf)
  - Heritage and Citizenship:
    Grade 1: Relationships, Rules, and Responsibilities
    Grade 2: Traditions and Celebrations
    Grade 3: Early Settlements in Upper Canada
    Grade 4: Medieval Times
    Grade 5: Early Civilizations
    Grade 6: First Nations Peoples and European Explorers
  - Canada and World Connections:
    Grade 1: The Local Community
    Grade 2: Features of Communities Around the World
    Grade 3: Urban and Rural Communities
    Grade 4: Canada's Provinces, Territories, and Regions
    Grade 5: Aspects of Citizenship and Government in Canada
    Grade 6: Canada's Links to the World
- History:
  Grade 7: New France
    British North America
    Conflict and Change
  Grade 8: Confederation
    The Development of Western Canada
    Canada: A Changing Society
- Geography:
  Grade 7: The Themes of Geographic Inquiry
    Patterns in Physical Geography
    Natural Resources
  Grade 8: Patterns in Human Geography
    Economic Systems
    Migration
Appendix I-2

Each of these sections of the curriculum includes a discussion of curriculum expectations and also some considerations for program planning.

Ontario Secondary Schools, Grades 9 to 12: Program and Diploma Requirements
Section 3.1.3 Community Involvement Activities

Grades 9-10: Arts (SecCurriculArts9-10.pdf)
Canadian and World Studies (SecCurriculCa,9-10.pdf)
Social Sciences and the Humanities (SecCurriculSSH9-10.pdf)
Technological Education (SecCurriculTech9-10.pdf)

Grades 11-12: Arts (SecCurriculArts11-12.pdf)
Canadian and World Studies (SecCurriculSSH11-12.pdf)
Social Sciences and the Humanities (SecCurriculSSH11-12.pdf)
Technological Education (SecCurriculTech11-12.pdf)

There are also modules for languages, health and physical education, science, and business available as pdf downloads from the website listed above.

Policy/Program Memorandum No. 124a
"Ontario Secondary School Diploma Requirement: Community Involvement Activities in English-Language Schools"

- Effective September 1, 1999, every student who begins secondary school in Ontario will be required to complete 40 hours of community involvement in order to receive a diploma. The purpose of this requirement is to encourage students to develop an understanding of the various roles they can play in their community and to help them develop a greater sense of belonging within the community.

- This document provides information on the community involvement diploma requirements for students and parents, as well as for the persons and organizations who are asked by students to sponsor a particular community involvement activity.

- Includes sample forms

www.edu.gov.on.ca/extra/eng/ppm/124a.html
Dear ….,

I hope you survived the madness of the first week of school. It's been quite hectic here at the Senior's Centre, as we start into our fall programming. I hope that we can maintain our traditional intergenerational programs and would like to suggest:

1) Students serving at our special dinners:
   Day  Date  Time            Day  Date  Time            Day  Date  Time
   Christmas Lunch            Remembrance Day Dinner            Christmas Dinner
   Christmas Lunch            Valentine Lunch            Easter Dinner
   Valentine Lunch            Mother's Day Lunch

   Students arrive at 11:30 a.m. and are usually finished by 1-1:30 p.m.

2) Remembrance Day Ceremony – November 11th. This year, Remembrance Day actually falls on a Thursday, the day of our weekly dinner. I have worked with ….. in the past and would be pleased to do so again. I did receive some great resource material from Veteran's Affairs over the summer that could make our planning easier.

3) Intergenerational Alzheimer Project. Our funding continues through part of this school year. ……. and her PEER helpers have been our partners with this project. Staff are keen to resume this project and I would hope that we could set up a planning meeting as soon as possible with …..
Appendix I-3

4) **Valentine's Day.** Traditionally the students have made cards for the seniors. Grades 7 and 8 students did so last year. Students have also provided entertainment for this lunch.

5) **Mother's Day.** The PEER students started this project several years ago and have done various things from cards to entertainment.

The partnership with your school has always been a highlight for our Centre. I do hope that we will be able to continue our intergenerational partnership again this year.

Sincerely,

Executive Director

*Courtesy of Debbie Trickey,
Gloucester SeniorAdults Centre*
Dear Parents:

I would like to introduce you to a program at ________________ which has been in operation for the past ________________.

This year your son/daughter will have the opportunity to be actively involved in an Intergenerational component. The Grade _____ students will be on a five week rotation schedule throughout the year to volunteer within the __________ Intergenerational Program one day per week from approximately 10:00 a.m. to 12:00 noon on Wednesdays to Fridays.

Please ask your son/daughter about their volunteering experience at the _______ _________________________________________________________________________.

This Intergenerational Program will provide a wonderful opportunity for your child to develop some of the following qualities: leadership, a sense of responsibility, commitments, self-esteem, sense of belonging and a better understanding of the aging process.

We look forward to working with your child this school year. Please feel free to drop in to the _________________________________.

Thank you.
Yours truly,

Courtesy of The Intergenerational Way
Order from included in this Toolkit
PARENT/GUARDIAN CONSENT/RELEASE FORM

I, ____________________________, as the parent or guardian, hereby give my consent for my child, ____________________________, to participate in the activities of Generations Together.

I understand that my child will be committed to spending one hour per week with the Volunteer Mentor at the school during school hours (unless otherwise specified by me, my child, and the school. Any additional activities between my child and the Mentor are at my sole discretion and responsibility.

As the relationship building between my child and his/her Mentor may necessitate gaining a better understanding of my child's academic results, achievements, and difficulties being experienced in school. I am giving permission to allow the Mentor to gain knowledge of the contents of my child's Ontario Student Record Folder, if deemed necessary by the school authority.

In consideration of my acceptance of my child's participation in the Generations Together, I, in my personal capacity and as a parent/guardian of ____________________________, and our heirs, executors, and successors, agree not to hold the Volunteer Centre of Metropolitan Toronto, its Board of Directors, officers, employees, contractors, agencies and volunteers, and my child's Volunteer Mentor, liable or responsible for any accident, injury, loss, or damage whatsoever that may occur to my child during a Generations Together activity.

Signature of Parent(s)/Guardian: ____________________________

______________________________

Signature of Witness: ____________________________

______________________________

Date: ____________________________

Courtesy of Generations Together
The Volunteer Centre of Metropolitan Toronto
MENTORING PARTNERSHIP AGREEMENT CONTRACT

We understand that we have been selected to participate in a Mentoring Partnership and we both are willing to make a commitment to:

1. Meet together on our scheduled day and time, because we are depending upon each other to be there.

2. Contact the school if circumstances make it absolutely impossible for me to attend the scheduled meeting and ensure that the meeting is rescheduled whenever possible.

3. Meet one-on-one to share in positive relationship building, problem solving, and growth activities for one (1) hour a week for a minimum of one year.

4. Report to the School Contact Person any problems or issues that may be adversely affecting our relationship and which we are having difficulty working out on our own.

5. Agree to not divulge confidential information shared with my partner with co-workers, friends, family, or other students.

6. Report to school officials where it is believed an urgent and serious situation exists, including drug or alcohol abuse, physical abuse, serious illness or extremely inappropriate behaviour impacting either the student or Mentor or both.

(Print Name of Student) __________________________ (Signature) __________________________

(Print Name of Mentor) __________________________ (Signature) __________________________

(Witnessed) __________________________ (Date) __________________________

Courtesy of Generations Together
The Volunteer Centre of Metropolitan Toronto
MENTOR / STUDENT JOURNAL

NOTE: Only information which is not considered to be of a highly confidential nature between the Mentor and the student is to be reported.

Name of Mentor: ____________________________________________________________

Name of Student: ___________________________________________________________

Goals or areas to receive attention:

________________________________________________________________________
________________________________________________________________________

Steps to be taken:

________________________________________________________________________
________________________________________________________________________

Achievements made (from previous goals set):

________________________________________________________________________
________________________________________________________________________

General comments or concerns expressed:

________________________________________________________________________
________________________________________________________________________

Plans for next meeting:

________________________________________________________________________
________________________________________________________________________

Date Completed: __________________________________________________________

Courtesy of Generations Together
The Volunteer Centre of Metropolitan Toronto
APPENDIX

Generations Together

MENTOR SCHOOL ORIENTATION CHECKLIST
(To be completed by the school contact person)

Name of Mentor: ______________________________

Completed by: __________________ Date: _________

The following is to be reviewed with the Mentor as part of his/her orientation to the school.

I. Welcome and Registration

☐ Introduction to colleagues/paraprofessionals
☐ Introduction to faculty members, counsellors, secretarial and custodial staff

II. School Policies and Procedures

☐ Channels of communication for questions/problems
☐ Dress code
☐ Behaviour expectations
☐ Discipline (Student Handbook)
☐ Field Trips
☐ Lunches
☐ Student Leaving Classes/School Grounds - Passes
☐ Contacting teachers
☐ Emergency procedures
☐ Testing/exams timetables
☐ Checking In and Out Log (Mentor)
☐ Use of Name Tags

III. Use of School Facilities

☐ Tour of School Facilities
☐ Emergency Exits and procedures
☐ Nurse’s Office/First Aid Station
☐ Parking Facilities
☐ Use of equipment (phones, photocopier, A/V)
☐ Use of library, cafeteria, classroom, staff lounge, offices, etc.
☐ Washrooms
☐ Vending machines
☐ Notice Boards (School/Community Information)
☐ Mail Boxes (Mentor, Staff, Out-going)
☐ School Map

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Appendix I-8

- Bell/class schedule
- Entrances/Exits

IV. Rights and Benefits

- To be treated as a valued co-worker
- Training and conferences/workshops
- Sound guidance and direction
- Opportunity to be heard (give in-put, share concerns)
- Recognition (Individual and Community)
- Passes to student games, performances, fairs, etc.

V. Working with Student

Procedures:

- Days, place and times to meet
- Procedure if Mentor needs to cancel
- Procedure if student is absent
- Keeping in touch - meetings, phone calls

Information regarding student:

- Name of student assigned
- Pertinent background information
- Special strengths of student
- Tips for working with student
- Special needs of student
- Skills to be developed

VI. Any other special school information

- School "Kit"

Please indicate below details not covered/available at time of initial meeting and the follow-up date established for completing the orientation.

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Signed: ____________________________
(Mentor)

(School Contact Person - Signature and Title)
“FUZZY GREY BOX”
This has worked very well with students in Grade 6 (ages 10) and older.

EQUIPMENT NEEDED:
- oven mitts
- rubber gloves
- weights
- cloth wraps
- swim goggles (have been altered)
- cotton balls
- wheelchair
- walker
- cane
- sweater
- paper
- pens
- task cards

The following items can be borrowed from the Red Cross
- cane
- rolator
- walker
- wheelchair

PURPOSE
To enable the students to have a feeling, understanding and empathy towards the elderly – not sympathy.

Note: May need parent, Teacher and/or Principal approval to complete these tasks.

Safety Factor:
Have the students working in pairs and outline the boundaries. Once in pairs, have one student pick a task card and equipment. Only one student will take part in the task while the other is there if needed. Then the two students will switch.

Additional Equipment:
Playing cards, dice activities (Yahtzee, Shut The Box), horseshoes, Access to a telephone and a jacket with a zipper.
List of Tasks:

Usually you will have two or three tasks listed on a card – maximum of 20 minutes per activity. Then encourage the students to talk to their partner and express some feelings about the activities they have just taken part in. At the conclusion of the Orientation Session, allow time for the students to ask questions they may have. A common question which some younger students (Grades 4, 5) may ask is “What happens if they die?” at this point death and dying need to be addressed and even if it is not brought up – address it. You may want to find out what the Teachers feelings are in this area.

- Reassure the student that it is nothing they have said or done
- let them know who they can speak to
- it is okay to cry
- the circle of life has been completed
- if something like this happens, you may want to share some background information with that particular student

At the end of the Orientation Session you should leave the students With a date and time of the first get-together.

For students in Grade 8 and High School, you may want to include a “True and False” quiz re: Aging and common stereotypes or a video/slide presentation.

Suggestions of Available Videos:

1. “Between The Years” from the Public Health Unit
2. “Peege” from George Brown College in Toronto
3. “Maggie”
SOME MYTHS OF AGING:

Old people are all the same

The life of an elderly person is easy going

Old people live in nursing homes

The elderly are bedridden

Adults over the age of 65 are senile

Elderly people live in poverty

People over 65 are not productive in the work place

Old people have been described as “tired, ugly, helpless, and ready to die”
THE AGING PROCESS:

The following suggestions will be helpful when interacting and communicating with seniors. Keep in mind that age-related problems affect each person differently.

COMMUNICATING WITH SENIORS WITH A HEARING PROBLEM

1. Do not startle the person by approaching them from behind. Gain their attention by approaching them from the front and gently touching the senior’s arm.
2. Sit close to the senior when possible, so they can see and hear you better. Face the person directly when speaking to them, as they will often read your lips when you are speaking, so your lips must be visible to them.
3. Do not shout. Speak in a normal tone. If the senior has a “better ear”, stand or sit on that side. When children speak louder, their voice reaches a higher pitch and this makes it more difficult for the senior with a hearing impairment.
4. Talk at an average or slightly slower rate, pausing between sentences may also be helpful.
5. Limit distracting noises (television, radio).
6. Speak all words clearly, but do not exaggerate your lip movement.

CONVEYING YOUR MESSAGE

1. Identify the topic to the senior before you begin to talk about it.
2. Speak in short, simple sentences.
3. Use familiar vocabulary in your sentences.
4. Use appropriate gestures and facial expressions to add meaning to your spoken messages.

COMMUNICATING WITH A SENIOR WITH A SPEECH PROBLEM

1. Allow enough time for the person to respond to what you have said.
2. Periodically, check to see if you have been understood before you continue, watch the person’s face for cues that might indicate that your message has not been understood.
3. Rephrase your sentences. If necessary, some words are easier to hear or lip read than others; trying to use other words which have the same meaning is better than repeating the same word several times.

4. Be sure that the person is aware of any change in the topic.

5. Ask “yes” or “no” questions.

6. Modify or shorten the conversation if you notice the senior is tired or ill.

COMMUNICATING WITH A SENIOR WITH A VISION PROBLEM

1. Always inform the senior who you are and the reason you are speaking with them.

2. Inform the senior of upcoming doorways, turns, or other objects when you are assisting them to another area.

3. When assisting the senior to another area, walk slightly ahead of them. Never push or guide them in front of you.

WHEELCHAIR ETIQUETTE

Wheel Chair Do’s and Don’ts:

- Always ask the person before you push (to avoid startling them)
- Always ask if the person needs your assistance, and what assistance they are looking for
- If you are not sure – ask a staff member
- Be sure the brakes are locked before the person gets out of the chair
- If you are talking to someone in a wheelchair for a lengthy amount of time, please bend down or pull up a chair – don’t look down at them or lean on their chair; that is their personal space.

IMPLEMENTING THE ACTUAL PROGRAM

1. Go over with the entire staff (Teacher and Adult Day Program staff), the day’s itinerary at the beginning of each day.

2. You must convey your enthusiasm to all staff.

3. Set up the room or events as soon as possible. The room set-up is very important and will impact on the success of the program.
4. With equipment or supplies, it is always better to have extras.

**ENDING YOUR INTERGENERATIONAL PROGRAM: RECOGNITION**

The evaluation component would not be complete without recognizing the importance of the numerous volunteers that are required to ensure a successful Intergenerational Program. Various student volunteer recognition events such as: Ice Cream Social, Pizza Parties, Barbeques have all been successful. All of the students received recognition certificates (see Appendix for other samples), which outline the valued contributions students have made to the seniors and the Intergenerational Program.

**FORMAL EVALUATION/SURVEY**

From experience we have learned that communication between the participants (students and seniors) involved in the Intergenerational Program is one major key factor for the success and future of your Intergenerational Programs.

The following should be a major part of the evaluation process which should be completed on a regular basis:

- Continuously making note of general comments and feedback from the students and seniors during the program time, the next day and in the future.
- Include comments from the support staff, teachers, directors, volunteers, principals, caregivers, and parents.

At the end of a particular event always:

- Ask your participants for feedback
- Record all of the positive and negative responses
- The Teacher should have the students complete a written evaluation describing their experiences with the seniors and the intergenerational program
- The Program Planner can use a questionnaire format as a tool to ask the seniors some sample questions?
  1. Do you like it when the students come to visit us?
  2. Did you enjoy having the students take part?
  3. Did you enjoy that program/activity?
  4. Would you want to participate in a similar activity again?
Both the students and seniors should be encouraged to express their comments freely. These comments need to be shared with each group and recorded so the programs can be monitored, the changes can be noted and new activities can be tried.
AGING:

The effect of Aging
On the Human Body:
- vision
- hearing
- skin
- teeth/dentures
- kidneys/bladder
- bones, muscles, joints
- reproductive system
- respiratory system
- heart & circulatory system
- nervous system
- digestive system
- body temperature

Disease/Illness
That Effect Aging:
- stroke
- heart attack
- osteoporosis
- infections
- arthritis
- cancer
- Alzheimer's Disease
- depression
- Parkinson's Disease

WALKING AIDS:

- canes
- walkers
- rotators
- power wheelchairs

General Rule:

Give an overview and demonstration on use of equipment as well as how to walk with someone who uses one of the above.

*Usually your local drugstore or Red Cross Home Care outlet will lend equipment for Orientation Sessions.*
11 Golden Rules For Student Volunteers

1. **Report** to the charge nurse when you begin and end your volunteer assignment.

2. **Walk quietly** in the hallways.

3. **Respect** resident’s rooms. Knock and do not roam from room to room.

4. **Be friendly** and courteous. (We love your smiles!)

5. If a resident needs help in or out of bed, or wheelchair call the nurse. Please do not attempt to assist on your own.

6. If you are taking your resident for a walk, please **do not leave him unattended or alone**.

7. **Always check with your supervisor** before accepting any gift from a resident.

8. **Keep confidential** any information you acquire while volunteering.

9. **Be reliable** and when you need to miss your volunteer assignment, let your teacher know as soon as possible.

10. **When you leave**, deposit your name tag in the designated container; leave the building and do not roam about inside.

11. Please **come only at your assigned time**. Do not ask the resident if you may come at other times.

Enjoy Your Volunteer Time.........
We Are Delighted to Have YOU Here!

Courtesy of Fairview Mennonite Home