# Youth-Led Intergenerational Projects

This is a guide for you (youth!) to develop an intergenerational project. You may find it helpful to follow all of these steps in order, or skip around as you develop your project:

- Step 1: Prepare
- Step 2: Plan
- Step 3: Engage

- Step 4: Implement
- Step 5: Share
- Step 6: Evaluate

This toolkit was created from the experiences of young people leading intergenerational projects in their communities as a resource for others who are interested in leading projects.

There are two parts to the toolkit:
- Part 1 is this guide with basic information for each step and worksheets for you to print and use throughout your project.  All the worksheets are hyperlinked at the end of the section, as well as in the appendix at the end of this toolkit.
- Part 2 is an interactive, on-line guide with similar information to this guide aimed at navigating you through your project development and implementation.

**What is an intergenerational project?**

Let's start with the basics – what does intergenerational project mean?  First, intergenerational projects increase cooperation and interaction between individuals of different generations.  Secondly, these projects support people of all ages in sharing their interests and skills to benefit individuals and their communities.

One of the primary benefits of doing intergenerational work is the power of connecting the strengths of older adults and youth in making a difference in each other's lives, as well as that of the community.

Now, let's talk about what it takes to do intergenerational projects.

**It takes you!**

*You* are what is most important to making intergenerational projects happen.  You are a leader. You are can make an impact in the lives of other people.

Here are some qualities that other youth have learned about themselves as leaders as they did this work. They discovered they had or developed:
- Patience
- Perseverance
- Effective Communication Skills

- Realistic Expectations
- Flexibility

**TOOL:** To help you think about yourself as a leader, complete the *Being a Leader* worksheet – Page 13

# Step 1: Prepare

## Where do you start?

You need a project!

As you begin to prepare, think about possible projects that are of interest to you and would make an impact in the lives of the older generation and your community. Below are tips that youth have shared:

> Figure out what you are passionate about
> Connect with your purpose
> Research what is needed in your community and what is currently offered in your community
> Find your team, which includes a supportive adult or mentor



**What are you passionate about?** Think about what you love. Do you love to work with technology? Are you into the arts? Do you love to take care of the earth and work in the dirt?

What are your skills and expertise that you want to share?

**Find your purpose -** Maybe you have a story about how a significant older person made a difference in your life? Maybe you have a desire to make a difference in your community? What makes you want to do this work?

**What are the needs in your community?** You can contact a senior center, city office, faith coalition or other local organization to find out what older adults are saying would be helpful.



**Video Resource: Sowing Seeds. Two young men share how they got started gardening with older adults in their community.**
http://cowbird.com/story/81668/Sowing_Seeds_By_Larry_And_Deshaun/

Once you have some ideas, you can do some research to learn more and develop your project. Find out what's currently being done in your community and how your work can complement it or fill a need.

## Building a High Performing Team

As a youth leader, you will want to create a team with people as passionate about doing this work as you. Think about what would make a high performing team. On this team you may have individuals with different skills and strengths. Consider inviting older adults to join your team as partners.

Hopefully you have been part of a high performing team at some point, even if it is a team of two! Think about this experience for a moment.
>   What made it a high performing team?
>   What were your strengths? What were the strengths of others?
>   How would you describe the team spirit?

Consider what you will need for this project.

How will you find others with the strengths that will build a high performing team? Maybe you need others who are good at project planning? Or you need adults who will help you access resources?

## Tips for Leading Teams

>   Be a good listener.

>   Create a meeting agenda that highlights the primary topics to be discussed.  Make sure to focus on these and discuss one task at a time.   Make sure to keep good notes and make them accessible to your whole team.  (This way someone else can take over, if needed).

>   Set meetings to relay relevant information as well as plan your event.  Planning your event includes not only identifying what needs to be done, but also delegating tasks.  With each task delegated there should be a deadline.

>   Encourage the group to take notes, and come prepared with fresh ideas.  The more you include your team in the planning, the more they will be invested in the outcomes.

>   Check in with your team not only during meetings but at other times to see if they have questions and make sure they are on track.

>   Encourage all team members to take leadership over parts of the project – whether leading meetings or leading an aspect of the project.

## Preparing Your Team

Preparation also includes learning about what you will be doing and with whom you will be working.

Youth have shared that learning about aging helps them to be more prepared to work with people who are older than them. This helps youth increase their own and other people's awareness about what it might feel like to grow older, what happens to our bodies as we age, and engage in conversations about myths and realities of aging.  But, it is always important to remember that everyone ages differently, so don't make assumptions.

During sensitivity training people learn about possible changes in vision and hearing, and mobility, or people's ability to navigate.

In the appendix you will find a resource developed by two young people who hold aging sensitivity training for other youth engaged in their project. The purpose of their training is to examine what people know and think about the older adults. They hope the training will help people develop a better undersanding of the myths and realities of aging.

> Consider using this training also when preparing your project participants – of all ages.  You will see that an aspect of this training is about empathy and recognizing biases.  You can adapt parts of this training to prepare both the youth as well as the older adult project participants.

You also want to prepare older adults on your team to work with youth.  These tips can also be used to train all your older adult project participants.
> Discuss stereotypes or biases of youth.
> Brainstorm on how to communicate with the youth – noting age of youth participants.
> Explore characteristics of creative people and ways to engage youth creatively.

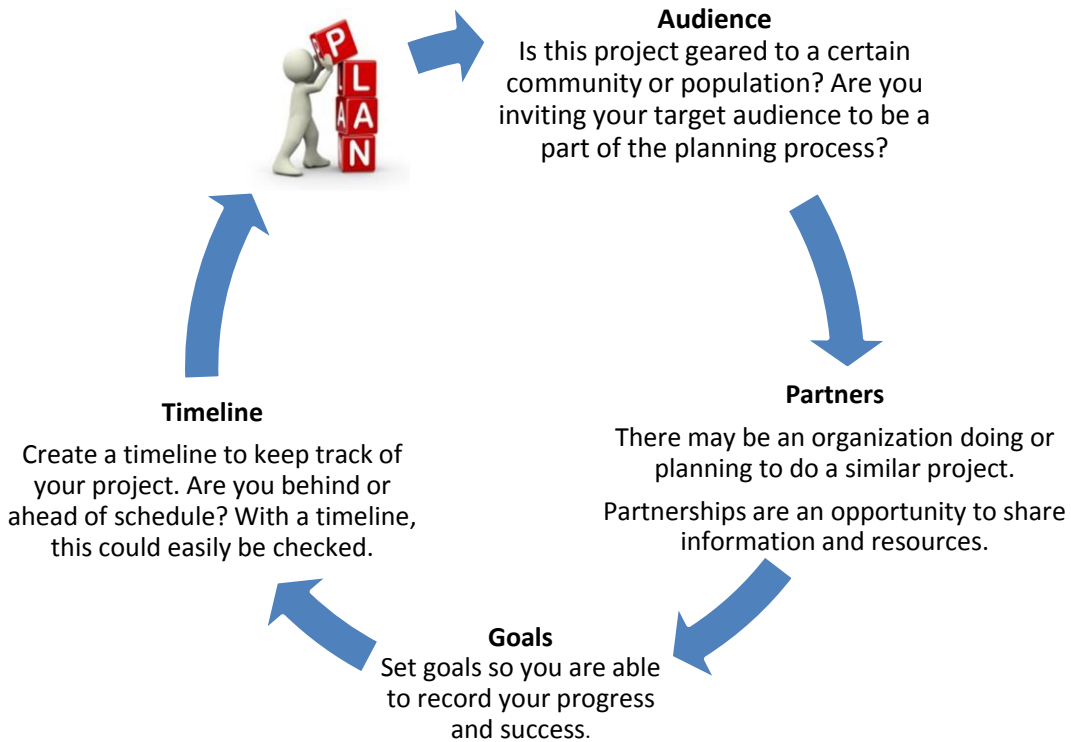When training all ages, remember to:
> Draw on the experiences of all team members and project participants – this will help in your planning and program implementation.
> Know and respect everyone's cultures and backgrounds.
> Create a safe and comfortable environment for all.


**TOOL:** This tool will help you to prepare for your project:
- *Aging Sensitivity and Empathy Training* – Pages 14-15

# Step 2: Plan



**Audience**
Is this project geared to a certain community or population? Are you inviting your target audience to be a part of the planning process?

**Partners**
There may be an organization doing or planning to do a similar project.

Partnerships are an opportunity to share information and resources.

**Goals**
Set goals so you are able to record your progress and success.

**Timeline**
Create a timeline to keep track of your project. Are you behind or ahead of schedule? With a timeline, this could easily be checked.



*Planning is most effective when engaging all generations.*
Photo Credit: Generations Waking Up

Groups you may contact for potential partnerships:

> Senior centers/community centers
> Older adult living facilities/communities
> Faith-based organizations
> Community organizations such as Meals on Wheels or Retired Senior Volunteer Program (RSVP)

**TOOLS:** These tools will help you to plan your project:
- *Intergenerational Project Pre-Survey* – Pages 16-17
- *Program Development Scale* – Pages 18-20
- *Goal Setting Questionnaire* – Page 21
- *Budget Tracking* – Page 22

# Step 3: Engage

## Talking about Your Intergenerational Project



Photo Credit: Community Strengths

To engage others to join your project, it is helpful to practice explaining your project to others - in a short, organized, and clear manner. This will help you get other youth involved and reach participants in the community.

This is often called an elevator speech - in less than 1 minute you are able to say:

> Who you are
> What you will be doing
> Why others should be involved

Here are some tips to help you practice talking about your project. Think about your audience when you develop your pitch – you will want to change it depending on if you are recruiting other youth, older adult project participants, funders and volunteers.

## Developing Your Pitch
*You have 1 minute. Ready… set ….go!*

> Who do you want to work with? Who do you want to reach?
> What is the issue they are facing? Put yourself in their shoes and describe how you can help address this issue.
> What is your solution? Share your project in one sentence.
> What makes you or your project unique or special?
> How will your audience benefit? Why should they support you or join your project?
> Remember to also share your excitement and spark their imagination. Share why you are so passionate about this. Remember your purpose?

These tips were adapted from Buzzuka.com.  This website is a resource to develop your own pitch!

## Developing a Brand

Creating a brand for your project helps to tell your story. A brand can include a name for your project, a logo, a website – anything that helps tell your story. The story communicates:

> What you stand for
> What is important to you
> How you want to make a difference in other people's lives

Stories are how we connect with other people. Think about how your brand helps you to do this.

## Creating a Title for Events

Think of catchy and meaningful titles for your events. These help you to further develop your brand and tell the story of your project. A good event title will help you in your promotion.

## Promoting Your Project

Promoting your project helps to engage other youth to help you plan and implement your project. It also helps you encourage those you want to work with (your target audience) and the community to be involved in the project. Use the companion on-line guide as a vehicle to get others excited!

Be strategic with your promotion. Here you can use your pitch to keep your target audience and goals in mind. Remember to use good old marketing like creating fliers or postcards of your project or events. Consider creating a texting campaign where you develop a group text alert to let youth know about the next event or project meeting.

It is also amazing how many people are willing to help promote your event if you ask them. Remember, reciprocity (noun: **reciprocity** the practice of exchanging things with others for mutual benefit) is important. Practice sharing about other people's projects and events too!

## Using Social Media

First, design a hashtag (ex:#gensAtoZ) for your project and your event. You can use this hashtag across all social media platforms.  Second, remember to keep content current.

Remember also that you are representing your project, so be sure to check misspellings – sumtimes peeple post on Facebook or tweet and havint chked there speelling.

Here are some social media tools you might consider to help in your promotion.

With Instagram you can create cool memes (rhymes with dream, meaning ideas that spread) that include important information about your project or event. If you have people at your event use the hashtag with their photos, you can create an album. You can ask people to "regram" a photo to be entered into a raffle. At events, ask people to post a picture of themselves with a custom hashtag that promotes how they feel about your project (ex. #iloveolderpeople).

With Twitter you can tweet to the followers of your initiative (if it has its own twitter) or from your own twitter account. Create a hashtag for your event or project. Use the same hashtag each time, so that you can track interest.

Facebook is great for many different reasons. You can create a page for your initiative and use it to provide updates and new information. Look below for how to create a Facebook event.

On LinkedIn you can create an events page. You can also join a LinkedIn Group that might include your target audience. You can share your event there or start a discussion in the group. You can also start your own LinkedIn Group. Don't forget to share your event in your status update.

**Events on Facebook!** Not only does Facebook allow you to post to your followers and the public but you can also invite people to your event! On top of creating an Event Invite on Facebook you can create a page for the Event and invite all of your friends to like/join!
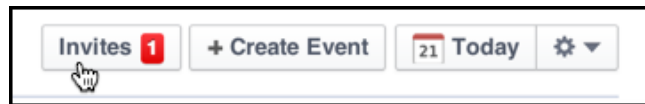


1) Click Events in the left menu of your homepage.
2) Click Create Event in the top right.
3) Fill in the event name, details, location and time, and then choose your privacy settings. Keep in mind that you must include an event name and time.
4) Click Invite Friends to add friends to the guest list.

**Additional Ways to Connect with Older Adults -** Here are some suggestions to promote your project to older adults (which could be the same groups as you have partnered with to plan your project):
> Senior centers/libraries
> Older adult living facilities/communities
> Faith-based organizations/places of worship
> Organizations such as Meals on Wheels, Retired Senior Volunteer Program (RSVP), YMCAs, Area Agency on Aging

**TOOLS:** These tools will help you to engage others in your project:
- *Intergenerational Project Sign Up Sheet* - Page 23
- *Global Youth Service Day* http://www.gysd.org/promo_tools provides free tools to help you think about sharing your story!

# Step 4: Implement

This is the time to make sure that you have shared details with your participants and youth leaders.  Are you fully prepared for your initiative?

> Have all participants been confirmed and notified of project dates/times?
> Have all participants received training? (See sample training under the Preparing Your Team section of this guide and as a tool below)
> Do you have name badges?
> Do you have a sign-in sheet?
> Are you prepared to lead an ice breaker?
> Are you taking photos/videos?
> Are you ready to record impactful quotes or stories for your evaluation?
> Do you have an alternate plan in case you need to change your activities mid-course?

**Remember the importance of being early and being prepared**



Photo Credit: Lake Superior School District #371

**TOOLS:** These tools will help you as you implement your project:
- Check out the *Sample Ice Breaker* – Page 24. For more ice breakers, see the Intergenerational Activities Sourcebook by Penn State University
- *Intergenerational Project Team Worksheet* - Page 25

# Step 5: Share

One of the best parts about doing these amazing projects is being able to share your story with others! Sharing highlights your hard work.  It helps show how young people are leaders and making a difference in the lives of others and in their community.  Sharing your story is also a perfect way to interest more youth in intergenerational work.  Here are some things to think of as you prepare to share your story.

> Develop a story narrative – what have been your struggles and successes?
> What helped you?  Include this in your story.
> Highlight the impact. What impact is your project making in people's lives or in the community?
> Identify a story of a meaningful moment, where you saw something or someone differently.
> Engage your audience, ask a question that relates to your project, "Have you ever considered..?"
> Focus on what is most important. Cut out details that are not critical to your story.
> Take any opportunity to practice telling your story.
> Share!

## Where to Share

There are a number of places you can share your story.  If you look for different opportunities, you should be able to share your story with many different groups of people both young and older adults. Below are different methods or sources you can use to share your story:

> Social Media
>> Twitter allows you to briefly highlight your hard work.
>> Facebook allows you to share your story with no character count!  You have no limits!
>> Instagram allows you to tell you story with a photo and a captions – a picture is worth a thousand words!
>> If you have your own personal blog you can share with your friends, family, and the general public all of the project's great accomplishments.
> Local Publications
>> Create a press list. List all local newspapers and their contact information.
>> Develop a press release.
>> Submit your story to a local newspaper. Remember to include a picture.
>> Share with your school – maybe they will post on a website or a publication.
>> Ask local community organizations to highlight your story in a newsletter.

**TOOL:** This tool will help you to share your project:
- *Sample Press Release* - Page 26

# Step 6: Evaluate

Evaluation is an important part of the process. It is a way you can:

> Measure your success.
> Note areas for improvement.
> Track the impact of your project on youth, older adults and the community.

You can evaluate your project and events through asking for feedback from participants or through your individual and team reflections. You may consider creating an on-line survey for your team as well as all project participants.

## Measuring Impact

One of the primary benefits of doing intergenerational work is the power of connecting the strengths of older adults and youth in making a difference in each other's lives, as well as that of the community. Evaluating your project will help you share the impact you are having.

Remember, evaluation will be easier if you keep track of how many people participate in your events through a sign in sheet. You can also give out a survey or interview people at each event you hold.

Below are some questions to consider when really evaluating the impact your project has had on participants, the community *and* your team. Plan a meeting of your team to discuss the following:

> How many older adults were impacted?
> How many youth were impacted?
> What were the benefits to the larger community?
> What changes can you measure due to your project?
> How were lives impacted by the project?
> Were you effective in sharing your work with others?
> What quotes or brief stories can we use in promotion to illustrate the project impact?


**TOOLS:** These tools will help you to evaluate your project:

- *Self-Reflections Worksheet* – Page 27
- *Intergenerational Program Post-Survey* – Pages 28-29
- *Program Development Scale* – Pages 30-32

# APPENDIX OF TOOLS

## Before you Begin
- [Being a Leader](#) - Page 13

## Step 1: Prepare
- [Aging Sensitivity and Empathy Training](#) – Pages 14-15

## Step 2: Plan
- [Intergenerational Project Pre-Survey](#) – Pages 16-17
- [Program Development Scale](#) – Pages 18-20
- [Goal Setting Questionnaire](#) – Page 21
- [Budget Tracking](#) – Page 22

## Step 3: Engage
- [Intergenerational Project Sign Up Sheet](#) – Page 23

## Step 4: Implement
- [Sample Ice Breaker](#) – Page 24
- [Intergenerational Project Team Worksheet](#) – Page 25

## Step 5: Share
- [Sample Email "Pitch" and Press Release](#) – Page 26

## Step 6: Evaluate
- [Self-Reflections Worksheet](#) – Page 27
- [Intergenerational Project Post-Survey](#) – Pages 28-29
- [Program Development Scale](#) – Pages 30-32

**Being a Leader**

Traits that make me a leader: (ex. good listener, organized)
1.
2.
3.
4.
5.

Traits I would like to gain through this leadership experience:
1.
2.
3.
4.
5.

Sharing a Story – Think about a time when you were a leader – whether in a class, a club, a sports team, for a family activity – write about that experience.  How did you know you were leader?  How did it feel?

_____

_____

_____

_____

# Aging Sensitivity and Empathy Training

Developed by Sean Butler and Carly Rudinger, Carmel Foundation (Created from adaptations of many aging sensitivity trainings, adapted for this guide by Generations United)

**Aging Sensitivity and Empathy Training (9:10-9:30)**
Opening exercise: Aging Words (15 min)
Experiencing: Empathy Building and Sharing (20 min)

**Opening exercise:**
Write on the board/flip chart: "When you think of aging, what words come to mind?" Encourage students to speak their thoughts and that anything is OK to say. You should expect to hear words like "grey hair", "geezer", "senile", "bad driver", "serves chicken soup" etc. Record responses. Keep adding to list until you get over 10 responses.

After above list is developed, review each word and ask students if it is a positive (+), negative (-) or neutral (+/-) word. Add up all the +'s, all the –"s and all the +/-'s. You should get more negatives than any other.

Ask class to tell you words that an adult would use to describe students & teenagers. Again, get up to 10 words, and then rate them as positive, negative or neutral. Is what adults think about teenagers true? Compare the two lists of stereotypes and discuss the similarities/differences. Key points: a) assumption that everyone is like the stereotype (not true), b) depending on the culture of project participants, the list may be different.

**Purpose of the Class**:
Now, introduce the students to the purpose of the class: The purpose of today's class is to examine what you know and think about the older adults in our society. Hopefully, you will leave today with a better understanding of the myths and realities of aging.

Note that each of us who comes into contact with older adults has a preconceived idea about what it means to age. We want to be sure that we know what a myth is and what a fact is.

**EXPERIENCING: BUILDING AWARENESS**
(Time: 20 minutes)

1) Distribute Sensory Kits (these must be prepared in advance)
2) Introduce this section by giving a brief overview of what will occur: Students will experience what it is like to be an older adult. They will experience aspects of the aging process, including sight, touch/dexterity and hearing.
3) Give following instructions to students:
   a. Wrap fingers together with tape (This simulates the decreased sensation of touch and dexterity)
   b. With the tape on, put cotton balls in ears (This simulates decreased hearing)

    c.    Next put on sunglasses (these have already been smeared with Vaseline). (This simulates vision problems such as cataracts, macular degeneration, glaucoma, etc.)

Now instruct students to:

4) Take out cell phone or tablet. Ask students to look up someone on their contact list. (Speak these directions softly while turning away from students as your finish – all while talking fast! – this will frustrate the students, but simulates the difficulty seniors have with hearing).
5) Go to a computer and tell the students to google and find out the address for the Carmel Foundation or another organization. (Do NOT take off the glasses or tape).

**DISCUSSION POINTS:**

> Certainly, not every senior has impairment in every sense, but the natural aging process does bring about changes in eyesight, hearing, and dexterity.
> Ask the students how they felt doing these tasks. Did this change how they viewed elders? Explain how?
> Examples could be 1) now they understand why small writing is so frustrating to their grandparents; or 2) why it is now more understandable why an elder in line at the grocery store may struggle with getting coins out of their wallets, or 3) why students must articulate and speak clearly to their older adults next door neighbor.

# Intergenerational Project Pre-Survey

There are two parts to this Pre-Survey – the Depth of Intergenerational Engagement Continuum[1] and the Program Development Scale. The goal of this activity is to help you outline your vision and progress in the development of your project. You will want to save this document to compare this information to your Post-Survey to assist in project evaluation.

**Depth of Intergenerational Engagement Continuum**

Intergenerational projects and activities can be placed on a continuum, with points that correspond to different levels of intergenerational engagement, ranging from initiatives that provide no direct contact between age groups (point #1 on the below continuum) to those that promote intensive contact and ongoing opportunities for connections between age groups (point #7 on the continuum).

Indicate on the below chart your current level of intergenerational engagement and your goal for intergenerational engagement in each of your intergenerational projects by writing the number for the corresponding level of contact. If you are developing a new project, just indicate your goal in that one column. List each activity separately, or if you have one project/activity list that as just one item.

|  **1** | **2** | **3** | **4** | **5** | **6** | **7** |

Low Level of Contact                                                                                         High Level of Contact

| Intergenerational Project/Activity | Current Level of Contact | Goal Level of Contact |
|---|---|---|
| 1. | | |
| 2. | | |
| 3. | | |
| 4. | | |

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[1] This continuum has been adapted from the original continuum by Kaplan, M. (2004). Toward an intergenerational way of life. *Journal of Family & Consumer Sciences, 96* (2), 5-9.

**Possible Intergenerational Project/Activities**

**1. Learn About Other Age Group:** Participants learn about the lives of people in other age groups, though there is no actual contact between the generations.
*Example: "Learning about Aging" curriculum in school districts where children learn about older adults people.*

**2. Seeing the Other Age Group at a Distance:** Program participants learn about each other, but there is no actual contact.
*Examples: Making videos, writing letters, and sharing artwork with each other.*

**3. Meeting Each Other:** There is a one-time event where a group of young people and older adults meet each other.
*Examples: A group of students visit a nursing home once to interview the older adults; a shared site facility where the children "Trick-or-Treat" on Halloween or perform songs at a Christmas Concert.*

**4. Annual or Infrequent Activities:** These meetings occur on an annual or infrequent basis. They are typically tied to established community events or organizational celebrations.
*Examples: Grandparents Day at an elementary school; an annual Intergenerational Olympics where younger and older people compete together in fun physical activities, a senior center and youth club together make sandwiches for a soup kitchen twice a year.*

**5. Demonstration Projects:** These initiatives involve regular meetings extended over a period of time (usually at least several months). The intergenerational dialogue, sharing and learning can be quite intensive. These projects are typically implemented on an experimental or trial basis, and are often dependent on outside funding sources.
*Examples: An intergenerational teen parenting support program in which older adults mentor and provide support for pregnant and parenting teens; an oral history program where high school seniors interview veterans about World War II; a senior group and a children's group on a shared site campus who plant and tend a garden together in spring and summer.*

**6. Ongoing Intergenerational Programs:** These are intergenerational programs from the previous category that have been deemed to be successful/valuable from the perspective of the participating organizations and hence integrated into their general activities and learning curricula.
*Examples: An annual intergenerational arts program that is led, planned and implemented by teams of younger and older people and culminates in an Intergenerational Talent Show; school-based volunteer program that recruits, trains, and supports older adults who mentor and tutor at-risk children.*

**7. Creating intergenerational community settings:** Values of intergenerational sharing and caring are infused into the way community settings are planned and function. Opportunities for meaningful intergenerational engagement are abundant and embedded in social norms and traditions. There are encouraged formal and/or informal intergenerational activities or connections on a daily basis.
*Examples: A "retirement home" village developed as an intergenerational setting with facilities for children and youth (e.g., a preschool, or an after-school program) and both scheduled and unscheduled opportunities for intergenerational interaction; a community park designed to attract and bring together people of all ages and accommodate varied (passive and active) recreational interests.*

## Program Development Scale

Below is a list of program development steps which assist in creating solid and successful intergenerational projects and help project leaders achieve their goals.  Please indicate to what extent you have accomplished each step.  Under each heading are examples of some of the questions which could be considered in each category, but please answer along the scale for the entire step, rather than for each of the example questions.

Scale:
1 - Not Started – Need Resources
2 - Not Started – Have Resources to Complete
3 - In Progress
4 - Completed – Need to Review/Finalize
5 - Completed

**Visioning, Assessment and Goal Setting**
- Is there a vision statement that outlines a clear view of what you intend to achieve?
- Have you conducted an organizational and community assessment (which includes all parties directly involved in the program)?
- Have you established realistic, measurable and achievable goals?
- Have you identified the anticipated benefits of your program?

1-----------------------------2-----------------------------3-----------------------------4-----------------------------5

Accomplishments/Future Steps to Success: _____

_____

**Funding and Partners**
- Do you know what funds are needed for the program to achieve your desired results?
- Do you have a budget for the program?
- Have you identified potential funding sources including in-kind support?
- Have you reached out to community partners for financial and/or other support?

1-----------------------------2-----------------------------3-----------------------------4-----------------------------5

Accomplishments/Future Steps to Success: _____

_____

**Participants:**
- Are there any specific characteristics that you would target for your participants (i.e. age, specific interest or skill, physical ability, etc.)?
- Do you already have participants interested in joining your program?
- Have you recruited participants or have a plan to do so?

1----------------------------2----------------------------3----------------------------4----------------------------5

Accomplishments/Future Steps to Success: _____

_____

**Physical Space**
- Do you have the necessary and appropriate physical space to accommodate all participants and planned programs?
- Have you reviewed your agency's policies for space usage to ensure you can hold the program as originally planned?

1----------------------------2----------------------------3----------------------------4----------------------------5

Accomplishments/Future Steps to Success: _____

_____

**Intergenerational Activities and Curriculum Development**
- Are the curriculum and intergenerational activities based on the vision, philosophy and goals of the program?
- Is there a conscious effort to plan and implement activities as well as facilitate intergenerational interactions and relationships?
- Do you have mechanisms to solicit input of participants in activity planning?
- Do program activities take into account the interests and abilities of all program participants?

1----------------------------2----------------------------3----------------------------4----------------------------5

Accomplishments/Future Steps to Success: _____

_____

**Evaluation**
- Are there strategies in place to determine if the goals of the program are achieved?
- Is information recorded on each activity (i.e. goal, participants, time, materials, etc.)?
- Is there a formal process for reflection?
- Is there a process for reviewing evaluation data and making changes based on the results?

1-----------------------------2-----------------------------3-----------------------------4-----------------------------5

Accomplishments/Future Steps to Success: _____

_____

**Community Support and Awareness/Publicity Outreach and Public Affairs**
- Is the program providing support for a needed community issue?
- Have you reached out to your local media to share your program information?

1-----------------------------2-----------------------------3-----------------------------4-----------------------------5

Accomplishments/Future Steps to Success: _____

_____

# Goal Setting Questionnaire

This worksheet is designed to help you develop specific, measurable, and attainable goals for this project.  To keep everything on target, use a separate questionnaire for each project goal.

**Indicate one priority goal for your project:**

_____

_____


**Explain how the goal will be measured:**
Describe the action steps necessary to achieve the above stated project goal, the number and type of resources needed, who will be responsible for overseeing the action step, and the target date for completion.

|  | Action Step Description | Resources Needed (funding, in-kind, other partners) | Person Responsible | Deadline |
|---|---|---|---|---|
| **Action Step #1** |  |  |  |  |
| **Action Step #2** |  |  |  |  |
| **Action Step #3** |  |  |  |  |


**What process is in place to monitor the progress of the action steps?**

_____

_____

**What are the obstacles or challenges in meeting the program goal?**

_____

_____

## Budget Tracking

This worksheet it a great place to keep track of your budget!  Every time you need to spend, track it here. Calculate the potential amount you may need, the amount you spent, and how much you now have left as a result.  Quick Tip: Make sure to plan thoroughly to avoid overspending.

## Total Project Budget:

| Project | Amount Needed | Amount Spent | Money Left |
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**generations united**

Because we're stronger together®

## Intergenerational Project Sign Up Sheet

Sign Up Sheet for: _____

Brief Description of Project: _____

Dates/Times of Project: _____

| Name | Contact Information | Dates/Times Available | Interested in Planning? |
|------|---------------------|----------------------|------------------------|
|      |                     |                      |                        |
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# Ice Breaker

*Growing Up and Growing Older: Confronting Ageism*

**Objective: Identify and think critically about commonly held stereotypes of younger and older people.**

**Steps:**

1. Write out each of the statements listed below on a flip chart or white board. They could also be typed up in a PowerPoint slide or handed out.

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

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

3. Discuss. The following are some discussion questions
   - Has anyone ever heard any of these statements?
   - Stereotypes are the basis for prejudice and discrimination. Note how such statements express common stereotypes about groups of people only defined as "they." As a teenager or an adult, have you ever experienced (or known anyone who experienced) prejudice or discrimination based on age (for example, when applying for a job, renting an apartment, or trying to participate in some activity of another age group)?
   - Can both younger and older people be the victims of prejudice and discrimination based on age? Are there any other ways in which "growing up" is similar to "growing old"? What are they?
   - What can be done about age-based prejudice and discrimination? Do you think this is a problem that older and younger people might work on together?

   This activity was adapted from one developed by Fran Pratt, formerly of the Center for Understanding Aging.

**Intergenerational Project Team Worksheet**

Project Name:


Team Members:


Planned Project Outcome:


| What Needs to Be Done? (list each task) | Who will lead, participate? | Deadline | Done |
|---|---|---|---|
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## Sample Email "Pitch" and Press Release

*The sample pitch and press release are intended as helpful guides. Project organizers are encouraged to customize them to best fit their project, style, organization, and audience. Think about including your young people in crafting the messages below—it's a great learning experience!*

STEP 1: Research contact information for reporters, bloggers, news outlets that may be interested in your project. A small, well-researched list will give you better results than a large, general list. Use Google, flip through newspapers to see who's writing about your community or youth issues, or give a quick call to the newspapers main number to ask for a specific reporter's email.

STEP 2: Customize your press release and pitches. Personalize your pitch for each individual report/blogger (no mass emails). Proofread carefully.

STEP 3: Send your pitch and press release approximately 2-4 weeks before your preferred date of publication/broadcast. If you want to work with long-form radio programs or weekly newspapers, you may need to contact them 5-8 weeks in advance.

Step 4: Follow up by phone or email 2-3 days after sending, to make sure the reporter has received your press release. Offer any additional details of interest, and ask whether s/he would like more information.

Hi [NAME],

I wanted to send you a quick note about [ORGANIZATION's EVENT] on April XXXX. Led by the young people of [TOWN], we'll be [BRIEFLY DESCRIBE ACTIVITY AND THE "WHO, WHAT, WHEN, WHERE, WHY" WHO'S PARTICIPATING? WHAT DO YOU HOPE TO ACCOMPLISH? ANY VIP'S ATTENDING? INCLUDE ONLY THE MOST COMPELLING INFO HERE]. I've pasted a press release with additional details below, and I can provide more info and photos, and arrange interviews, if you'd like.

Do you think [NEWS OUTLET] may be interested in attending and covering our activities? There are great stories about inspiring young people, as well as photo opportunities, that I know would be meaningful to our community. I'll follow up in a few days to see if you might want to attend. Thanks very much!

[YOUR NAME & CONTACT INFORMATION]
[PASTE YOUR PRESS RELEASE HERE]


Source: Global Youth Service Day - http://www.gysd.org/promo_tools

## Self-Reflections on Intergenerational Project

Name:

Project Name:

| Project Reflections | Responses |
|---|---|
| Primary Project Goals: | |
| Major Accomplishments: | |
| Minor Accomplishments: | |
| Did anything go wrong?  How could you prevent this in the future? | |
| Do you have plans to continue this project?  If yes, what will you do? | |
| **Individual Reflections** | **Responses** |
| What is the most important thing you learned about yourself through leading this project? | |
| What do you wish you had done differently? | |
| On what part of the project are you most proud? | |
| What is one significant thing you learned about older adults?  youth? | |

## Intergenerational Project Post-Survey

There are two parts to this Post-Survey – the Depth of Intergenerational Engagement Continuum[2] and the Program Development Scale.  The goal of this activity is to help you outline your vision and progress in the development of your project.  You will want to save this document to compare this information to your Pre-Survey to evaluate your project.

**Post Survey – Part 1: Depth of Intergenerational Engagement Continuum**

Intergenerational projects and activities can be placed on a continuum, with points that correspond to different levels of intergenerational engagement, ranging from initiatives that provide no direct contact between age groups (point #1 on the below continuum) to those that promote intensive contact and ongoing opportunities for connections (point #7 on the continuum).

Indicate on the below chart your current level of intergenerational engagement and compare that to your current level and goal levels of contact from your Pre-Surveys.  Please list each intergenerational activity separately, or if you have one project/activity list that as just one item.


| 1 | 2 | 3 | 4 | 5 | 6 | 7 |

Low Level of
  Contact

High Level of
  Contact

| Intergenerational Project/Activity | Current Level of Contact | Goal Level of Contact |
|---|---|---|
| 1. | | |
| 2. | | |
| 3. | | |
| 4. | | |

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[2] This continuum has been adapted from the original continuum by Kaplan, M. (2004). Toward an intergenerational way of life. *Journal of Family & Consumer Sciences, 96* (2), 5-9.

**1. Learn About Other Age Group:** Participants learn about the lives of people in other age groups, though there is no actual contact between the generations.
*Example: "Learning about Aging" curriculum in school districts where children learn about older adults people.*

**2. Seeing the Other Age Group at a Distance:** Program participants learn about each other, but there is no actual contact.
*Examples: Making videos, writing letters, and sharing artwork with each other.*

**3. Meeting Each Other:** There is a one-time event where a group of young people and older adults meet each other.
*Examples: A group of students visit a nursing home once to interview the older adults; a shared site facility where the children "Trick-or-Treat" on Halloween or perform songs at a Christmas Concert.*

**4. Annual or Infrequent Activities:** These meetings occur on an annual or infrequent basis. They   are typically tied to established community events or organizational celebrations.
*Examples: Grandparents Day at an elementary school; an annual Intergenerational Olympics where younger and older people compete together in fun physical activities, a senior center and youth club together make sandwiches for a soup kitchen twice a year.*

**5. Demonstration Projects:** These initiatives involve regular meetings extended over a period of time (usually at least several months).  The intergenerational dialogue, sharing and learning can be quite intensive.  These projects are typically implemented on an experimental or trial basis, and are often dependent on outside funding sources.
*Examples: An intergenerational teen parenting support program in which older adults mentor and provide support for pregnant and parenting teens; an oral history program where high school seniors interview veterans about World War II; a senior group and a children's group on a shared site campus who plant and tend a garden together in spring and summer.*

**6. Ongoing Intergenerational Programs:** These are intergenerational programs from the previous category that have been deemed to be successful/valuable from the perspective of the participating organizations and hence integrated into their general activities and learning curricula.
*Examples: An annual intergenerational arts program that is led, planned and implemented by teams of younger and older people and culminates in an Intergenerational Talent Show; school-based volunteer program that recruits, trains, and supports older adults who mentor and tutor at-risk children.*

**7. Creating intergenerational community settings:** Values of intergenerational sharing and caring are infused into the way community settings are planned and function.  Opportunities for meaningful intergenerational engagement are abundant and embedded in social norms and traditions.  There are encouraged formal and/or informal intergenerational activities or connections on a daily basis.
*Examples: A "retirement home" village developed as an intergenerational setting with facilities for children and youth (e.g., a preschool, or an after-school program) and both scheduled and unscheduled*

*opportunities for intergenerational interaction; a community park designed to attract and bring together people of all ages and accommodate varied (passive and active) recreational interest.*
**Post Survey – Part 2: Program Development Scale**

Below is a list of program development steps which assist in creating solid and successful intergenerational projects and help project leaders achieve their goals.  Please indicate to what extent you have accomplished each step.  Under each heading are examples of some of the questions which could be considered in each category, but please answer along the scale for the entire step, rather than for each of the example questions.

Scale:
1 - Not Started – Need Resources
2 - Not Started – Have Resources to Complete
3 - In Progress
4 - Completed – Need to Review/Finalize
5 - Completed

**Visioning, Assessment and Goal Setting**
- Is there a vision statement that outlines a clear view of what you intend to achieve?
- Have you conducted an organizational and community assessment (which includes all parties directly involved in the program)?
- Have you established realistic, measurable and achievable goals?
- Have you identified the anticipated benefits of your program?

1-----------------------------2-----------------------------3-----------------------------4-----------------------------5

Accomplishments/Future Steps to Success: _____

_____

**Funding and Partners**
- Do you know what funds are needed for the program to achieve your desired results?
- Do you have a budget for the program?
- Have you identified potential funding sources including in-kind support?
- Have you reached out to community partners for financial and/or other support?

1-----------------------------2-----------------------------3-----------------------------4-----------------------------5

Accomplishments/Future Steps to Success: _____

_____

**Participants:**
- Are there any specific characteristics that you would target for your participants (i.e. age, specific interest or skill, physical ability, etc.)?
- Do you already have participants interested in joining your program?
- Have you recruited participants or have a plan to do so?

1----------------------------2----------------------------3----------------------------4----------------------------5

Accomplishments/Future Steps to Success: _____

_____

**Physical Space**
- Do you have the necessary and appropriate physical space to accommodate all participants and planned programs?
- Have you reviewed your agencies policies for space usage to ensure you can hold the program as originally planned?

1----------------------------2----------------------------3----------------------------4----------------------------5

Accomplishments/Future Steps to Success: _____

_____

**Intergenerational Activities and Curriculum Development**
- Are the curriculum and intergenerational activities based on the vision, philosophy and goals of the program?
- Is there a conscious effort to plan and implement activities as well as facilitate intergenerational interactions and relationships?
- Do you have mechanisms to solicit input of participants in activity planning?
- Do program activities take into account the interests and abilities of all program participants?

1----------------------------2----------------------------3----------------------------4----------------------------5

Accomplishments/Future Steps to Success: _____

_____

**Evaluation**
- Are there strategies in place to determine if the goals of the program are achieved?
- Is information recorded on each activity (i.e. goal, participants, time, materials, etc.)?
- Is there a formal process for reflection?
- Is there a process for reviewing evaluation data and making changes based on the results?

1----------------------------2----------------------------3----------------------------4----------------------------5


Accomplishments/Future Steps to Success: _____

_____


**Community Support and Awareness/Publicity Outreach and Public Affairs**
- Is the program providing support for a needed community issue?
- Have you reached out to your local media to share your program information?

1----------------------------2----------------------------3----------------------------4----------------------------5


Accomplishments/Future Steps to Success: _____

_____

## About Generations United:

Generations United is the national membership organization focused solely on improving the lives of children, youth, and older people through intergenerational strategies, programs, and public policies.  Since 1986, Generations United has served as a resource for educating policymakers and the public about the economic, social, and personal imperatives of intergenerational cooperation while acting as a catalyst stimulating collaboration and providing a forum to explore areas of common ground while celebrating the richness of each generation.  For more information about Generations United, visit www.gu.org.

## About Mentor Up:

Mentor Up is a new way to make a difference from AARP Foundation that brings together the younger generation's energy and talents to pursue reverse mentoring and community service opportunities that help people 50 and older. In addition, Mentor Up is also working with organizations rooted in service and driven by social missions, including the 4-H Council, DoSomething.org, Generations United, The Intergenerational Center at Temple University, Magic Johnson Foundation and Facebook. For more information about Mentor Up, visit www.mentorup.org.