An Intergenerational Program Connecting Youth with Older Adults to Decrease Stigma and Discrimination

By

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*The procedures in this workshop are meant to be used by agency volunteers and staff, as part of the broader services they provide, or under supervision of agency staff.*
DEDICATION

Friendship is born at that moment when one person says to another,
"What! You too? I thought I was the only one."
- C. S. Lewis

This thesis is dedicated to the generations of Canadians who are open and willing to discover the community alongside each other without judgment.
ABSTRACT

There is a demographic shift taking place within Canadian society. The population of individuals aged 65 or older is growing and will soon surpass the youth population. As such there will be a shift of social services and needs. There is a strong possibility of discrimination or ageism being perpetuated against either generation as society adjusts.

Historically, youth and older adults have not had an extensive amount of contact. Moving into the future, it is important that these two generations are allowed the opportunity to intermingle and confront the stereotypes that they hold or feel are being held against them.

This project developed a workshop that was designed to pair youth with older adults and confronts their views while giving them the opportunity to learn from each other by participating in multiple icebreakers and activities.

This project was unable to be implemented. As such, this thesis speaks to the future implementation of the program, as well as the creation and aspects of its development.
ACKNOWLEDGEMENT

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Chapter I: Introduction

As interpreted from the 2011 Canadian census, the population is aging and the older adult population (65 years plus) are expected to surpass the youth. According to Hutchison et al. (2010), research has indicated that ageism is currently the most frequently used form of prejudice. They address a need for a serious response to these ageist actions and beliefs. Further, one in every five Canadians is expected to experience a mental illness within their lifetime (Canadian Mental Health Association, 2010).

While there are a variety of options to challenge these issues, intergenerational groups stand out amongst the literature as being an effective option. This project was designed to break down barriers and promote mental well-being in both a group of at-risk youth as well as a group of older adults.

It seems apparent that an intergenerational program should not only benefit the older adults within the community, but also the youth. Youth and older adults are not often given the opportunity (unless they are family) to come together and learn from each other. The proposed intergenerational workshop will combine both age groups and allow them to work together towards a common goal.

Topics for the discussions include: personal and professional experiences with discrimination, music across the ages, physical activity/ health, youth and older adults in the media, entertainment, and poetry/ stories. The planned workshop would further utilize crafts, activities, and assignments to create fun and interactive sessions.

It is proposed that both participating parties be provided with resources and up-to-date information about mental health, and myths surrounding each generation. They would be given opportunities to participate in group discussions and will be provided with opportunities to communicate individually with someone from the alternate generation. Through this opportunity to interact, the program should be able to help decrease ageist stereotypes among the participants, as well as their social networks. Through the promotion of social inclusion, this program has the potential to reduce untrue stigmatizing thoughts, by increasing the participant’s relational community.
Chapter II: Literature Review

An Aging Population

Around the world there is a steady increase in the populations of people aged 65 and older. Throughout this project those aged 65 and older will be referred to as older adults. There are 4,945,055 people above the age of 65 living in Canada (Statistics Canada, 2011). This is an increase of 609,805 people since 2006.

With this increase in the older adult population there is a historical shift happening in the balance of youth and older adults. It is estimated that in 2050, for the first time in history, the senior population (those aged 65 or older) will outnumber the youth population (those aged 24 and younger) (St. Thomas University, 2012). Along the way, in 2031, 22.7% of the Canadian population is proposed to hold the “senior citizen” title. This should coincide with a wide variety of changes within society.

This historic demographic shift means that there will be a large amount of youth working alongside older adults. There will also be a very significant increase in jobs tending to or providing services for older adults.

Prejudice, Stereotypes, and Discrimination

Currently, there is a tendency to segregate people based on age within society (St. Thomas University, 2012); the reduction in the amount of contact between age groups in and of itself can lead to a variety of false, discriminatory beliefs.

Within this segregated society there is reason to be concerned of age-based prejudices, stereotypes and possible discrimination. Discrimination, as identified by the Canadian Mental Health Association (2010), can be caused by fear, untrue beliefs, as well as blame and self-blame, and can have an effect on a vast assortment of life’s daily tasks. North & Fiske (2012) report that ageism exists in both the young and the old. Unfortunately, the media often portrays one generation as more prejudicial than the other, which only perpetuates stereotypes.

Furthermore, North and Fiske propose that, with an approaching shortage of available resources, there lies a great risk for intergenerational prejudice and strain. Resources impacted may include housing, jobs, government funding, vaccinations and medications. There is a concerning trend in which youth are given priority as older adults are labelled “part of the past” and are viewed as a burden now (Cox, as cited in Ron, 2007).

The practice of self-stereotyping can hinder an older adult’s ability to learn (Boyd, Bee & Johnson, 2009). When older adults hold a belief that they are less capable than youth, in regards to learning, they tend to hold fast to previously established routines (Volz, 2000). Volz noted that these behaviours could potentially add to a deterioration of cognitive abilities.

Physical Appearance Acting as Stereotype Reinforcement

In a study by Hall & Batey (2008), older adults read aloud to a group of younger students. The students were asked a series of questions before and after the reading session. Prior to the session the majority of students responded to the questionnaire with negative views. Students reported that when people age, they get older and then die. Following the reading, opinions eased slightly and the students responded that as individual’s age they only become
Weaker. There was great concern placed on physical appearance. The students responded on the post-reading session questionnaire with concerns including hair colour and wrinkles in older adults’ skin. While these opinions became less harsh following the intergenerational contact, it seems apparent that stereotypes surrounding physical appearance seem to further support existing prejudices about ageing. This study demonstrated the focus among students with the apparent physical health and physical appearance of older adults.

**Ageism towards Older Adults**

According to Ron (2007), the majority of the population is uneducated with regards to old age. This study suggested that the majority of people hold false and often stereotypical beliefs. Most importantly, North and Fiske (2012) indicate that while age-based prejudice remains under-explored, evidence suggests that it does, in fact, have an impact on older people’s quality of life (QOL). This impact extends across various areas of society. Within the medical field, the workplace, across media outlets, and in cases of abuse and/or neglect, an element of ageism is present (North and Fiske, 2012). Giles, Ryan, & Anas (2008) propose that stereotypes encompassing the older generations include, but are not limited to: perceptions of being incapable, frequent naggers, being cantankerous, verbose, or lacking in cognitive ability. North and Fiske (2012) further this compilation of stereotypes by including an often reliable stereotype of the warm but incompetent older adult. Stereotypes such as these often lead to patronizing behaviours such as over-accommodation for individuals who are neither cognitively or physically deficient (Giles et al., 2008).

**Ageism Perpetrated Against Youth**

While the majority of literature regarding ageism is directed towards the older adult population, research indicates that youth also see the effects of ageist discrimination. Research evidences that older adults are equally as likely as their counterparts to participate in having stereotypes based on age about youth (Boyd et al., 2009).

**Attitudes on Aging**

There are mixed results suggesting that as people age, their opinions regarding age become more negative (Ron, 2007). A poor state of health is correlated with these negative opinions of aging. This means that those aging who are suffering from health ailments are less likely to hold positive attitudes. Ron suggests that within the elderly population, denying one’s age is presented as a potential method of adaptive coping. It was further proposed that attitudes are formed early in life and that events, norms, cultural opinion, and experiences can perpetuate these views or change them.

**Loneliness**

Rokach & Neto (2005) suggest that a large percentage of people live on the threshold of a lonely existence. It is concerning that loneliness has be associated with unwelcomed disorders such as: suicide, depression, alcohol abuse, an inadequate concept of self and psychosomatic
illnesses (McWhirther as cited in Rokach & Neto, 2005). Loneliness is reported to affect individuals irrespective of their culture (Rokach & Neto, 2005).

Within North American culture, loneliness is widespread and may be emphasized. Rokach & Neto support this notion through the acknowledgement that individual success, competitiveness, and impersonal social connections are common place in this culture. They further note that primary group interaction is declining.

The authors note that loneliness is a multidimensional experience common found at any stage of life). This being said, it was observed that loneliness is unique and different for each individual experiencing.

Sensation Seeking and Risk Taking

As indicated by Popham, Kennison, and Bradley (2011), youth who possess undesirable attitudes regarding aging, and youth who engage in more ageist behaviours, often practice more risk taking than their counterparts. Risk-taking behaviours include: engaging in sexual activities, using alcohol and tobacco and/or abusing drugs.

These findings support the theory that youth may choose to ease their aging anxiety through participating in activities that cause a sense of strength, energy, or invulnerability (Popham, 2011). In an attempt to escape awareness of their own mortality these youth are jeopardizing their futures by putting themselves in danger emotionally and physically. Popham suggests that youth who hold positive aging outlooks might avoid these risky behaviours out of desire to preserve themselves.

Aging anxiety is commonly focused on the losses experienced when an individual ages (Allan, 2009). Popham (2011) promotes the idea that individuals who think about older adults often begin to contemplate their own mortality.

While Popham’s study confirms an association between ageism and risky behaviour in young adults, it is limited by the fact that the sample used within the study consisted predominately of white male students. These findings, therefore, may not generalize to all young adults.

Benefits for Older Adults

Humans are constantly forced to adapt. Aging can be viewed as a constant course of adaptation (Bohlmeijer, Roemer, Cuijpers, & Smit, 2007). Boyd et al. (2009) propose the idea that older adults who continue stimulating their brains with activities that involve multifaceted cognitions can avoid cognitive decline. Furthermore, activity of a physical nature supports an increased level of cognitive functioning (Albert et al. as cited in Boyd, 2009). Creative productivity is another way to hold on to an older adult’s optimism (Boyd et al., 2009).

Following Erikson’s notion of reminiscence as described by Boyd et al., the process of looking back over the years is indeed important and helps achieve ego integrity: a sense of believing one’s life has had meaning. An intergenerational program provides them with an opportunity to do this. In actuality, participants in Lohman et al.’s (2003) study reportedly revealed life stories in alignment with concerns that arose in their readings. This makes the process of revealing past experiences a more comfortable and natural occurrence.

Elderly individuals who satisfy a role with purpose function better physically and emotionally when compared with elders who are socially secluded (Hazuda et al. as cited in
Moreover, healthy or average functioning older adults who have intergenerational contact may expect that their daily memory improves (Lohman, Griffiths, Coppard, & Cota, 2003).

**Benefits for Youth**

Bohlmeijer et al. (2007) support the notion that an individual’s personal identity is formed between the ages of 13 to 19. Therefore, providing support and positive role models at these ages is very important. In a document provided by St. Thomas University (2012), potential benefits for the youth can include: healthy outlooks concerning aging, an increase in self-esteem, an enriched sense of community, and societal obligation. They further described an advancement of cultural knowledge, a collapse of stereotypes, and a growth in understanding regarding aging. In one study that made use of group discussions, games, talent expressions, trips, picnics, as well as crafts, coinciding with acceptance from the older adults, social skills increased in the youth (Jones, Herrick, & York, 2004). Those participants were also volunteers.

**Community**

Community is considered to be a relatively easily obtainable and reciprocally helpful collection or network of dependable relationships (Sarason as cited in Dalton, 2007).

Community can be categorized into four different elements. According to Dalton, Elias, & Wandersman (2007) these include: membership, influence, integration and fulfillment of needs, and shared emotional connection. Through the implementation of an intergenerational program, it is believed that these four elements of community could be met and would result in a stronger sense of community among both the older adults and the youth participants. This may lead to an increase of self-worth and a decrease of mental health issues.

Within the community lies a vital group known as the volunteers. As reported by Statistics Canada (2012), youth are more apt to volunteer than older adults. Although youth devote less time per person when compared with older adults (Statistics Canada, 2011)

Furthermore, older adults who volunteer with altruistic intentions appear to age more successfully (Boyd et al., 2009). Dalton et al. (2007) reported that volunteers who found their participation gratifying often pursued further involvement with the organization.

**Communication**

It is proposed that various generations communicate in a biased fashion in support of their own age group (McCann, Cargile, Giles, and Bui, 2004). Further, people are reported to change their communicative behaviour in reflection of their need to belong or stand apart from different groups (Giles et al., 1991 as cited in McCann et al. 2004).

Within McCann et al.’s (2004) study older adults were labelled as rigid and unwilling to be flexible within intergenerational communication. This sets up a negative exchange between the two generations. The author notes that both younger and older adults held the perception that their own peers were more accommodating than the opposite age group. Lohman et al. (2003) found that intergenerational book discussion may foster opinion change. Further their study argues that intergenerational learning is a chance for mutual learning. It is an opportunity to dispel myths and the contact encourages each generation to respect differences (Lohman, 2003).
Quality Interaction

The youth in the McCann et al.’s (2004) study reported a sense of obligation for respecting their elders. Within this context, youth reportedly feel awkward when interacting with older adults and therefore avoid these exchanges (McCann, 2004). However, in a global sense it is supported that intergenerational communication is a more welcomed concept in western cultures. Moreover, communication in general is a better experience in the west, in comparison to eastern culture (McCann, 2004).

In a study by Lohman et al. (2003), participants reported feeling nervous about partaking in intergenerational discussion. By using assigned topics, it was easier to have a discussion. Further, the assigned topics were helpful in developing a relationship between the generations.

There is a need to prepare youth so that they may work efficiently, and with sensitivity, alongside their alternate generation (Lohman, 2003). This is especially needed considering the rising population of older adults.

It is further proposed that what matters most, in regards to intergenerational contact, is not the quantity but rather the quality (Allan, & Johnson, 2009). Increased awareness regarding aging is predictive of better opinions of older adults (Allan, & Johnson, 2009). As the process of getting older is unavoidable for most Canadians, it is of extreme importance to utilize opportunities for positive and quality intergenerational contact. Allan & Johnson propose that the aging experience, a process all individuals experience, involves a shift in social classification. This shift could be met with hostility.

Intergenerational Programs

Intergenerational can be defined as “A program, initiative, or activity in which older adults and children and/or youth explore their commonalities and differences, creating mutual understanding and strengthening community.” (Boyer, J.M. 2012, “Glossary,” para. 1).

Penn State (2004) proposes that through raising awareness of stereotypes, one starts building the groundwork for better relationships. This is the main premise of this intergenerational program. Thus far, there has not been a lot initiated in terms of services for the older adults and youth in the community (St. Thomas University, 2012).

In one intergenerational study by Jones et al. (2004), the seniors’ opinions regarding mental health as well as their opinions on the younger generations were altered. In that same study, every youth participant reported a shift in their outlook towards the seniors (Jones et al, 2004). This information supports the positive outcomes of intergenerational programs.

In an intergenerational group discussion, one older adult reported that she initially saw young adults as being “unruly and disrespectful” (Lohman et al., 2003). Following the intergenerational contact, this participant reported that her views had changed and she no longer believed all youth to be “unruly and disrespectful” (Lohman, 2003). One student’s beliefs that older adults could be active, bright minded, and social were reinforced following the intergenerational contact (Lohman, 2003).

Additionally, intergenerational groups have the potential to improve the quality of participants’ lives through the use of group process (Jones et al 2004). When youth are provided with the opportunity to have direct contact with their elders, it can develop positive attitudes towards the older adults (Caspi, as cited in Allan & Johnson, 2009). In a study by Lohman et al. (2003), both generations reported being surprised by how much they enjoyed group
intergenerational discussions. Participants reported being surprised at how strong a social connection they were able to form with the other generation. With such potential benefits, Giles et al. (2008), advises that further research examining effective intergenerational communication be completed.

**Things to Avoid in an Intergenerational Program**

Camino (2005) proposes that there are three potential pitfalls to be cautious of when pairing youth with adults. These pitfalls include: the youth being in charge of all important aspects, the adults relinquishing all of their control and power, and the program being focused entirely on the youth. While it can be a positive thing to encourage youth to take the lead, responsibilities need to be shared. Allowing youth to lead encourages leadership skills, among other things (Camino, 2005). However, it is suggested that youth can benefit further from, and openly welcome, co-operation and teamwork. Youth are further reported to welcome the coaching, guidance, and modeled behaviours of their older partners. When adults relinquish control entirely they also renounce their wisdom and years of experience (Camino, 2005). Additionally they also lose out on a valuable learning experience themselves. Camino states that each generation must be allowed to learn together and have creative input. As such, it is suggested that a facilitator must be wary of typecasting the generation’s roles within the program. Within their study, camino found it was important that participants be allowed to challenge each other and that the program is based on learning in partnership.

**Important Intergenerational Factors**

It is suggested that there are several factors within the intergenerational contact that are of importance (Wittig & Grant-Thompson, as cited in Allan& Johnson, 2009). These factors include: voluntary participation; whether or not the interaction involves co-operation, the potential for forming friendships, the disconfirming of stereotypes; and whether the interaction is between two people of comparable status (Allan & Johnson, 2009).

**Summary**

The Canadian population of older adults is growing, which may increase the level of prejudice and discrimination. According to the literature, this discrimination is often perpetuated by stereotypes and physical appearance. Overall, the proposed program seeks to utilize discussions and education to dispel myths. This method is supported by Lohman et al.’s (2003) study in which group discussion aided in the eradication of ageist stereotypes. By avoiding the afore-mentioned pitfalls recognized in the research, the program should be better able to provide participants with positive intergenerational experiences.

Further, this program seeks to ease the awkward feelings within intergenerational contact and to facilitate discussions on pre-chosen topics. This will hopefully help this proposed intervention to have an impact that will replicate that of Lohman et al.’s, and thus ease tension and feelings of awkwardness or nervousness.
It is hypothesized that intergenerational groups could assist in building and strengthening a relational community, as the participants targeted in this project would already reside within the same geographical community. This program aims to target older adults who are willing to be involved and then to include them in sessions that are both fun and beneficial to themselves and the youth. By connecting youth and older adults this program also aims to aid in a deduction of loneliness.

Lastly, this program seeks to breakdown stereotypes, in order to foster growth on a personal level, as well as a social level. By providing individuals with factual information, and by tackling untrue stereotypes, this program seeks to increase the likelihood of positive outlooks on aging across the lifespan.
Chapter III: Method

As this workshop has yet to be implemented, this is a proposed method. In an ideal setting these methods should be carried out and expanded upon.

Participants

Participants should include both at-risk youth (aged 13 to 25) as well as older adults (65 years or older). This project will include approximately 16 participants from each generation. Inclusion criteria will require that each participant is capable of communicating and able to attend each session. Information and activities will be provided for these participants in the form of a workshop. The workshop would consist of activities described through text. The majority of the activities will require the participant to be both physically active and literate. There is no reason why participants who fail to meet these criteria should be left out; however, the facilitator will need to arrange accommodations for this participant.

All participants will be accepted on a voluntary basis. The participants will be recruited through word-of-mouth within their respective agencies, as well as by placing posters within their agencies. These posters are provided in appendix C. There will be a fax broadcast of the posters sent to each agency as well. The fax broadcast will be sent out one month prior to the first session. The broadcast will be sent, once again, two weeks prior and then again one day prior to the first session.

For the initial administration of the proposed workshop the older adult participants will be recruited through a Community Services group located in Sharbot Lake. The youth will be recruited through a Child and Youth group located in Kingston.

Facilitator Characteristics

Potential facilitators must be knowledgeable regarding the stereotypes these generations face. The facilitator must be open-minded and comfortable leading group discussions. It would be further beneficial if the facilitator had previous experience leading groups. As the program aims to create a positive experience for all parties involved, it is vital that the facilitator be outgoing and shows a level self-confidence. This workshop would require a certain amount of customising in order to reflect the participants’ interests, fitness levels, and abilities. As such, the facilitator will need to be flexible and capable of identifying these needs. The use of a referral questionnaire could provide the needed information to the facilitators.

The facilitator will be responsible for ensuring that groups stay on-task by providing structure to guide the discussion of content. It is vital that the facilitator remain open-minded, creative, and willing to learn and experience new things alongside the participants. It is advised that the facilitator takes careful note of what aspects are well received and what aspects require modification. Best practice encourages constant evaluation. Therefore, the facilitator is expected to ensure that all information is current prior to implementing each session.

Design

All participating parties will be provided with resources and up-to-date information about mental health and myths surrounding each generation. They will also be given opportunities to
participate in group discussions. The workshop would utilize crafts, activities, and assignments to create fun and interactive sessions. The 16 youth participants will be paired with the 16 older adult participants.

Each session will last for 2 hours. There will be one session per week for duration of 6 weeks. The sessions will be held at the same time each week.

There will be an icebreaker activity at the beginning of every session in order to facilitate a level of comfort between all participants and the volunteer implementing the project. Following the icebreaker participants will be invited to join in the daily activities. These activities will be finished approximately 20 minutes prior to the end of the session.

During every session the participants will be invited to contribute to a group discussion focussed on the same themes as the activities.

The participants will then be asked to tidy their activity be and will be offered a snack and a refreshment.

**Materials**

The facilitator is to be provided with (and familiar with) an intergenerational manual (appendix D) while planning and executing the proposed workshop.

For this program there will be various materials required for each session. Specific materials will be dependent upon which activities the facilitator chooses. Activities may include themes of healthy living, prejudice in the media, story sharing, the digital age, baking/cooking, poetry, or active lifestyles. Further themes may include music, dancing, photography, relaxation and stress, and overall mental health. The themes may be expanded on further should the facilitator deem it to be necessary. Once the themes have been approved by agency staff the facilitator will be required to submit a request for appropriate supplies.

During the first session materials for name tags will be required (a writing utensil, a nametag holder, fun stickers, rope or string, glitter or other craft supplies).

Participants should be asked by the facilitator to fill out a questionnaire about their opinions and beliefs on youth and older adults prior to, and following, the six week workshop.

**Procedure**

All participants will be provided with resources and up-to-date information about mental health myths surrounding each generation. Participants will be given opportunities to participate in group discussions. Furthermore, the workshop should utilize crafts, activities, and assignments to create fun and interactive sessions. The 16 youth participants will be paired with the 16 older adult participants.

Activities will include themes of healthy living, prejudice in the media, story sharing, the digital age, baking/cooking, poetry, or active lifestyles. Themes may include music, dancing, photography, relaxation and stress, and overall mental health.

Each session will last 2 hours. There will be one session per week for duration of 6 weeks. The format of each session is described in the above Design section.
Confidentiality and Informed Consent

The adult consent form can be found in Appendix A, and the youth consent form in appendix B. There will only be one master sheet with participants’ names. This will be used to complete certificates of achievement and confirm attendance. This list of names will be stored in a locked office within the agency. A list of initials will be used to collect attendance throughout the sessions. It will not be necessary to collect and code the participant’s names, as there will be no identifying information collected during the sessions. Participants will be asked to leave their questionnaire in an envelope during the break on the day the questionnaire is administered: this envelope with then be sealed and brought back to the agency for storage. Data from the questionnaires will be entered onto a password protected computer without any identifiers. All consent forms will remain within the same locked cabinet for the duration of the program. Data will be transferred to St. Lawrence College following the completion of the workshop and kept for seven years.

Pre-Workshop Questionnaires and Post-Workshop Questionnaires will be stored within the agency. All evaluation forms will be anonymous and will not contain any identifying information.

Workshop Evaluations

There is a Pre-Workshop Questionnaire (found in appendix E) to be completed by all participants during the first session. There will be a Post-Workshop Questionnaire (found in appendix F) following the workshop. These evaluations contain myths about both generations and will give the facilitator an idea of how well information was relayed and understood. These evaluations will further promote growth and development within the workshop so as to maintain best practices. The answers to these questionnaires can be found in appendix G.
Chapter IV: Results

Summary

Due to issues with funding and a scheduling conflict, this workshop was not implemented and therefore there was no collection of pre- or post-data. Implementation of the program is designed to take place over a six-week period, with one session per week. Prior to session one, the facilitator is responsible for providing the Pre-Workshop Questionnaire. Following the final session the facilitator would be responsible for providing and then collecting Post-Workshop Questionnaire. The data collected from each of these measures would then be recorded and graphed. The facilitator would be able to compare the percentage of correct true/false responses and then interpret whether the participants had in fact gained knowledge regarding generational stereotypes. The information collected from the pre- and post-measures would include information about which aspects of the project were well received and which areas of the program could be modified.

Feedback

Due to time limitations, it was not possible for the manual to be reviewed by the agency staff. However, upon initial submission to the branch manager, the program was well received and regarded as practical and cost effective. No changes have been made; however, the facilitator is encouraged to adjust the program as needed (with consent from the branch manager).
Chapter V: Discussion

Overall, this program seeks to pair older adults with youth. The objective in pairing these generations together is to reduce stigma and discrimination. This project also seeks to provide an alternative for youth and older adults to access information regarding their mental health and well-being. Sessions will provide both generations the opportunity to acquire new skills. These include a specific focus on skills such as communicating with a new generation, and learning the social norms within these age brackets.

Contributions to the Behavioural Psychology Field

This project contributes to the Behavioural Psychology field by providing a forum for education about mental health. Furthermore, it is a strength that this project specifically focuses on stigma and discrimination, both of which affect mental-health-service implementation. This project pairs two generations whose contact will inevitably increase as the population gradually ages. The literature suggests that these methods support reducing discrimination and these techniques support the overall well-being of both the youth and the older adults. The interaction between generations fosters improved social skills, and an improvement of communication skills. This development of skills is beneficial for both generations, as it increases the likelihood of future independent intergenerational communication.

Limitations

It is a limitation that the author is not able to facilitate the program. This impacts the collection of data for the purposes of evaluation. As such, it is a further limitation that data regarding the opinions of participants has yet to be collected. This threatens the integrity of the program. Data is to be collected in the future and must be incorporated into the program in order to maintain its integrity. The facilitator is expected to be familiar with all relevant material. It limits the design and evaluation of the proposed program that the author is not able to communicate with the facilitator(s).

It is a limitation that the myths/facts within the pre and post Workshop Questionnaire contain more questions regarding older adults. This should be altered to have an equal number of questions for each generation.

Benefits to the agency

It is an asset for the agency to have a program focused on multiple generations. This program requires minimal formal training and, therefore, fits well with an agency lacking the resources to provide extensive training. This program, unlike the majority available, places youth instead of children with the older adults. This is an asset as it affords the opportunity to further conduct research within this intergenerational viewpoint.

As indicated within the literature review, the older adult population is increasing and, therefore, this should impact society. This necessitates the development of more positive and unstigmatized interactions between this generation and Canadian youth. The agency is a leader in mental health services. This project helps to aid their continuing mental health promotion. According to the Canadian Mental Health Association (2013) mental health promotion consists
of promoting individuals to “enjoy life, use abilities and achieve goals, contribute to community, deal with life’s inevitable challenges and bounce back from adversity.” They further report that it is important to make and maintain relationships with others (Canadian Mental Health Association, 2013). This project allows both youth and older adults to form new relationships within the community. It benefits the community as it is another avenue for sharing information and thereby decreasing discrimination. Furthermore, it facilitates the use of skills and abilities in a community setting. Participants will, ideally, be able to learn and benefit from, as well as teach, their alternate generation.

**Multilevel Challenges to Service Implementation**

Client Level: There was very little direct, face-to-face, client contact within the agency. It is felt that the lack of funds and the low budget appearance affected the overall opinion of not only the public but also the staff within the agency. Unfortunately it is believed that clients undervalue available services because of the agency image. This image was improved when the staff and volunteers worked together to clean the agency thoroughly and remove outdated resources. However, it is a concern that the intergenerational program will be undervalued and overlooked by individuals within the community as a result of the agency's image and presentation.

Program Level: In regards to the program, the challenge arose with implementation. Due to funding & time constraints, the program had to be implemented following the time allotted for placement. This meant that it was not an option to collect any data for the purpose of evaluating and tweaking the program.

Agency Level: As a very small agency, supervision and support was limited. With all of the ongoing programs and needs that required attention, it was difficult to seek the opinion of the branch manager. With numerous placement students being supervised by one individual, it was necessary to be essentially independent.

Societal level: Working in an agency funded through grants, it has become apparent that mental health agencies and mental health services are underfunded and underappreciated in society. It is increasingly difficult for small agencies to continue to provide services both prior to and following the onset of a mental illness. It was especially frustrating to see the lack of support for the agency while they did their best to tackle preventative services, stigma, and discrimination (in regards to general mental health).

There are a variety of challenges that can arise when placed in a non-profit, grant-funded community agency. In this specific agency the funds were quite limited. Issues arose in a variety of aspects, such as: the agencies image, available resources for the public and also available resources for the staff and volunteers

**Recommendations for Future Research**

As noted within previous chapters, this program was not implemented. As such, it is highly recommended that this program be implemented as a pilot program. While the literature
review suggests that these methods would be effective in decreasing stigma, it is impossible to prove the hypothesis without implementing the project. It would be further beneficial to the participants if the questionnaires were expanded and a larger collection of diverse activities were added to the facilitator’s booklet. In the future it would be ideal to add a complete collection of resources (including more online resources) and empirically supported information to the booklet. This would be a great starting point and would ease the facilitator’s preparation.

It is recommended that any future additions to the workshop include key points for the facilitator to bring up. In addition to the key point, it would be beneficial to collect a more formal assessment and administer these prior to beginning the workshop and then following the completion. This would benefit the proposed thesis as it would help to access attitudinal changes withing the participants.

WORD COUNT: 6,161
Chapter VI: References


Canadian Mental Health Association (2010). *Mental Health for All Fact Sheet: Stigma and Discrimination around Mental Health Problems*.


Appendix A: Consent Form

Project title: The KAIG (Kingston & Area Intergenerational Get-together) Program: An Intergenerational Meeting to Reduce Ageist Stereotypes and Stigmas in Youth and Older Adults.

Principal Investigator: Tristan Wildfong-Wilson

Name of supervisor: Erin McCormick

Name of Institution: St. Lawrence College

Name of part partnering agency:

Invitation

This is an invitation for you to participate in a research study. I am a 4th year student in the Behavioural Psychology program at St. Lawrence College. I am currently on placement at the agency. During this placement, I am to complete a research project called an applied thesis. I am asking you for your help to complete this project. The information found in this form will help you to understand my project. Please read the information carefully and ask any and all questions that you may have. It is important that you have a clear understanding of what would be expected before you decide if you would like to take part.

Why is this project being done?

This study is being done in order to reduce stereotypes, and therefore discrimination, surrounding both youth and older adults in our community. This study is also seeking to increase
your sense of community. Your opinion and your viewpoints are important to complete this project.

**What will you need to do if you take part?**

If you choose to take part in this study you will be asked to take part once a week for 6 weeks. Each session will last two hours. Around the halfway mark participants will be offered to take a 15 minute break. Snacks will be provided at this point. Each session will be aimed at reducing stigma (negative attitudes towards people with differences) and reducing ageist stereotypes. Activities will be provided for a mix of youth and older adults to work together on. Activities may include (but would not be limited to): cooking, reminiscing, reading together, creating a craft or an art project, working alongside an intergenerational partner on the computer, or exploring music from multiple genres and time periods. Prior to beginning the program you will be asked to fill out a short questionnaire about your opinions and beliefs on both youth and older adults. Following the 6 week program you will be asked once again to fill out a questionnaire with similar questions. The post-program questionnaire will also ask for your input for future delivery of the program.

**What are the potential benefits of taking part?**

Benefits of taking part in this research study include an increased self-awareness as well as an increase in knowledge. Myths will be discussed and you will be provided with the correct information. This new knowledge is important for decreasing discrimination in our society. Youth can benefit by increasing their social skills, obtaining positive outlooks about aging, increasing self-esteem, and cultural awareness. Older adults who participate could potentially
avoid cognitive decline, see an increase in optimism, and achieve a sense of meaning from their lives. Both youth and older adults may benefit from an improved sense of community.

**What are the potential benefits of this research study to others?**

The potential benefits of this research study to others include a decrease in stereotypes and therefore a decrease in discrimination within the community. By answering the pre- and post-program questionnaires future participants can benefit from an improved program.

**What are the potential disadvantages or risks of taking part?**

Risks from taking part in this research study are minimal but may include emotional stress from the act of discussing the past or discussing future plans. You could potentially dislike the provided activities and become bored.

**What happens if something goes wrong?**

Everyone has different opinions and we cannot guarantee that everyone will like everything that is said. You are welcome to step away from the activity or discussion if you are uncomfortable at any point. If any issue comes up during one of the intergenerational sessions please speak with the person implementing the program or feel free to call the branch manager of The agency, Brenda, here in Kingston at 613- 549-7027.

**Will my information you collect from me in this project be kept private?**

We will make sure that all identifying information is kept confidential. Every consent form will be kept within a locked cabinet at the CMHA for the duration of the program. It will then be
moved to St. Lawrence College where it will be kept in a locked cabinet for seven years. Your name will not appear on any publications or presentations.

All questionnaires will be anonymous and will not contain any identifying information. You will be asked to leave your questionnaire in an envelope during the break on the day the questionnaire is passed around; this envelope will then be sealed and brought back to the agency.

Data from the questionnaires will be entered onto a password protected computer and will be stored for the foreseeable future at the agency.

Do I have to take part?

Taking part is voluntary. It is up to you to decide whether or not to take part in this research project. If you do decide to take part, you will be asked to sign this consent form. You are still free to withdraw at any time, without giving any reason, and without incurring any penalty, or negative effects. Please be aware that should you choose to withdraw, your data will be kept.

Contact for further information

This project has been approved by the Research Ethics Board at St. Lawrence College. The project will be developed under the supervision of Erin McCormick, my supervisor from St. Lawrence College. I really appreciate your cooperation and if you have any additional questions or concerns, feel free to ask me, Tristan Wildfong-Wilson (twildfong-wilson06@student.sl.on.ca). You can also contact my College Supervisor, Erin (iawahgirl@distributel.net), or the Research Ethics Board at reb@sl.on.ca.
Consent

If you agree to take part in this research project, please complete the following form and return it to me as soon as possible. A copy of this signed document will be given to you for your own records. An additional copy of your consent will be retained at the agency.

By signing this form, I agree that:

✓ The study has been explained to me.
✓ All my questions were answered.
✓ Possible harm and discomforts and possible benefits of this study have been explained to me.
✓ I understand that I have the right not to participate and the right to stop at any time without any consequence.
✓ I am free now, and in the future, to ask any questions I have about the study.
✓ I have been told that my personal information will be kept confidential.
✓ I understand that no information that would identify me will be released or printed without asking me first.
✓ I understand that I will receive a signed copy of this consent form.

I hereby consent to take part.

Participant Name __________________________ Signature of Participant ___________ Date ___________

Volunteer Printed Name __________________________ Signature of Volunteer ___________ Date ___________
Appendix B: Underage Consent

Project title: The KAIG (Kingston & Area Intergenerational Get-together) Program: An Intergenerational Meeting to Reduce Ageist Stereotypes and Stigmas in Youth and Older Adults.

Principal Investigator: Tristan Wildfong-Wilson

Name of supervisor: Erin McCormick

Name of Institution: St. Lawrence College

Name of part partnering agency: The agency

Invitation

This is an invitation for your child to participate in a research study. I am a 4th year student in the Behavioural Psychology program at St. Lawrence College. I am currently on placement at the agency. During this placement, I am to complete a research project called an applied thesis. I am asking you for your help to complete this project. The information found in this form will help you to understand my project. Please read the information carefully and ask any and all questions that you may have. It is important that you, and your child, have a clear understanding of what would be expected before you decide if s/he would like to take part.

Why is this project being done?

This study is being done in order to reduce stereotypes, and therefore discrimination, surrounding both youth and older adults in our community. This study is also seeking to increase
everyone’s sense of community. Your child’s opinions and viewpoints are important to complete this project.

**What will you need to do if you take part?**

If you choose to allow your child to take part in this study s/he will be asked to take part once a week for 6 weeks. Each session will last for two hours. Around the halfway mark participants will be offered to take a 15 minute break. Snacks will be provided at this point. Each session will be aimed at reducing stigma (negative attitudes towards people with differences) and reducing ageist stereotypes. Activities will be provided for a mix of youth and older adults to work together on. Activities may include (but would not be limited to): cooking, reminiscing, reading together, creating a craft or an art project, working alongside an intergenerational partner on the computer, or exploring music from multiple genres and time periods. Prior to beginning the program your child will be asked to fill out a short questionnaire about their opinions and beliefs on both youth and older adults. Following the 6 week program s/he will be asked once again to fill out a questionnaire with similar questions. The post-program questionnaire will also ask for input for future delivery of the program.

**What are the potential benefits of taking part?**

Benefits of taking part in this research study include an increased self-awareness as well as an increase in knowledge. Myths will be discussed and your child will be provided with the correct information. This new knowledge is important for decreasing discrimination in our society. Youth can benefit by increasing their social skills, obtaining positive outlooks about aging, increasing self-esteem, and cultural awareness. The older adults who participate could potentially
avoid cognitive decline, see an increase in optimism, and achieve a sense of meaning from their lives. Both youth and older adults may benefit from an improved sense of community.

**What are the potential benefits of this research study to others?**
The potential benefits of this research study to others include a decrease in stereotypes and therefore a decrease in discrimination within the community. By answering the pre- and post-program questionnaires future participants can benefit from an improved program.

**What are the potential disadvantages or risks of taking part?**
Risks from taking part in this research study are minimal but may include emotional stress from the act of talking about the past or discussing future plans. You could potentially dislike the provided activities and become bored.

**What happens if something goes wrong?**
Everyone has different opinions and we cannot guarantee that everyone will like everything that is said. Your child is welcome to step away from the activity or discussion if s/he is uncomfortable at any point. If any issue comes up during one of the intergenerational sessions please ask your child to speak with the person implementing the program or feel free to call the branch manager of The agency, Brenda, at 613- 549-7027.

**Will the information you collect from my child in this project be kept private?**
We will make sure that all identifying information is kept confidential. Every consent form will be kept within a locked cabinet at the CMHA for the duration of the program. It will then be
moved to St. Lawrence College where it will be kept in a locked cabinet for 7 years. Your child’s name will not appear on any publications or presentations.

All questionnaires will be anonymous and will not contain any identifying information. Your child will be asked to leave their questionnaire in an envelope during the break on the day the questionnaire is passed around: this envelope with then be sealed and brought back to the agency.

Data from the questionnaires will be entered onto a password protected computer and will be stored for the foreseeable future at the agency.

**Does s/he have to take part?**

Taking part is voluntary. It is up to you if you allow your child to take part in this research project. If you do decide to allow your child to take part, you will be asked to sign this consent form. You are still free to withdraw your child at any time, without giving any reason, and without incurring any penalty, or negative effects. Please be aware that should your child choose to withdraw, their data will be kept.

**Contact for further information**

This project has been approved by the Research Ethics Board at St. Lawrence College. The project will be developed under the supervision of Erin McCormick, my supervisor from St. Lawrence College. I really appreciate your cooperation and if you have any additional questions or concerns, feel free to ask me, Tristan Wildfong-Wilson (twildfong-wilson06@student.sl.on.ca). You can also contact my College Supervisor, Erin (iawahgirl@distributel.net),or the Research Ethics Board at reb@sl.on.ca.
Consent

If you agree to take part in this research project, please complete the following form and return it to me as soon as possible. A copy of this signed document will be given to you for your own records. An additional copy of your consent will be retained at the agency.

By signing this form, I agree that:

✓ The study has been explained to me.
✓ All my questions were answered.
✓ Possible harm and discomforts and possible benefits of this study have been explained to me.
✓ I understand that my child has the right not to participate and the right to stop at any time without any consequence.
✓ I am free now, and in the future, to ask any questions my child or I have about the study.
✓ I have been told that my child’s personal information will be kept confidential.
✓ I understand that no information that would identify my child will be released or printed without asking me first.
✓ I understand that I will receive a signed copy of this consent form.

I hereby consent to take part.

Participant Name

Signature of Participants Guardian

Date

Volunteer Printed Name

Signature of Volunteer

Date
Appendix C: Recruitment Poster

COME JOIN IN!

An Intergenerational Get-Together

ARE YOU A YOUTH OR AN OLDER ADULT?

If you are interested in participating in fun activities, such as: reading, writing short stories, reminiscing, cooking, working with computers, exploring music across the generations, or creating arts and crafts we want to welcome you. However, this is only the beginning; we want to know what activities YOU are interested in!

Groups will be held from 00:00 pm–00:00pm every Tuesday for 6 weeks beginning on February __/2012
Appendix D: Intergenerational Manual

**AN INTERGENERATIONAL GET TOGETHER**

A Program Designed to Reduce Stigma & Discrimination

In Canadian Youth and Older Adults

Created by: Tristan Wildfong-Wilson

Under the guidance of: Brenda Miller
To the facilitator,

Thank you for choosing to facilitate these intergenerational sessions. Your time and contribution is greatly appreciated!

A facilitator is responsible for ensuring that groups stay on-track by providing structure and engaging participants. The facilitator is required for providing content and information to the participants. It is advised that you conduct further research on any topics that you are unclear about prior to running the session. As a facilitator, please ensure that you remain open minded, creative, and willing to learn and experience new things alongside the participants. Flexibility in the topics, discussions, and activities is vital. You must ensure that the participants are interested in the events. If they are not, perhaps some aspect needs to be modified.

It is encouraged that you always keep the information up-to-date with current examples and scenarios. Best practice encourages constant evolution. As such, if you feel it is necessary to alter or re-arrange any of the sessions or topics please provide empirical reasons for doing so and ensure that the session is cleared by the branch manager.

You have been provided with a “pre” and “post” workshop questionnaires. Please administer the Pre-Workshop Questionnaire form at the beginning of the first session. This information should then be collected and used to gauge what topics the participants are interested in. This information should help you to organize each lesson plan.

During the final session you must administer the Post-Workshop Questionnaire. These evaluations should give you insight on areas in which you can improve for next time. Please take this information and integrate it into the program so that we can maintain the best level of service.

Thank you & best wishes,

Tristan
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Session Two..................................................................................................................
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Session Four..............................................................................................................
Session Five..............................................................................................................
Session Six............................................................................................................... 

RESOURCES

Icebreakers.............................................................................................................
Activities..................................................................................................................
Crafts........................................................................................................................
Topics.......................................................................................................................
SESSION PLANS
# Session One

Total running time: 2 hours

<table>
<thead>
<tr>
<th>Timeline</th>
<th>Activity</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prior to the</td>
<td>Facilitator</td>
<td>Facilitators:</td>
</tr>
<tr>
<td>beginning of</td>
<td>Preparation</td>
<td>Please tie blue and green ribbon in an alternating pattern, one ribbon on each of the participant’s chairs.</td>
</tr>
<tr>
<td>the session</td>
<td></td>
<td>Set out one “Pre-Workshop Questionnaire” at each seat.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Set out one pen, marker, or pencil at each seat.</td>
</tr>
<tr>
<td>00:00</td>
<td>Arrival</td>
<td>Upon arrival, welcome all participants and give them instructions to have a seat at a green spot (if the participant is a youth) and at a blue spot (if the participant is an older adult). Ask participants to complete the Pre-Workshop Questionnaire anonymously.</td>
</tr>
<tr>
<td>00:10</td>
<td>Workshop</td>
<td>Greet participants.</td>
</tr>
<tr>
<td></td>
<td>Objectives</td>
<td>Explain the workshop and its objectives.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Remind participants to complete the Pre-Workshop Questionnaire anonymously.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Discuss ground rules/ guidelines, confidentiality, and consent forms (be sure to ask for participants input on the ground rules).</td>
</tr>
<tr>
<td>00:20</td>
<td>Craft</td>
<td>Give participants supplies for creating their nametags.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Instruct participants to decorate their nametag. - <strong>Caution participants to</strong> <strong>...</strong></td>
</tr>
<tr>
<td>Time</td>
<td>Activity</td>
<td>Notes</td>
</tr>
<tr>
<td>-------</td>
<td>----------------</td>
<td>-------</td>
</tr>
<tr>
<td>00:30</td>
<td>Icebreaker</td>
<td>Facilitator: model the following behaviour first and then ask the person to your left to do the same, allot approximately 30 seconds per participant. Ask participants to stand (one at a time) and to state: - their name - their age - a favourite activity (ex. kayaking, reading, listening to music, etc.)</td>
</tr>
<tr>
<td>00:45</td>
<td>Group Discussion</td>
<td>Ask group: “What is stigma and discrimination?” Define stigma and discrimination Ask each participant (one at a time) to state a stereotype about their generation. Ask the group whether this stereotype is true, and how it makes them feel, has it ever affected them? (i.e. receiving services, getting a job, etc.). Discuss positive ways to deal with these situations. Discuss the true or false section of the “myths” section on the Pre-Workshop Questionnaire and provide the participants with facts.</td>
</tr>
<tr>
<td>01:20</td>
<td>Snack Time</td>
<td>Offer participants a ten-minute break to stretch, etc. Provide a drink and snack. Ask participants to leave their questionnaires in a pile in one location.</td>
</tr>
<tr>
<td>Time</td>
<td>Activity</td>
<td>Description</td>
</tr>
<tr>
<td>--------</td>
<td>----------</td>
<td>-----------------------------------------------------------------------------</td>
</tr>
<tr>
<td>01:30</td>
<td></td>
<td>Insert an activity of your choice.</td>
</tr>
<tr>
<td>01:55</td>
<td>Wrap-Up</td>
<td>Tidy-up and thank participants for their input. Remind participants of their next session and collect all nametags.</td>
</tr>
</tbody>
</table>

Materials Needed:

- 1 Pre-Workshop Questionnaire per participant
- green and blue ribbon (to be tied in an alternating pattern on each chair)
- pencils/pens
- art supplies for nametags (please make the nametags LARGE)
- nametag holders
- snack and drink
- facts sheet (related to the Pre-Workshop Questionnaire)
# Session Two

Total running time: 2 hours

<table>
<thead>
<tr>
<th>Timeline</th>
<th>Activity</th>
<th>Description</th>
</tr>
</thead>
</table>
| Prior to the beginning of the session | Facilitator Preparation | Facilitators:  
Please tie blue and green ribbon in an alternating pattern, one ribbon on each of the participant’s chairs.  
Prep any applicable craft or activity materials. |
| 00:00                  | Arrival     | Upon arrival, welcome all participants back and give them instructions to have a seat at a green spot (if the participant is a youth) and at a blue spot (if the participant is an older adult). Pass out nametags and greet each participant by name. |
| 00:10                  | Icebreaker  | Please select an icebreaker from your “Icebreaker Booklet.”                                                                                   |
| 00:20                  | Craft       | Please select a craft from the “Craft Booklet.”                                                                                                |
| 00:40                  | Group Discussion | Topic:                                                                                                                                   |
| 01:10                  | Snack Time  | Offer participants a ten-minute break to stretch, etc.  
Provide a drink and snack.  
Offer an opportunity for participants who may wish to speak with you. |
01:20 | Activity | Insert an activity of your choice.

01:55 | Wrap-Up | Tidy-up and thank participants for their input. Remind participants of their next session and collect all nametags.

Materials Needed:

- green and blue ribbon (to be tied in an alternating pattern on each chair)
- Information:
- craft supplies:___________________________________________________________
- activity supplies:_______________________________________________________
- snack and drink:_________________________________________________________
# Session Three

Total running time: 2 hours

<table>
<thead>
<tr>
<th>Timeline</th>
<th>Activity</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prior to the beginning of the session</td>
<td>Facilitator Preparation</td>
<td>Facilitators: Please tie blue and green ribbon in an alternating pattern, one ribbon on each of the participant’s chairs. Prep any applicable craft or activity materials.</td>
</tr>
<tr>
<td>00:00</td>
<td>Arrival</td>
<td>Upon arrival, welcome all participants back and give them instructions to have a seat at a green spot (if the participant is a youth) and at a blue spot (if the participant is an older adult). Pass out nametags and greet each participant by name.</td>
</tr>
<tr>
<td>00:10</td>
<td>Icebreaker</td>
<td>Please select an icebreaker from your “Icebreaker Booklet.”</td>
</tr>
<tr>
<td>00:20</td>
<td>Craft</td>
<td>Please select a craft from the “Craft Booklet.”</td>
</tr>
<tr>
<td>00:40</td>
<td>Group</td>
<td>Topic:</td>
</tr>
<tr>
<td>Time</td>
<td>Session</td>
<td>Activity</td>
</tr>
<tr>
<td>-------</td>
<td>-----------</td>
<td>--------------------------------------------------------------------------</td>
</tr>
<tr>
<td>01:10</td>
<td>Snack Time</td>
<td>Offer participants a ten-minute break to stretch, etc.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Provide a drink and snack.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Offer an opportunity for participants who may wish to speak with you</td>
</tr>
<tr>
<td></td>
<td></td>
<td>about any concerns they may have.</td>
</tr>
<tr>
<td>01:20</td>
<td>Activity</td>
<td>Insert an activity of your choice.</td>
</tr>
<tr>
<td>01:55</td>
<td>Wrap-Up</td>
<td>Tidy-up and thank participants for their input. Remind participants of</td>
</tr>
<tr>
<td></td>
<td></td>
<td>their next session and collect all nametags.</td>
</tr>
</tbody>
</table>

Materials Needed:

- green and blue ribbon (to be tied in an alternating pattern on each chair)
- Information:
- craft supplies:___________________________________________________________
- activity supplies:_________________________________________________________
- snack and drink:_________________________________________________________
## Session Four

Total running time: 2 hours

<table>
<thead>
<tr>
<th>Timeline</th>
<th>Activity</th>
<th>Description</th>
</tr>
</thead>
</table>
| Prior to the beginning of the session | Facilitator Preparation | Facilitators:  
Please tie blue and green ribbon in an alternating pattern, one ribbon on each of the participant’s chairs.  
Prep any applicable craft or activity materials. |
<p>| 00:00                         | Arrival  | Upon arrival, welcome all participants back and give them instructions to have a seat at a green spot (if the participant is a youth) and at a blue spot (if the participant is an older adult). Pass out nametags and greet each participant by name. |
| 00:10                         | Icebreaker | Please select an icebreaker from your “Icebreaker Booklet.”                                                                                  |
| 00:20                         | Craft    | Please select a craft from the “Craft Booklet.”                                                                                            |
| 00:40                         | Group    | Topic:                                                                                                                                     |</p>
<table>
<thead>
<tr>
<th>Time</th>
<th>Column 1</th>
<th>Column 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>01:10</td>
<td>Snack Time</td>
<td>Offer participants a ten-minute break to stretch, etc.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Provide a drink and snack.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Offer an opportunity for participants who may wish to speak with you</td>
</tr>
<tr>
<td></td>
<td></td>
<td>about any concerns they may have.</td>
</tr>
<tr>
<td>01:20</td>
<td>Activity</td>
<td>Insert an activity of your choice.</td>
</tr>
<tr>
<td>01:55</td>
<td>Wrap-Up</td>
<td>Tidy-up and thank participants for their input. Remind participants of</td>
</tr>
<tr>
<td></td>
<td></td>
<td>their next session and collect all nametags.</td>
</tr>
</tbody>
</table>

Materials Needed:

- green and blue ribbon (to be tied in an alternating pattern on each chair)
- Information: ____________________________________________________________
- craft supplies: __________________________________________________________
- activity supplies: ________________________________________________________
- snack and drink: _________________________________________________________
## Session Five

Total running time: 2 hours

<table>
<thead>
<tr>
<th>Timeline</th>
<th>Activity</th>
<th>Description</th>
</tr>
</thead>
</table>
| Prior to the beginning of the session | Facilitator Preparation | **Facilitators:**  
Please tie blue and green ribbon in an alternating pattern, one ribbon on each of the participant’s chairs.  
Prep any applicable craft or activity materials. |
<p>| 00:00                         | Arrival    | Upon arrival, welcome all participants back and give them instructions to have a seat at a green spot (if the participant is a youth) and at a blue spot (if the participant is an older adult). Pass out nametags and greet each participant by name. |
| 00:10                         | Icebreaker | Please select an icebreaker from your “Icebreaker Booklet.”                                                                                                                                                |
| 00:20                         | Craft      | Please select a craft from the “Craft Booklet.”                                                                                                                                                           |
| 00:40                         | Group      | <strong>Topic:</strong>                                                                                                                                                                                               |
|                               | Discussion |                                                                                                                                                                                                          |</p>
<table>
<thead>
<tr>
<th>Time</th>
<th>Session</th>
<th>Activity</th>
</tr>
</thead>
</table>
| 01:10 | Snack Time | Offer participants a ten-minute break to stretch, etc.  
Provide a drink and snack.  
Offer an opportunity for participants who may wish to speak with you about any concerns they may have. |
| 01:20 | Activity | Insert an activity of your choice. |
| 01:55 | Wrap-Up | Tidy-up and thank participants for their input. Remind participants of their next session and collect all nametags. |

Materials Needed:

- green and blue ribbon (to be tied in an alternating pattern on each chair)
- Information: 
- craft supplies: 
- activity supplies: 
- snack and drink: 
Session Six

Total running time: 2 hours

<table>
<thead>
<tr>
<th>Timeline</th>
<th>Activity</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>Prior to the</td>
<td>Facilitator</td>
<td>Facilitators:</td>
</tr>
<tr>
<td>beginning of</td>
<td>Preparation</td>
<td>Please tie blue and green ribbon in an alternating pattern, one ribbon on each of the participant’s chairs.</td>
</tr>
<tr>
<td>the session</td>
<td></td>
<td>Prep any applicable craft or activity materials.</td>
</tr>
<tr>
<td>00:00</td>
<td>Arrival</td>
<td>Upon arrival, welcome all participants back and give them instructions to have a seat at a green spot (if the participant is a youth) and at a blue spot (if the participant is an older adult). Pass out nametags and greet each participant by name.</td>
</tr>
<tr>
<td>00:10</td>
<td>Icebreaker</td>
<td>Please select an icebreaker from your “Icebreaker Booklet.”</td>
</tr>
<tr>
<td>00:20</td>
<td>Craft</td>
<td>Please select a craft from the “Craft Booklet.”</td>
</tr>
<tr>
<td>00:40</td>
<td>Group</td>
<td>Topic:</td>
</tr>
<tr>
<td></td>
<td>Discussion</td>
<td></td>
</tr>
<tr>
<td>01:10</td>
<td>Snack Time</td>
<td>Offer participants a ten-minute break to stretch, etc.</td>
</tr>
<tr>
<td>Time</td>
<td>Activity</td>
<td>Description</td>
</tr>
<tr>
<td>-------</td>
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</tr>
<tr>
<td>01:20</td>
<td>Activity</td>
<td>Insert an activity of your choice.</td>
</tr>
<tr>
<td>01:55</td>
<td>Wrap-Up</td>
<td>Tidy-up and thank participants for their input. Remind participants of their next session and collect all nametags.</td>
</tr>
</tbody>
</table>

Materials Needed:

- green and blue ribbon (to be tied in an alternating pattern on each chair)
- Information: ____________________________________________________________
- craft supplies: __________________________________________________________
- activity supplies: _______________________________________________________
- snack and drink: ________________________________________________________
Please select one of the following icebreakers to be implemented within each intergenerational session.

Please keep in mind:

- YOUR enthusiasm helps to inspire the participants’ enthusiasm and participation!
- Pay attention to your tone, body language, and vocabulary
- Encourage the participants and respond positively with praise as they contribute
- Join in and model the appropriate actions
- Choose icebreakers that are relevant and appropriate for your group of participants
- Don’t force participation if someone is uncomfortable
- You may choose an icebreaker that is not included; however, it must be approved by the branch manager.
ICEBREAKER- Candy Introductions

Goal: This icebreaker aims to make participants feel more comfortable with each other and with the group facilitator. This is a chance for participants to learn more about each other.

Supplies:

- Candy or a collection of small similar shaped items (ex. erasers, markers, etc.), you must have a selection of 5 colours and at least two objects of the same colour per group
- 1 container per group(for the coloured items)
- A display board (for showing the legend)

Time: 15 minutes

Directions:

- First, separate participants into smaller groups (approximately 5-6 people per group)
- Ensure that each group has a mixture of generations within it
- Ask the group to sit facing each other in a circle
- Pass out 1 container (with preselected items inside) to each group
- Instruct each group to pass the bucket around the circle (to the left) while each selecting two items
- Once everyone has two items present them with a legend of colours (select only the colours you have provided):
  - Purple- My favourite animal is…
  - Green- My birthday (day, month & year) is…
  - Yellow- My favourite Season is…
  - Blue- My favourite sport is…
  - Black- The hospital (or otherwise) where I was born was..
  - Brown- My favourite song is…
  - Pink- My siblings are…
  - Red- Something I wish I could do/ be/ or participate in would be…
  - Orange- My favourite book or poem is…
  - White- My favourite food is…
- Request that, one at a time, the participants go around their circles and answer the questions correlated with the colour of the object that they are holding
- Repeat until time is up
ICEBREAKER- Deserted Island

**Goal:** This icebreaker aims to make participants feel more comfortable with each other and with the group facilitator. This is a chance for participants to learn more about each other. This is also an opportunity to utilize teamwork.

**Supplies:**

- There are no material supplies needed

**Time:** 15 minutes

**Directions:**

- Read the following story allowed: “Imagine you were travelling across the ocean on the vacation of a lifetime! The sun is shining and the ship is bustling, when all of a sudden a storm hits and your entire ship is destroyed. You awake the next day to find you made it to shore. You managed to grab just one thing while the ship was sinking.”
- Ask the participants one by one what their one item was (now this could be ANYTHING they want)
- Now instruct the participants to gather together in small groups of approximately 4-5 to determine (in 5 minutes) how they could use their items collectively to
  - A) Build a home and stay on the island or
  - B) Get off the island
- Each group must have at least one youth and one older adult
- After approximately 5 minutes ask each group to share what their decisions were
**ICEBREAKER: Human Bingo**

**Goal:** This icebreaker aims to make participants feel more comfortable with each other and with the group facilitator. This is a chance for participants to learn more about each other. Furthermore, human bingo aims to get people moving around.

**Supplies:**

- One Bingo sheet per participant
- One writing utensil per participant

**Time:** 15 minutes

**Directions:**

- Pass out one writing utensil and one bingo sheet to each participant
- Instruct participants to move around and find one name per bingo square
- Once someone has reached a complete sheet they may yell out “BINGO!” and introduce the individuals whose names they have collected
- Keep playing until time is up
| **Human Bingo!** |
|-----------------|-----------------|-----------------|-----------------|
| **Was born outside of Canada** | **Loves the snow** | **Can speak another language** | **Enjoys Reading** |
| **Can play a musical instrument** | **Can swim** | **Has travelled outside of Canada** | **Owns a pet... Ask what kind?** |
| **Has been married** | **Is the youngest sibling** | **REALLY dislikes brussel sprouts** | **Likes to take photos** |
| **Has gone hunting** | **Knows how to ride a motor-cycle** | **Enjoys gardening** | **Has not ever left Ontario** |
ICEBREAKER- I AM, I LIKE...

**Goal:** This icebreaker aims to make participants feel more comfortable with each other and with the group facilitator. This is a chance for participants to learn more about each other. This is also an opportunity to utilize teamwork.

**Supplies:**

- There are no material supplies needed

**Time:** 15 minutes

**Directions:**

- Ask participants to divide themselves into two groups (ensure each group has a good mixture of generations)
- Request that participants sit in a circle facing each other
- Begin by saying “My name is _______ (Insert your name), I like to _______ (insert an activity of your choice)”
- Ask the next person to repeat your name and activity and then to add their own
  - For example: Her name is Tristan, she likes to kayak. My name is Dave, I like to play basketball…”
- Continue around the circle until everyone has been included, adding names and activities to the list
- Inform the participants that they can provide hints if someone is having difficulty
ICEBREAKER: Things, both Unique and Shared

**Goal:** This icebreaker aims to make participants feel more comfortable with each other and with the group facilitator. This is a chance for participants to learn more about each other. It emphasizes similarities between the generations.

**Supplies:**

- 1 paper per group
- 1 writing utensil per group

**Time:** 15 minutes

**Directions:**

- Instruct participants to break off into smaller groups (approximately 5-6 people)
- Ask the groups to find and record 5 similarities within the group (ex. activities they all enjoy, number of sibling in their families, etc) - allow for 5 minutes
- Ask the group to then find, and record, one unique thing about each group member – allow for 5 minutes
- Ask each group to share their findings amongst all of the participants
ICEBREAKER- Two Truths and a Wish

GOAL: This icebreaker aims to make participants feel more comfortable with each other and with the group facilitator. This is a chance for participants to learn more about each other.

SUPPLIES:

- There are no material supplies needed

TIME: 15 minutes

DIRECTIONS:

- Instruct participants to gather in a circle
- Announce 2 truths about yourself and one wish (in no particular order)
  - For example:
    - “I have visited Ireland many times in the last 10 years, I am a very experienced swimmer, and I played on my high school rugby team”
    - In reality I only wish I was able to travel to Ireland, the other two are true
- Ask for a volunteer to guess which item was a wish
- Answer yes or no and continue until someone guesses correctly
- Ask for a volunteer to go next or randomly select a participant
- Continue until you run out of time
ICEBREAKER- Keep the Balloon Up

**Goal:** This icebreaker aims to make participants feel more comfortable with each other and with the group facilitator. This is a chance for participants to learn more about each other. This is also an opportunity to utilize teamwork and be active.

**Supplies:**

- You will need 5 inflated balloons

**Time:** 15 minutes

**Directions:**

- Ask participants to sit in a circle
- Toss one balloon into the circle and instruct the participants to gently “pop” the balloon back up if they think it may fall to the floor.
- Encourage participants to call each other’s names as they pass the balloons around
- The aim of the game is always keep the balloon in the air
- Add one balloon per minute until all balloons are being used
ICEBREAKER-Questions in a Hat

**Goal:** This icebreaker aims to make participants feel more comfortable with each other and with the group facilitator. This is a chance for participants to have their own questions answered.

**Supplies:**

- Paper and writing utensils for each participant
- A large bowl or a hat

**Time:** 15 minutes

**Directions:**

- Ask each participant to record two questions onto a piece of paper. These questions should be geared towards the group as a whole
- Rip the paper so that each question is separate
- Fold or crumple the questions and collect them in a large bowl or hat
- Ask participants to pass the hat around the circle while selecting, reading allowed and answering each of the questions
- Continue until all questions have been answered
ICEBREAKER: Rainstorm

**Goal:** This icebreaker aims to make participants feel more comfortable with each other and with the group facilitator. This is a chance for participants to utilize teamwork and be mildly active.

**Supplies:**

- There are no material supplies needed for this icebreaker

**Time:** 5-15 minutes

**Directions:**

- Ask participants to sit in a circle
- Instruct participants to copy the actions the person to their left is doing, ONLY after they begin performing the action
- Begin by rubbing your hands together to create a gentle noise encourage the person to your left to copy your actions and so on
- Continue on, one at a time, with the following list of actions
- Begin the next action only when the participant to your immediate right has begun the last action you began
  - Rubbing your hands together more vigorously
  - Lightly snapping your fingers
  - Gently patting your elbows
  - Loudly snapping your finger
  - Patting your knees
  - Slowly stomping your feet
  - Loudly patting your knees
  - Loudly stomping your feet at a quick pace
  - Slowly but loudly patting your knees
  - Loudly snapping your fingers
  - Patting your elbows
  - Rubbing your palms together
  - Lightly snap your fingers
  - Rest your hands quietly on your lap
- Ask if anyone has any thoughts or emotions related to the icebreaker and discuss
- Once you have cycled through a rainstorm you could offer to have someone else lead with their own set of actions
Please select a few of the various activities to be implemented within each intergenerational session.

Take note of the duration and ensure you will be able to fill the required time slot. Then, select one extra activity to use in the event that the activities require less time than noted.

Please keep in mind:

- YOUR enthusiasm helps to inspire the participant’s enthusiasm & involvement
- Pay attention to your tone, body language, & vocabulary
- Encourage the participants & respond positively with praise as they contribute
- Choose activities that are relevant & appropriate for your group of participants
- You may choose an activity that is not included; however, it must be approved by the branch manager.
Activity - Computer connections

**Goal:** This activity is aimed at pairing the youth with the older adults. It is an activity focused on increasing intergenerational communication. Furthermore, this activity will benefit the participants by learning new computer techniques and will allow practice for communicating with the alternate generation.

**Supplies:**

- 1 computer per intergenerational team
- 1 printer that each team will be able to connect to

**Directions:**

- Ask participants to separate into Intergenerational teams (one youth & one older adult)
- Offer the participants five minutes and ask each team to come up with one activity that represents them both
- Ask participants to collect the following information regarding that activity:
  - What materials/tools do they need to participate in the activity?
  - Where did it originate?
  - Who created it?
  - Is there an age limit?
  - Why does it represent them?
  - Does it cost money?
Activity - Baking

Goal: This activity is aimed at encouraging discussion and team work.

Supplies:

- Pick a recipe that fits your time
- Ingredients
- Access to a kitchen

Directions:

- Have the participants separate into teams (3 youth & 3 older adults)
- Instruct participant to work together to create the supplied recipe
- Discuss what has changed in baking and convenience
- Enjoy your treats!
**Activity- Lawn Bowling**

**Goal:** This activity is aimed at pairing the youth with the older adults. This activity emphasizes team works and aims to encourage physical activity amongst all participants.

**Supplies:**

- Sets of plastic bowling pins
- One foam ball per set of pins

**Directions:**

- Ask participants to separate into Intergenerational teams (two youth & two older adult)
- Ask participants to give their teams a name
- Pass out one set of pins and one ball to be shared by two teams
- Get bowling!
- Play by scoring 5 points per pin knocked over, first team to 100 wins
- You may choose to offer a tournament by pairing winning teams against each other until one final team is victorious
- Pass out medals to the following teams:
  - Most intergenerational teamwork
  - Best team name
  - Most gracious loss
  - Most strikes as a team
Activity - Dance

Goal: This activity is aimed at pairing the youth with the older adults. This activity encourages physical activity amongst all participants.

Supplies:

- A music player
- A fun upbeat song
- A step-by-step guide or instructor

Directions:

- Ask participants to line up in rows, allow for an arm’s reach around each participant
- Ask anyone who is familiar with dance to assist you
- Model each step to a beginners tango/ a dance you are familiar with
- Ask each participant to copy your movements
- Have fun and let loose
- Ask participants to show you their dance moves
- Compare dance moves from each generation
Activity: Mine-field

Goal: This activity is aimed at encouraging teamwork.

Supplies:

- 10 boxes of various sizes (these are the mines)
- 3 blindfolds

Directions:

- Have the participants separate into teams (1 youth & 1 older adult)
- Ask the older adults to blindfold their youth team-mate and at the designated starting position
- Set up a “mine-field” by placing the various boxes throughout the room
- Place the numbers one through ten throughout the room
- Instruct the older adults to verbally guide the youth through the minefield and to the numbers without ever coming in contact with a mine
- The youth must touch the numbers in either ascending or descending order (1-10 or 10-1)
- Continue swapping out teams until all participants have had a chance to navigate the mine-field
**Activity: Role Play**

**Goal:** This activity is aimed at pairing the youth with the older adults. This activity encourages physical activity and team work amongst all participants.

**Supplies:**

- A bowl filled with possible scenarios

**Directions:**

- Separate participants into 6 person intergenerational teams (3 youth and 3 older adults)
- Ask participants to select one scenario from the bowl
- Ask each team to find their own space and practice their skit
- Following at least a minimum of 15 minutes practice time, ask each team to return to the main group and perform their skit
- Scenarios should be created to reflect your chosen topic

For example: Dave and Donna just started working at the new hardware store. Dave is 19 years old and Donna is 67 years old. Their boss, Jane, means well but continues to treat Dave as though he doesn’t know anything at all and Donna as if she is not capable of anything at all. Both Dave and Donna discuss this on lunch break with some of their co-workers. They want to bring it up with Jane but need help figuring out how.
Activity- Story Club

**Goal:** This activity is aimed at encouraging discussion amongst the different generations

**Supplies:**

- Access to a library or the internet
- One story selected by each of the participants

**Directions:**

- Ask participants to sit in a circle
- Have each participant read their selected story allowed
- Following each story discuss:
  - What participants liked and disliked
  - Was the main character was honorable?
  - What was the story about?
  - Was there an underlying message?
  - Would the story have been any different if it had taken place in a different time or place?
Activity- Stump Your Elder/Youth*

**GOAL:** This activity is aimed at pairing the youth with the older adults. It is an activity focused on increasing intergenerational communication. Furthermore this activity aims at increasing the different generation’s knowledge about one another.

**SUPPLIES:**

- 1 or more items brought in by each of the youth
- 1 or more items brought in by each of the older adults
- A few “generational items” of your own to fill space (ex. a flour sifter, a new game/ electronic, a finger bike, a fountain pen)

**DIRECTIONS:**

- Ask participants to sit in a circle
- Go around the circle and have each participant hold up their item
- One at a time, ask if the alternate generation knows what the participant is holding up
- Let the participants continue to guess until someone figures it out
- If no one guesses correctly ask someone from the same generation
- Once the item is named ask the participant holding it to provide details on how it is used

*Adapted from “Stump Your Relative” - PennState

**Note: you must ask participants a week in advance to bring in an item**
Activity- Towers

**Goal:** This activity is aimed at encouraging teamwork.

**Supplies:**

- 50 straws per team
- 1 role of tape per team

**Directions:**

- Have the participants separate into teams (1 youth & 1 older adult)
- Pass out supplies and instruct the teams that these are the ONLY supplies they may use
- The towers must not rest or lean on any other structure
- Challenge the teams to create the tallest free standing tower within 15 minutes
- When time is up discuss reasons for their methods and measure each tower to determine a winning team
CRAFTS

Facilitator’s Resources

Please select one of the various crafts to be implemented within each intergenerational session.

Please keep in mind:

- YOUR enthusiasm helps to inspire the participant’s enthusiasm and participation!
- Pay attention to your tone, body language, and vocabulary
- Encourage the participants and respond positively with praise as they contribute
- Choose crafts that are relevant and appropriate for your group of participants
- Ensure that you are prepared with the appropriate supplies
- Ensure that you allow for sufficient time to clean up.
- You may choose a craft that is not included; however, it must be approved by the branch manager.
Craft-Garden Creatures

Supplies:

- 1 small rounded rock per participant
- Paint
- Paintbrushes
- Cups for water
- Paper towels
- Images of animals
- A sealant/glaze

Directions:

- Pass out one rock per participant
- Ask participants to paint their favorite creature onto the rock (for example: a ladybug, a bumblebee, a rabbit)
- Spray the rocks with a sealant/glaze
- Have participants sign the bottoms and exchange with a member of the alternate generation
Craft- Collage

Supplies:

- 1 sheet of paper per intergenerational team
- Access to old magazines that can be cut up
- Access to computers with a printer
- Scissors
- Glue and/or tape

Directions:

- Ask participants to separate into Intergenerational teams (one youth & one older adult)
- Ask each team to create a collage crest that represents them as a team
- Ask participants to share their crest and describe why they choose the pictures on it
Craft - Family Tree

**Supplies:**

- 2 sheets of paper per intergenerational team
- Access to old magazines that can be cut up
- Access to computers with a printer
- Scissors
- Glue and/or tape
- Markers, crayons, pencils, paint, etc.

**Directions:**

- Ask participants to separate into Intergenerational teams (one youth & one older adult)
- Pair at least two teams together per work area
- Ask each participant to create a family tree (they may choose to include pets, or make a tree entirely of chosen family)
- While creating their trees ask each participant to share in their group:
  - Who their tree is made up of
  - Why they chose the structure they did
  - 3 people (alive or deceased) that they wish they were related to
Craft: Stereotypes

Supplies:

- Access to old magazines that can be cut up
- Access to computers with a printer

Directions:

- Ask participants to select an image representing one stereotype that they are aware of about their alternate generation
- Ask participants to guess what each other’s pictures might represent
- Discuss what the reality of those stereotypes are (i.e. what affect or implications do those stereotypes have in daily life)
Craft- Origami

Supplies:

- Origami “how to” books (collect a bunch from the library)
- Origami paper (multiple sheets per participant)

Directions:

- Ask participant to break into intergenerational groups of 4 (2 youth & 2 older adult)
- Ask participants to select one creature per team
- Pass around instruction books
- Praise and encourage participants as they fold and create
Craft: T-shirt Art

**Supplies:**

- One plain white t-shirt per participant
- Fabric paint

**Directions:**

- Pass out supplies
- Ask participants to decorate their t-shirts
- Provide ideas for themes such as:
  
  - Their favorite location
  
  - Their favorite season
  
  - Someone who has inspired them
  
  - A band or culture they enjoy
Facilitator’s Resources

Please select one of the various topics to be implemented within each intergenerational session.

The following topics are meant as general information, not specific to any one individual. If one of the participants is experiencing a crisis or living with a mental illness it is absolutely vital that you assist them in finding appropriate professional resources and help. This program is in no way meant to be a means of treating anyone with mental health concerns.

Please select topics that are relevant to your group of participants. The following is a collection of data meant to assist you with facilitating a discussion. It is advised that you ensure a thorough understanding of the topic that you will be discussing. In order to garner a thorough understanding it is likely that you will be adding your own information and or multimedia. All new material must be approved by the branch manager prior to presentation.
Possible Topics

- Stigma & Discrimination
- General Mental Health
- Music & its Evolution over Time
- Physical Activity
- The digital Age
- Poetry/ Stories
- Entertainment & Media
- Changes in Baking & Cooking

Videos you may choose to show:

Stigma and mental illness: http://www.youtube.com/watch?v=LTIZ_aizzyk

Age Strong Intergenerational Project: http://www.youtube.com/watch?v=xdhhk1XE-LM

Florida Intergenerational Orchestra: http://www.youtube.com/watch?v=trYcVZH3r_M

Please make use of the resources available

Within the CMHA library
Appendix E: Pre-Workshop Questionnaire

**PRE-WORKSHOP QUESTIONNAIRE**

Please record your generation (Youth or Older Adult):______________________

Please Circle: **Male** or **Female**

Do you have any food allergies? ________________________________________

What are some topics you would like to discuss throughout this intergenerational get-together?

__________________________________________________________________

__________________________________________________________________

__________________________________________________________________

What is one statement that is commonly made about your generation that upsets you?

__________________________________________________________________

__________________________________________________________________

__________________________________________________________________

__________________________________________________________________

1            2            3            4            5            6            7            8           9            10
Completed disagree Somewhat agree Completely agree

Please circle:

I am really looking forward to meeting with a group of intergenerational peers!

1          2           3            4            5         6            7            8           9            10

I already have regular contact with an individual from another generation (youth or older adult).

1          2           3            4            5         6            7            8           9            10
Myth or Fact

Older adults can’t figure out new technology………………………..True or False
Older adults are (on average) very active and capable…………………….True or False
Youth are more violent than any other age group…………………………True or False
Older adults contribute very little to society……………………………..True or False
Deterioration is inevitable in old age……………………………………….True or False
Youth volunteer very little of their time to helping the community…..True or False

Please feel free to include any other thoughts:
___________________________________________________________________
___________________________________________________________________
___________________________________________________________________
___________________________________________________________________
___________________________________________________________________
___________________________________________________________________
___________________________________________________________________
Appendix F: Post-Workshop Questionnaire

**Post-Workshop Questionnaire** please record your generation

(Youth or Older Adult): _______________________

Please circle your gender:  **Male**  or  **Female**

Would you ever attend a similar program again? Please circle:  **YES** or **NO**

How do you feel about your intergenerational experience?

_________________________________________________________________

_________________________________________________________________

_________________________________________________________________

 Do you have any suggestions for change?

_________________________________________________________________

_________________________________________________________________

_________________________________________________________________

_________________________________________________________________
Please circle:

I will likely keep in touch with some of the intergenerational peers I have met:

1  2  3  4  5  6  7  8  9  10

I have learned new skills since I began the intergenerational program:

1  2  3  4  5  6  7  8  9  10

My thoughts and ideas regarding mental health have changed:

1  2  3  4  5  6  7  8  9  10

The instructor gave clear instructions and made me feel comfortable throughout the program:

1  2  3  4  5  6  7  8  9  10
**Myth or Fact**

Older adults can’t figure out new technology........................................True or False

Older adults are (on average) very active and capable..........................True or False

Youth are more violent than any other age group.................................True or False

Older adults contribute very little to society.......................................True or False

Deterioration is inevitable in old age.................................................True or False

Youth volunteer very little of their time to helping the community.....True or False

Please feel free to include any other thoughts:

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Appendix G: Myth or Fact Answers

MYTH OR FACT ANSWERS

Older adults can't figure out new technology.................................................................True or False

Older adults have not had the opportunity to have new electronics incorporated into their schooling as youth have. With patience and training older adults can learn to be tech savvy, many older adults already are.

Older adults are (on average) very active and capable............................................True or False

***“Contrary to popular stereotypes, most seniors live in their own homes and enjoy a measure of independence, even if they have to contend with one or more chronic conditions, such as arthritis, heart disease, or diabetes. Many older adults compensate for [this] downside of the aging process through hobbies, travel, volunteer activities, and meaningful relationships with family and friends. At present (2003), only 6.3 % of people who are over 65 actually live in long-term care institutions, and the percentage has been dropping. In 1991, for instance, it was 9 %. While 65 is thought to represent the beginning of “old age”, it’s true for many that they’re only as old as they feel.”

Youth are more violent than any other age group.......................................................True or False

*“Youth are less likely to be charged with violent crime than adults. In 200–01, forty six percent of all youth charged with an offence were charged with property related offences while 22% were charged with violent offences.”
Older adults contribute very little to society..................................................True or False

Older adults possess a wisdom gained from years of experience. They help to train and contribute, on a very large scale, to the countries workforce.

Deterioration is inevitable in old age..........................................................True or False

*“Physically ageing is a slow, gradual, life-long process. The greatest decline in the human body occurs between 30-40 years of age. Disabilities, sensory loss, and chronic diseases increase with age but are not inevitable ageing conditions.”

Youth volunteer very little of their time to helping the community........................True or False

*“Six out of ten young people already volunteer with community agencies. Almost nine out of ten teenagers would volunteer to take part in programs to help prevent crime if they knew how to get involved with their communities.” In Ontario, youth are required to volunteer a minimum of 40 hours in order to graduate.