

# **Bridging the Gaps**

**An Intergenerational Model of  
Community Service Learning**

**At the**

**Hilltown Cooperative  
Charter Public School**

**And**

**Hampshire Long-term Care**

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# Bridging the Gaps

Students at the Hilltown Cooperative Charter Public School in Haydenville, Massachusetts and residents at the Hampshire Care Long Term Care Facility, a mile away in Leeds, have something very special between them . an ongoing, multi-year connection through a community service learning program called %Bridging the Gaps+.

Each year, every student in the rural K-8 school spends some amount of time at Hampshire Care engaged in activities with the residents there. The projects range from academic pursuits such as studying the development of technology during the lives of the Seniors, to artistic ones, like decorating the facility for seasonal holidays. They include music . learning and singing residentsqfavorite songs together; physical education . yoga practice or an intergenerational Olympics; and literacy . the writing and illustrating of books together. Almost anything goes. The overarching educational goal for Hilltown students is an increased civic awareness, the cumulative acquisition of an understanding of the needs of a nursing home population, and the knowledge that anyone can take action and have a beneficial impact on their community.

Each class, with the help of the teachers and coordinators at both the school and the nursing home, determines its own project. The intention is that it be something that will augment the curricular learning that goes on in the classroom while empowering the elders and providing much needed social connections for them. The direct results are immediately visible and also empowering to students as they experience how much they have to offer these isolated members of their community.

The relationships created by this endeavor are long-lasting. Some students bring their families for extra visits with their new friends in the nursing home. Others, returning in successive years, seek out residents with whom they have spent time before to be their %buddies+again. E-mail exchanges and letters or pictures sent to residents deepen and enrich the connections.



This kind of ongoing relationship has immediate and visible benefits for everyone involved and is easy for local agencies and businesses to want to support. After all, what could be more natural than bridging the gaps between the oldest and the youngest in our communities?

In 20 years, when the senior population in this country is proportionally much greater than it is now, we will need young adults who are not afraid of the elderly, who understand that people remain interesting individuals even when their faculties begin to fail, and who have compassion for their different abilities.

This manual is intended to help schools and nursing homes create their own cooperative community service learning programs in ways that will work for them. We hope that you will find this to be a strong backbone that you can flesh out according to your own personal needs and situations. We will discuss the basic details of setting up such a program from establishing an administrative relationship between the nursing home and the school, to creating culminating celebrations and everything in between: teacher planning, nursing home planning, ideas for cooperative projects, the basics of service learning structure, how to sort out the sharing of responsibilities, sensitivity training for students and teachers, and ways to build sustainability. We have also included several pages of forms that you can reproduce and use for guiding planning and reflections.

At the end of the manual you will also find a list of some of the excellent resources available on intergenerational programs and service learning.



*"I like my partner, and I can't wait to see her again." HCCPS 2<sup>nd</sup> grader*

## **What is Community Service Learning?**

Community Service Learning (CSL) is a way of teaching that uses service to others as a method for deepening classroom curriculum and student learning. It includes structured time for student planning and reflection as well as a culminating event which both demonstrates the knowledge gained through the experience and celebrates its completion. It is different from volunteer work because it grows out of and is directly connected to the education of the students, and incorporates their ideas in the planning and execution of the project.

## **How is the Hilltown program structured?**

At the Hilltown Cooperative Charter Public School, a K-8 program with 8 mixed-age classrooms, every student is involved in the program for some period of time during every year they are at the school. The basic pattern is that each class plans and participates in a weekly, month-long project with the residents at Hampshire Care. In reality, some projects are more complex than others, so that some classes end up spending six to eight weeks on their project and others as little as two or three.

Each teacher meets with the Program Coordinator to discuss curriculum areas and schedule. Then, before each class begins its project, students and teachers participate in one or two sensitivity training sessions to gain a deeper understanding of the circumstances of the residents and other issues that may be of use during their sessions; these often include the participation of the school nurse or another expert. As the years progress and students grow older, these trainings become increasingly specific and detailed, focusing on physical disabilities or nutrition or other health related topics as well as social issues. Sensitivity training is followed by a planning session with the class again, as the students grow older, they are increasingly able to participate in the concrete planning. Following each actual visit to the nursing home, students reflect on their time there and, at the end of their project, evaluate its success and share some of their experience with the rest of the school at an assembly. In June, when the year's program is completed, the school holds a summer celebration at the nursing home. The entire school population, along with many students' family members, travels to the nursing home to gather under a large tent joining with the residents, staff, and families connected with the nursing home in our end-of-the-year celebration.

## **What Specific Community Needs are addressed by this program?**

It combats loneliness and isolation of Seniors living in an institution.  
It provides recreation, stimulation and an opportunity for creativity.  
It offers Residents new learning opportunities.  
It engages Residents in healthy active living.  
It encourages interpersonal connections  
It builds bridges between the Residents and the greater community  
It is an opportunity for Seniors to feel empowered and useful.  
It enhances their quality of life.

*One elder remarked, "This is my favorite part of the week!"  
Another added, "It makes me feel like a kid again!"*

## **What overall student goals are addressed?**

In addition to the specific curriculum areas that the students explore with their Senior Buddies, the program itself is a learning opportunity for them:

It offers a chance to learn in new and different ways  
It increases civic awareness.  
It provides a route to develop healthy attitudes about aging and disabilities.  
It opens students to an unexplored aspect of their community.  
It allows them to develop new and meaningful relationships with Elders.  
It offers recreation, stimulation and an opportunity for creativity.  
It enhances their quality of life.



*Before the students' first visit, and after the sensitivity training session to describe the project, the Kindergarteners and First Graders were asked, "Why do we go to visit the Elders at Hampshire Care?" They answered, "To be helpful," "To help our partners not to be lonely," "To give a helping hand," "To have fun!"*



## Do I have to do it the same way you do?

At Hilltown we find that there is significant cumulative educational value in having all of our students visit the nursing home over multiple years. It builds a school-wide culture that values the program and service learning in general, and it dramatically deepens the knowledge and understanding of the students. The visits over repeated years are exponentially valuable. But all schools have different structures and different needs, and there are many ways to use this manual to set up your own program if full school participation is not possible in your setting.

One option might be to have all the classes in one or two grade levels engage in this type of program, so that each student in the school gets an opportunity to participate even if only once or twice. For instance, in a large school, all of the third and fourth graders might develop a project to engage in for some segment of the year. This could create the same kind of ongoing all-year relationship between the school and the nursing home that is described here, and offer the students the benefit of experience when, as fourth graders, they planned their second project. Another possibility might be for only one group of students to engage in this project each year throughout their school career. This would lessen the overall planning for the school while still offering those students who were involved the cumulative effect of the program.

So, with all of these goals and possibilities in mind, let's begin.



*A first grade girl with black hair and quick smile was paired up with the only male elder in the program. One the second visit, her partner was out because he was sick, and she partnered with another elder. She kept close track of her time working together with her new partner winter beaded necklaces so she would have time to make two of them. Before taking the bus back to school, she told the teacher that the second necklace wasn't intended for her to keep, but for her buddy from the week before. The teacher returned quickly to bring the necklace to the Activities Coordinator to be sure to bring to the ailing gentleman. The next week, her now healthier elder partner remarked, "She will remember her visits here for the rest of her life!" The two had a special connection for the remaining two visits.*

# Getting Started

Building support from within the partner institutions is essential for the success of the program.

## Steps to build internal support in a School

With the pressure that is on teachers right now to comply with both state and federal requirements, it can be difficult to introduce something new to include in the school day. In order to build support for the program, it is important to emphasize the ~~%~~learning+ components so that teachers can see this as the opportunity that it is rather than as a distraction from their pre-existing goals. It is also helpful to point out that Community Service Learning is an important element in some of the new federal educational guidelines and that this kind of program works very well to fulfill those expectations.

1. Call a meeting to present the idea. Invite administrators, classroom teachers, social workers, the school nurse, the art, music and PE teachers, counselors, parents and student leaders.
2. Create a handout highlighting the benefits of intergenerational programs and CSL (*see resource listings for sample flier*).
3. Show a video of a similar, successful CSL Program like *Bridging the Gaps* or *Open Doors, Open Hearts*. (*see resource listings*)
4. Point out ways to connect this program with the state curriculum frameworks or other guidelines.
5. Share your enthusiasm!
6. Determine the willingness, availability and energy for creating a CSL project in your school.
7. Once the internal commitments are made, begin thinking about who your school can partner with.

*The music teacher brought children to sing with the residents, and shared this reflection: "The students decided to put together a song list with songs they knew the residents would remember from their past. "Roll out the Barrel," "Red, Red, Robin," "Let Me Call You Sweetheart," and "In the Good Old' Summer time. Danny and Lillian were a little shy because they had never been there before. The older girls, Hannah and Maddie, were great role models because they were so comfortable and affectionate with the Residents."*

## Finding and Engaging with a Long Term Care Partner:

There are five essential elements to creating a solid and successful partnership: the ease, availability and affordability of transportation; the availability and willingness of committed individuals from each facility; the support of both administrations; the funds or donations to cover the cost of supplies; and the preferences of both residents and students.

1. Start by assessing whether there are facilities within walking distance of your school. This makes a good first choice because it eliminates the need for transportation and facilitates sustainability for the long term.
2. Call the Administrator of the proposed Nursing Home and ask for an appointment to discuss partnering to develop a Community Service Learning Program that would benefit both residents and students.
3. Present ideas for what types of projects you'd like to share (see resources).
4. Discuss the goodwill and community-building opportunities these programs bring. Bring handouts or show the video.
5. Ask for an introduction to the activities director or director of recreational therapy and explore possibilities of partnering with them.
6. Ask the Nursing Home Administrator or Activities Staff to determine and develop internal support at their facility.

If you do not make a connection the first time around, don't give up. There is more than one possible LTC facility in most areas and you are likely to find one that will be thrilled to undertake this kind of partnership with you. Sometimes it can be helpful to begin slowly. For the first three years of our connection with Hampshire Care, our students visited only sporadically for concerts or special projects. Once the connection between the students and the Residents became evident, formalizing and intensifying the relationship was not difficult.

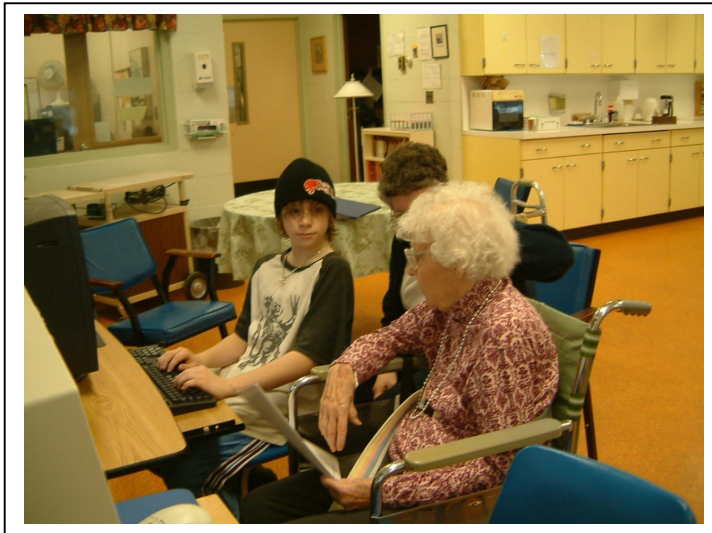


*The residents get very excited when the children are coming. They really look forward to it. It energizes their whole day.” Ruth McCloud, nursing home staff*



## Steps to build Internal Support in a Nursing Home

1. Hold a meeting of all Social Workers, CNAs and Care Providers to discuss the program and its hoped-for results and benefits.
2. Enlist all department staff's participation in recruiting elders who are interested, who have skills to share, or who would benefit from social contact with children.
3. The Administration should verbally acknowledge its support of this effort in some way in a meeting or a newsletter, etc.,
4. Together, the staff should compile a list of candidates (and their skills) and potential activities which would be therapeutic and/or empowering for residents.
5. Consult the Resident Council about this idea. Get their support and enthusiasm for the project. Offer them an opportunity to help children with their volunteer work and their learning.



*I can't think of a program that could be better for our patients than working and spending time with young children. Tom Hanley, nursing home Director*

### Exploring Partnership:

Once you have determined that there is at least some basic interest on the part of both the Nursing Home and the school, plan a meeting that will include key personnel to discuss the possibilities. Below are some sample agenda items to help guide your discussion. A practical form to use can be found in the appendix.

How can an intergenerational CSL project meet the needs of both organizations?

What resources does each party bring to the table to facilitate the program?

What challenges may be presented, and how will the program overcome them?

What kinds of activities could be shared?

Transportation issues.

Budget who will pay for what?

Division of labor who will be responsible for what?

## Clarifying Roles And Commitments:

It is very important that all participants clearly understand what part they will be expected to play in making the program a success for everyone. Here are some basic agreements:

### **Nursing Home Commitment:**

- Administrative support
- Provision of space
- Commitment of Staff (generating interest and participation, getting Residents ready on time, transporting them to program room, overseeing visits)
- Designated staff person to serve as liaison to school partner, and to lead planning and reflections with residents.

### **School Commitment:**

- Staff support (teachers/administration/social services)
- Program coordination with teachers and classrooms
- Scheduling cooperation in classrooms, making time for aging sensitivity training, pre-planning, post- reflections and goal setting.
- Designated liaison to nursing home partner
- Time and facilitation for planning and reflections with students.



## Relationship Building:

Building a relationship between two systems and the people within them can take time. Just as in an individual relationship, each partner will have peculiarities and needs that are not anticipated in advance. It is important that everyone involved have patience and flexibility as the relationship develops.

Communication is key.

## Understanding each other

### What are the things students and teachers need to know about Long Term Care Facilities?

The responsibilities of the long term care staff are great, and the national shortage of nurses and assistants to help with care is a crisis for many facilities.

Ensuring timeliness, patience and cooperation during intergenerational activities is very important in maintaining good relationships with long term care staff. Residents' schedules, just like classroom schedules, are very structured and must be adhered to in order to assure everyone's needs being met.

Most nursing homes have a resident council that meets to make choices about programming and other internal matters. Making a connection with the Resident Council will empower the Elders and give them a deeper connection with your program by giving them a chance to see what they have to offer others and to state their own needs and preferences.

Teachers should follow the lead of LTC staff when interacting with Residents. Sometimes Residents have special needs that may be confusing to others who are not aware of them. When you aren't sure, ask the staff.

### Definitions and the Continuum of Care:

**Retirement and Rest homes** — These residents live in shared community with their own apartments, needing the least amount of assistance with daily life activities.

**Assisted Living Facilities** — Residents in these communities have their own apartments and are still fairly independent, needing assistance with light housekeeping, cooking, chores, transportation, etc.

**Skilled Nursing and Rehabilitation** — These elders have physical disabilities and other health problems which make it too difficult for them to live independently at home. Many have cognitive or sensory deficiencies to which students will need to be sensitive.

## What Long-term Care staff and residents need to know about schools:

Time is precious and limited for both teachers and students . the school day is short and the educational demands are great. Teachers are responsible for covering a great deal of specific material each year with their students and they may not be able to easily change projects midstream. Different schools have different cultures with different teaching and discipline styles. LTC staff should make their specific needs known and then follow the lead of the teacher when helping to direct the students.



### Communication is key.

If there is anything that happens during a visit that is confusing or uncomfortable to any staff or volunteer involved, or if something troubling comes up during reflection time with either the students or the Residents, a direct, clarifying conversation should take place as soon as possible so that no ill-will or resentment develops. This could happen directly between the teacher and the staff of the LTC, or between the official liaisons, whichever works better within your own program. It is very important that disagreements be aired, but unless there is an immediate safety issue, this should happen outside of program time when it will not confuse either Residents or students.

*One set of students with a special love of Yo-Yo tricks asked for a special visit to share their tricks. They organized and invited students from throughout the school. 17 chose to participate. They practiced and performed their special Yo-Yo skills for a large group of interested Elders. The residents LOVED it. The Nursing Home staff reflected that, "The performance was student motivated and very entertaining for the Elders. The Elders love to watch the movements of the youngsters. The students love all the attention being watched and adored! What fun!"*

# **PROGRAM PLANNING**

## **Agenda for Planning Meeting**

The key to successful programs is good planning, adequate staffing, clear communication, detail organization and follow-through. There are four basic principles to consider on behalf of both the Long Term Care Facility and the School during a planning process: Goal Setting, Budget, Timeline and Evaluating.

Some basic questions the planning team could ask to address each of these four principles are:

What do we hope to accomplish together? Why?  
Who will participate?  
How will we accomplish it?  
Who will be responsible for implementing each component of the project?  
What materials and resources are needed?  
Who will get them?  
Who will pay for them?  
How much will it cost?  
How long will it take?  
How will we know if we have succeeded?

## **Goal Setting:**

Initial project planning for our program takes place in four stages, and involves students, residents, teachers, nursing home staff, and CSL coordinators.

1. The teachers and the Coordinator determine the curriculum topic and learning goals which the class will be exploring through the project.
2. The resident council is surveyed as to what activities/interests the residents would most enjoy sharing with the students. These are then shared with school staff and students.
3. Students discuss the residents' needs and desires with their teacher or CSL coordinator to formulate ideas for a project. They identify their goals and objectives to define their intentions more clearly, then they plan their visits.
4. Teachers and Coordinator determine how they will measure whether their goals were accomplished and follow through with reflection session both in the classroom and at the nursing home.



## **In the School**

### **Staffing**

For the program to work best, it is helpful to have some specific people in the school who can do most of the organizing and maintain continuity as different classes plan their individual projects. At Hilltown, one of our Administrators serves as the Program Coordinator and is responsible for connecting with the nursing home, scheduling, budgeting, planning transportation, writing grants and consulting with teachers on projects. Through donations and grant funding, a parent has also been hired for 4 hours a week to serve as a Program Assistant. She works directly with the teachers to provide Sensitivity Training Sessions, pre-service planning and post-service reflection sessions. She travels with each class to the nursing home, providing additional adult support to the students and a consistent connection with the nursing home staff. This person is also responsible for keeping records of the visits and reflection sessions for assessment purposes. This structure works very well for us as it allows the teachers to work mostly with their students rather than with the logistics of the program.

### **Preparing Students for Participation:**

It is essential to provide a good orientation for students prior to participation. Many youth are unfamiliar with disabled populations, some have never been to a nursing home and are unaware of appropriate behaviors in such environments and may feel uncomfortable or even frightened. Empowering the students with knowledge about aging, disabilities, long-term care environments, and how the program works, is the foundation for successful interactions. Students will be better able to relax and engage with the elders, they will discover many misconceptions and myths about ~~old people~~ and learn how to communicate and behave appropriately while visiting nursing homes.



*At a recent aging sensitivity training at Hilltown with a K-1 class, when we asked the second-year students, who had participated in the program last year, what was important to remember about how the Residents were different from them, they were amazingly accurate in their recollections. One of them, in talking about the difficulty that Elders have with hearing said, "You have to look at them when you talk and talk slowly because if you look away they can't see your lips and the sound will go away from them." After just participating in one month of CSL a full year before, this 6-year-old already really understands something that many adults don't know about relating to a diverse population.)*

## AGING SENSITIVITY TRAINING:

We have found it can be helpful to include the school nurse and / or staff from the Nursing Home in some of these discussions to integrate the health curriculum into the learning experience. It is important to keep a positive spin, and a ~~percentage~~ strengths+ perspective regarding aging, while still revealing some of the difficult realities.

While some of the material listed here is easily shared verbally in a discussion format, it helps students if much of it can be experiential so that those students who are physical or visual learners have the opportunity to connect with it. You can use role-playing, brainstorming and illustration in addition to the techniques mentioned below. Some specific lesson plans are included in the appendix.

*"One of the resident's names is Anna White. She has a walker, not a wheel chair. It has a basket on it and inside the basket is a little doll. The name of the baby doll is Anna. I like that Anna White still plays with dolls!"*

### Provocative Questions and Discussion topics:

- Who lives in nursing homes?
- How many of you have had loved ones in nursing homes and have visited?
- How many have relatives who work in nursing homes?
- What do you think it would be like to live in a long-term care, rehab or hospital environment?
- Imagine how you would feel about giving up most of your toys and favorite belongings and moving to one small room that you would have to share?
- What does it mean to you to ~~age~~ as opposed to ~~grow~~ old+?
- Explore the strengths and weaknesses of ~~growing~~ old+.
- Who are some famous older people who have inspired you?
- Discuss the kinds of wisdom and experiences that elders may have had, that children have not.
- Describe the facility, and the disabilities they are likely to encounter. Warn the students that sometimes facilities smell unpleasant.  
*Make it experiential — bring a wheel chair for the students to practice pushing each other around in, and to try to maneuver for themselves.*
- How do you think you might need to act in an institution like this one? (quiet voices, walking feet in hallways, etc.)
  - Talk about what it will be like to partner in the activity with someone who is ill, aged or disabled.  
*Make it experiential by taping arms or legs together to simulate stroke; or put popcorn in their shoes to simulate arthritis and corns, bunions, etc.*
- What accommodations will students need to make? (Speaking clearly/loudly, making eye contact, enunciating, etc )  
*Make it experiential: have the children try on high level prescription glasses painted with Vaseline, and / or put cotton balls in their ears and experience what it is like to lose some of the sharpness of their senses.*

-Talk about germs, compromised immune systems, and good hygiene.

*Make it fun and experiential by having the school nurse bring in a glow-in-the-dark germ lamp, and special soap that highlights bacteria and germs left on hands after washing.*

With older students, you can choose to expand the discussion to include the demographics of aging, Medicare/Medicaid issues, healthcare concerns, and many other social and health-related science issues pertinent to their curriculum.

#### Other Facts to Share:

Residents live in Nursing Homes because they need some assistance physically or mentally. It is important that students be gentle, helpful and patient. Some residents may get confused or do things that seem inappropriate to the students. Give students tools to handle these situations respectfully and politely. Give them permission in advance to get help from the adults who are present if they are uncomfortable.

*One 4<sup>th</sup>/5<sup>th</sup> grade class reflected a variety of experiences on their visit:*

*"I really liked going because my elder could hear well and openly answered questions. She was sweet."*

*"It got a little hard because she could barely hear. Otherwise it was good because she was willing to do things."*

*"I thought that it was fun and my buddy could tell so many stories"*

*"My buddy was frustrated with the writing prompts. We played tic-tac-toe."*

*"I liked going up to visit because my buddy didn't have any relatives."*

*"When they were kids, boys had short hair and girls long. So they seemed sexist because they thought I was a girl."*

*"We got to meet people older than us and make them happy."*

*"It was hard because my buddy kept calling me a boy and she couldn't switch subjects easily."*

*"I liked meeting a new Elder and making them happy."*

## Goal Setting and Planning With Students:

Once the class has completed their sensitivity training session, the next meeting will be one to plan the actual activities for the visit. Teachers will probably have chosen the area of curriculum that they are interested in working with and may have some good ideas for what activities might serve that curriculum best, but it is important in community service learning that the students themselves engage in at least some of the planning. This gives them a fuller engagement with the program, but it is also learning in itself, about planning, strategizing, taking many needs into consideration and accomplishing a goal. The degree of independence and responsibility offered to the students needs to be age appropriate, and when it is, we have found that even our youngest students can engage in and benefit from this process

The discussion can begin with information about the needs and offers expressed by the Residents Council members at the Nursing home:

Here are some of the things the Residents need; here are some of the things they have said they'd like to share with you; here are some things they'd like us to share with them +

The discussion can continue with provocative question such as:

What do we know about Residents in Nursing homes?

How could we help them?

How might they help us?

What parts of our studies could we bring into the nursing home? (teacher leads)

Is there any way the residents could help us in our studies?

Have the students brainstorm about things they would like to share or learn from the residents.

How do you think the residents will respond to our being there? What will be good for them?

How will it feel for you? What might be good for you?

Let's see if we can put all of these ideas into a single statement. What is our goal for this project?

## Putting the Project into Action

The next steps are logistical:

Communication with the staff at the Nursing Home about specific plans for your visit

Purchase of materials, collecting supplies

Finding volunteers to help (parents, retired neighbors, college students)

Before the first visit be sure to remind your students about some of the issues they discussed during their sensitivity training.

## What a Generic Visit Looks Like

Students from Hilltown travel 5 minutes to Hampshire Care on a school bus and are dropped off at the front door. They file into the nursing home, each one stopping at the hand-sanitizer on their way in. They proceed to the Activity Rom where the Residents and the nursing home staff are waiting for them. (Some other programs we know of also involve the students in wheeling the residents into the activity space from their rooms).



As the Elders have requested, each visit begins with singing. The students gather on one side of the room and sing a song or two for the Residents . sometimes ones that they have chosen so that the Residents can join in, sometimes just their favorites from the school repertoire. After the singing, the students are shown who their buddies will be for the series of visits and they introduce themselves. An adult explains the focus of the meetings and distributes the needed materials if they aren't already on the tables. The Students and Elders get to work . painting, talking, playing a game etc. The adults circulate among the pairs to be sure that each one is on track, that everyone has the materials they need and to trouble-shoot any difficulties. The atmosphere is relaxed and friendly. While keeping the learning goals in mind, it is most important that the relationships grow and that both students and residents have a good time together. The time goes very quickly, in about 40 minutes the adult in charge indicates that it is time to stop and the pairs wrap up their work and say goodbye. Before leaving, the students finish with a song or two and then proceed out to the bus, stopping again at the hand-sanitizer. The students arrive back at school about a hour after having left.



## **Finding, Preparing and Engaging Residents and the Nursing Home Community:**

In most facilities, the activity staff interview new residents to determine their interests, background and hobbies. Ask them to consider including some questions specific to the program, such as:

Does the resident enjoy spending time with children?

What skills might they like to share with students?

Do they have friends/family to exchange e-mails with, or who may want to volunteer?

Get the support of social service staff. They are aware of residents' psycho-social needs/ backgrounds and can help reach residents who would benefit from the program.

Discuss the program with the Resident and Family Councils to find out what activities residents would like to share with students. Provide them with information about what the students are studying this year, and ask if there's anything they would like to offer to support their learning.

At a meeting before the program begins, ask them questions like:

What do we know about (age and grade) children?

How could we help them?

How might they help us?

What experiences and skills could we share with them?

We know what they are studying this year, are there ways that we could use our experience and skills to enhance their learning?

Have the residents brainstorm about things they would like to share or learn from the students?

How do you think the students will respond to being here? What will they gain?

How will it feel for you? What might you gain?

What would we say is our goal for this program this year?

If the facility has a newsletter or e-mail program in place, be sure to utilize these ways of informing family and community members of this opportunity to be involved.

Activity staff should survey the residents who participated on a regular basis for feedback, and to show potential donors how well the program is working.

Ask staff to inform family of the program, their encouragement may increase participation.

## OVERCOMING CHALLENGES:

1. With lots of kids comes lots of energy. It is important that students are reminded, before they go, that they will be visiting someone's home and that they need to be respectful of the facility as a place of quiet and healing.
2. No matter how much you address it in advance, with lots of kids comes lots of noise which may be disconcerting for the residents or for the nursing home staff. Teachers should let the staff know that if there are any problems with students, they should bring them directly and immediately to them so that they can be addressed.
3. With lots of kids come lots of germs. This can be a hard challenge to overcome. At Hilltown, the children wash their hands before entering the activity room and before getting on the bus to return to school (germs go both ways), and we have instituted a plan so that children who have colds during flu season must stay behind in another classroom at school so that residents will not be at risk. The students can understand that elderly populations often have immune systems that are not as resilient as a child's.



4. Keep an eye out for students who feel shy, intimidated or doubtful about participating. Allow them to partner with a buddy from their class as well as a Resident and/or provide extra adult support. Give them encouragement about a job well done.
5. Change is hard. Having 12-20 children entering a nursing home is disruptive to the usual routine, despite the obvious joys it may bring to those who participate. It may seem to take a long time before all staff and stakeholders get into the swing of the program. Be patient; empathetic and inclusive.

## Planning Tips:

1. Teachers can work together to brainstorm ways to integrate experiential learning with elders into the school's student curriculum.
2. Ensure that both students and residents have as much input as possible into the planning of activities, and should be empowered through the process of the time spent together.
3. Foster constancy and relationship building between students and the residents by having them work in matched pairs whenever possible, but prepare the students in advance for the possibility that sometimes a Resident may not be well enough to attend a meeting.
4. Sometimes it is hard to begin conversations between Students and Residents. It can be helpful to provide catalysts for conversation. For example: ask the students to find out three special things about the resident they worked with, to share with the class when they get back to school.
5. Reflection is vital. Teachers should plan to spend up to 30 minutes with their class discussing how the visit went. Being in a nursing home can be a challenging experience for young people. Be sure to allow students to share uncomfortable feelings as well as positive ones. Other students may have felt the same way and found a way to address it.
6. Encourage letter writing, thank-you notes, or e-mailing between meetings.
7. Find ways to get the students' families involved in the process. Ask for parent volunteers to assist with visits or have parents occasionally pick their children up at the facility rather than the school, so parents have the opportunity to meet the elder their child has been connecting with.
8. Plan an after-school ice cream social or other event at the facility to help bring in parents.
9. Celebrate your relationship and your accomplishments together with an end-of-the-school-year party.

## Community Service Learning Themes and Ideas:

1. singing
2. reading
3. writing
4. drama
5. art
6. science
7. music
8. health
9. history
10. gardening
11. current events
12. Internet and e-mail
13. Gentle forms of exercise: Yoga, Tai Chi, Chi kung, etc.
14. intergenerational Olympics
15. games     math games, board games, card games
16. sewing, quilting or knitting
17. watch movies or plays together
18. outings
19. talent shows
20. career day
21. ice cream socials/potluck supper
22. fundraising for the program or other charities
23. community discussion, including families, staff and other locals

*The teacher reflected on a series of visits by his 2<sup>nd</sup>-3<sup>rd</sup> grade staff:*

*Part of the student learning goal was to reinforce Math skills being taught in the classroom. Activities to share with the residences were chosen with this in mind. They included: playing "Double War" with the residents which requires adding two face cards together. Another activity was a measuring and counting exercise that the Activities Director at Hampshire care was using to create a "Book of Records". It which included finding out who had the longest hair, who could throw the farthest, who had the most grandchildren and so on. Children measured and recorded hair lengths, provided foam balls for the residents to throw and measured the distance; they interviewed their partners to find out facts about their lives, such as number of grandchildren. Then back in the classroom, children totaled the numbers and graphed and charted the results in math class.*

## **Sustainability - Build Community Support!**

A program like this has very visible benefits and is easy for the community to want to support. All you have to do is let them know about it.



Alert the press! Send an editorial. Invite the local papers or cable station to come and see the success of your program first-hand.

Let local businesses know what you are doing . invite them to your end-of-the-year celebration, a concert or other special event.

Seek volunteers or grants from local organizations: Retired Volunteer Service Corps., local Chambers of Commerce, area colleges, agencies on aging, AARP, are all good places to look for support.

Find ways to get the studentsqfamilies involved . ask for parent volunteers to assist with visits or arrange for end-of-the-day trips to the facility so that parents can pick kids up there and meet the Elder that their child has been spending time with.

Invite parents, residentsqfamilies and community leaders to plan an afternoon ice-cream social, concert or other event at the facility.

Survey residents, and students who participate, for feedback to demonstrate to potential donors how well the program is working.

Use the Nursing Home Newsletter to reach out and ask their staff to verbally invite residentsqfamilies to be involved.





# Appendix

Curricula  
Forms  
Flyers



## **Aging Sensitivity Training A or “How to save someone’s life!”**

**Health Education Massachusetts Framework Goal:** Personal Hygiene and Hand washing

**Objective:**

Help children prepare for their visit to the Long-Term Residential Care Facility by increasing their knowledge and awareness of the importance of hand washing.

**Materials Needed:**

Hand sanitizer.

Blackboard or large paper

**People Involved:**

School Nurse, Classroom Teacher, Activities Coordinator from nursing home, or other staff member.

**Ages:** K-3 students or older.

**Time needed:** 20 to 30 minutes in the school classroom before the first visit, up to 1 hour for extended training.

**Procedure:**

- 1.) Have the teacher review with the children the purpose of the visit.
- 2.) Introduce the Staff member from the nursing home, and have them talk about the residents and the visit. Have that person describe the people who live there and why they like having the students visit!
- 3.) Have the school nurse remind the children that they can help save lives by being careful not to spread germs. Teach the children about the idea of germs and how they spread. Ask the children, “Why do you think that older people are more likely to become very sick from germs?”
- 4.) Put on a play! Ask the students to watch three methods of hand washing.

**Act one!** Pretend to turn on the water in a sink. Pretend to wet hands quickly, add soap quickly, do not lather up, and rise quickly, then turn off the water and wipe hands on clothes.

**Ask** the students what was wrong with this approach. How do germs stay on the hands? What should be done in act two to make it better?

**Act Two!** Pretend to turn on the tap, wet hands completely using warm water, add pretend soap, lather up while singing ABC+or “Happy Birthday” twice, and be sure to take time to soap up between fingers and backs of hands. Then rinse hands. Leave water running. Use a paper towel to turn off the running water. Dry hands completely, and throw them away properly.

Ask the students what they noticed this time. Point out the importance of scrubbing and washing the hands all around for 20 seconds, to get the soap all bubbly.

**Act Three!** Using hand sanitizer. Tell the children that we will be using hand sanitizer before entering the LTC facility. Show them how to use the product, covering hands all over, between fingers, and over fingernails.

**Ask** them how they think it works to kill germs, and how soap and water works.

**Give** each child a squirt of sanitizer to practice.

**Ask** them one more time: Why is it important to wash and sanitize your hands before visiting your Elders at Hampshire Care?

**Classroom Teacher:** end the session by having the children work with the school nurse and visitor from the LTC facility list some of the limitation of the Elders, and well as some of the things the Elders can still do together with students. List them on the Black Board: Some things on the list might be:

- Trouble walking, sitting in a wheel chair, or using a walker
- Hard to see or blind, might have glasses
- Hard to hear, or using hearing aids
- Hard to speak in a loud voice
- Slow in movements, shaky hands or stiff hands
- Trouble remembering things, asks the same questions

Ask the students and the two visitors to think about ways to overcome these limitations:

- residents can still smile and have fun
- They can still enjoy doing things together and making friends with students
- We can help if our partners can't see by telling them what we see
- If our partners can't hear us well, we can move in closer or talk louder

*Julia Riseman, BTG Program Assistant*

## Sensitivity Training Session - B

**Student Objective:** To give children the experience of having physical limitations, to increase understanding and compassion, and help children think more creatively about being good helpers to their partners.

**Time:** 20 -30 minutes pre-service.

**Material:**

Wheel chair borrowed from the nursing home

Blindfolds

Rubber Bands linked together

Safety pins

Ear plugs

Old eye-glasses covered with Vaseline

Multiple decks of playing cards

**Ages:** all ages

**Procedure:**

Adults simulate Elders disabilities on ½ of the students using ear plugs, blindfolds or vaselined eye-glasses, pinning or using elastic to attach shirt sleeves to shirt bodies to limit arm movement,

Allow students to take turns carefully experimenting with negotiating the wheelchair around obstacles or pushing each around them

Pair up children with playing cards for a quick game of war.

One child in each pair will play with a limitation.

- Some Children will be blindfolded
- Some children will have ear plugs
- Some children will have glasses on that make it difficult to see
- Some children will have trouble moving, and their arms will be bandaged to their sides, or will have rubber bands from their wrists to their belt loops, making it hard to raise their hands.

Now try to play cards, with the unrestricted child trying to be helpful.

**Note:** the exercise gets to be very silly and loud. Students will find the sensation of limitations funny and strange. Everyone will likely to be very goofy through this experience.

## Strategies:

- 1.) Build in extra time before you start to let them know that it will feel weird and strange and funny, but you expect that the students stay calm and follow directions.
- 2.) It takes time to constrict all the students. It helps to have the extra adults help to get partners set-up.
- 3.) Ask for permission from students before giving them limitation. Some students find it scary and unpleasant.
- 4.) Don't try to play cards for long, it's really hard, and everyone will figure it out very quickly.
- 5.) Come back together as a whole group and talk about the experience:
  - What was it like?
  - How did it feel?
  - Did anything surprise you that you didn't expect?
  - Did your partner help you? How?
  - What more could your partner have done to help?
  - Partners, what was it like to play with someone who is blind, can't hear you, or can't move?
  - How might this be different and the same when we visit the Elders at the nursing home?
  - What did you learn from this exercise?

*Julia Riseman, BTG Program Assistant*



*One girl was so happy to know that her partner was 101 years old, that she invited her mother to come the next week with her baby sister so her family could meet her partner.*



# Singing With Elders

**Ages:** K-8 (a mixed group of 12 . 16 students works very well)

**Meetings:** 4 sessions or more.

**Student Objectives:** To bring music into our neighborhood Nursing Home and into the lives of the resident Elders there. To expose students to music they would otherwise not encounter. To develop an appreciation of diversity in our community, To develop compassion and an awareness of the power of community service in students.

## **1<sup>st</sup> 1 ½ hour meeting**

(40 minutes in school, travel, 40 minutes at the Nursing Home, return)

Brainstorm a list of songs students know in common with the Elders.

List some songs individuals would like to sing. (These usually become solos or are performed by small groups of students who know them, but sometimes they are easy to teach to the rest of the group and become part of the group repertoire.) it is important for the older students who know more complicated songs . even some in parts - to be able to share them as %solos+Music that sounds %beautiful+rather than %cute+is rewarding for both children and Elders. Sometimes the youngest singers also like to %solo+, which especially appeals to the Elders who may be reminded of their own children at a young age.

Discuss the appeal of the songs for the Elders and prioritize the ones that the group thinks the Elders will be able to connect with most:

1. Some songs have verses that can be made up on the spot, allowing an Elder to think up a key word for the students to then use in creating a verse. OR
2. Songs that can accommodate simple movements allow us to teach the movements to the Elders and they can participate even if they don't know the words to the song.
3. Songs that allow us to disperse among the Elders to sing together, rather than standing in front of them as %performers+. For instance, a simple round in two parts can be done with half of the children standing among Elders on one side of the room and the second half standing among Elders on the other side. This brings the student singers up close to the Elders where they can more easily be seen and heard.

Travel to the Nursing Home by bus.

Once the performance is done. usually 20 minutes . the children greet each Elder. They share names, shake hands and usually get congratulated. At this time the students can collect requests from the Elders for songs to do in subsequent Sings.

When time is up. The group meets right away to reflect on the visit - outside under a tree, if the weather is nice . or in the lobby of the Nursing Home if it isn't. Students name the Elders they met and describe anything they remember about them. They also share any feelings they had while singing or while greeting the Elders. This is the time when scary feelings or emotional reactions (often compassion) can arise and be discussed. This makes all the students more aware of the Elders as people like themselves that they can relate to. During the reflection the children also give the teacher any song requests they remember so she can look them up and prepare lyric sheets to use at the next meeting so the students can begin learning them.

One of the great learning benefits for the children is in this area . learning songs they otherwise would never have been exposed to. . While they might originally have little interest in learning "Let Me Call You Sweetheart", watching the Elders respond by singing along to it with them gives it special meaning.

**2<sup>nd</sup> and following meetings:** 40 minutes at School, travel, 40 minutes at Nursing Home, return

In school, use the time to learn one or two of the requested songs and compile a new song list to perform at this visit including some of the songs from the last visit and some songs that didn't get included before.

Travel to the Nursing Home

The children will probably look forward to reconnecting with the Elders they met the last time. There are always new Elders and sometimes friends haven't returned (due to illness returning home, death ) Discuss all of this in the reflection time at the end of the Sing

*Penny Schultz, Music and Movement Teacher, HCCPS*

## Reflection Meeting after Service Learning Project.

### Student Objective:

Help children distill learning from the experience of working with Elders, and to help prepare them for future visits. The same reflection can be conducted with Elders with help to overcome hearing difficulties.

### Materials Needed:

Blackboard, or large paper and Markers

**People Involved:** Students, Classroom Teacher and/or CSL Coordinator

**Ages:** All ages of students.

**Time needed:** 20 to 30 minutes in the school classroom after each visit

### Procedure:

Use the reflection form provided in this book as an outline for the conversation. Keep a file of these filled-out forms as an assessment tool and a record of student progress.

To create an engaging class discussion, it can be helpful to create a visual image on a large piece of paper. The image is a quick sketch to represent the project we did with the Elders. artistic quality is not important. Record students' answers to the reflection questions onto the picture, include ideas, feedback, thoughts for improvements, and a reminder of the goal of the service-learning project. This completed picture helps younger students see the connection between the activity they did with the Elders and the learning goal they identified.

This is an example from a sitting Yoga class discussion with K-1 students.

- 1.) Start with a quick sketch of a figure sitting down (sitting yoga: the activity the students did with the Elders).
- 2.) Ask the students to guess what the picture is, giving them a hint if needed.
- 3.) Start with basic questions (at the bottom of the drawing), ~~What~~ what did we do with the Elders?+ Record the answers at the bottom of the sheet. It is important to review all the activities, so the students can remember to reflect on all the parts of the experience. This might include: ~~We~~ we rode the bus, we sanitized our hands first, we sang a song together, we found partners, we talked with our partners, we shared Yoga with our partners, we said goodbye, and rode the bus home.+
- 4.) Move on to questions about the experience: ~~What~~ what did you see, smell, hear? What did you notice about your partner?+ These questions help students put into words the things that may be very different about the nursing home from their school or homes. When students reflect that the building was too bright, and hot, and smelled odd like cleaning stuff, you can then provide education, such as: ~~The~~ The room was very bright to help the Elders who have trouble seeing these days, and the building

was hot, because older people's bodies sometimes have difficulty staying warm, and the place smelled odd because it must stay clean to kill the germs that would make older people very sick that would not hurt our bodies because we are younger and better able to fight off germs.+

- 5.) Ask the students to reflect on what their partners were able to do, and what was hard for them to do. Listen to different students, and notice different answers. Have the students think about the different abilities of the Elders in the room. Provide some information to the students about what might be causing the limitations.
- 6.) Have the students share ideas about ways to improve the visit next time, and ideas that would help their partners. For example, move in very close to your partner if your partner has trouble hearing. Or if your partner has trouble seeing, be sure to tell them what you see and what you are doing. One idea is to have a child demonstrate what it might look like to move in closer so an elder could hear them better.
- 7.) Reflect on what it felt like: both fun and not-so-fun. In our experience, the whole class has more fun after the first and second visit, as they become more comfortable, are able to make improvements, and build friendships with the Elders with repeated visits. Also, for students who had a hard time, it is often helpful for them to say so, and to get help from other students.
- 8.) Finally, ask the students to remember the purpose of the visit. Ask them, "Why do we go to Hampshire Care? What is our goal?+ In this picture, this last question is the heart in the picture, the most important thing. In any sketch you come up with, the last question should be the most important: ("Why?+) and should have an important place in the sketch.

One last hint on reflecting on experiential learning: When helping a class pull learning from an experiential learning activity, try the following short cut for remembering how to guide the discussion. Use the pattern:

- WHAT
- SO WHAT
- NOW WHAT

This means that the first set of questions asks the group, "What just happened, what did you do?+ This is important, because different people may have had different experiences and recall different things about the activity. Asking what happened can help students learn from different people's experiences.

Asking "So What?+ is the second set of questions. It is asking the group to find meaning from the experience, such as, "Why do you think you were asked to do this?+ "Why do you think we had different experiences with it?+ "So what is the point of doing something like this?+

The last set of questions is about the learning: %So what did you learn from this experience?+ %What did you learn?+ %What will you do next time?+ %How can you use this learning outside of the classroom?+

*Julia Riseman, BTG Program Assistant*

# Our Visit to Hampshire Care: YOGA!

3.) My partner is able to:

My partner has a hard time doing:

4.) Next time I can help my partner by:

2.) What did you see,  
smell, hear?

What did you notice  
about your partner?

Our  
Goal:

5.) How did you feel?

Was it hard?

Was it easy and fun?

1.) What did we do together during our visit to Hampshire Care?



# Why engage in Intergenerational Community Service Learning?



Community Service Learning (CSL) is a way of teaching that uses service to others as a method for deepening classroom curriculum and student learning. It includes structured time for student planning and reflection as well as a culminating event which both demonstrates the knowledge gained through the experience and celebrates its completion. It is different from volunteer work because it grows out of and is directly connected to the education of the students, and incorporates their ideas in the planning and execution of the project.

An intergenerational program between a nursing home and a nearby school is a powerful way to provide a lively community connection for the residents while also offering multi-dimensional learning for children.

## Benefits to Students

1. Connects students with their community as active participants who make a difference
2. Teaches compassion and an understanding of diversity
3. Provides motivation for learning in new and different ways
4. Develops new and meaningful relationships

## Benefits to Nursing Home Residents

1. Builds connections with the community, reducing isolation
2. Brings spirited energy and laughter into their lives
3. Offers them an opportunity to be of service to children as mentors or friends
4. Develops new and meaningful relationships

*I can't think of a program that could be better for our patients than working and spending time with young children. Tom Hanley, nursing home Director*

## **ROLES AND COMMITMENTS:**

What role will each partner play in the creation and maintenance of the program?

### **Basic Agreements:**

#### **Nursing Home Commitment:**

- Administrative support
- Provision of space
- Commitment of Staff- (generating interest and participation, getting residents ready on time, transporting them to program room, overseeing visits)
- Designated staff person to serve as liaison to school partner, and to lead planning and reflections with residents.

#### **School Commitment:**

- Staff support (teachers/administration/social services)
- Program coordination with teachers and classrooms
- Scheduling cooperation in classrooms, making time for aging sensitivity training, pre and post reflections and goal setting.
- Designated liaison to nursing home partner
- Time and facilitation for planning and reflections with students.

### **Tasks to be assigned: Who?**

- |                                 |       |
|---------------------------------|-------|
| - Transport students            | _____ |
| - Provide materials             | _____ |
| - Lead Sensitivity Training     | _____ |
| - Lead pre and post reflections | _____ |
| - Plan activities               | _____ |
| - Develop curriculum            | _____ |
| - Recruit volunteers            | _____ |
| - Seek funding                  | _____ |
| - Public relations / press      | _____ |
| - Measure outcomes              | _____ |
| - Community partnerships        | _____ |
| - Plan ending celebrations      | _____ |
| - Recognition and appreciations | _____ |

## **Pre-service Classroom Planning Discussion Questions**

Class: \_\_\_\_\_ Date: \_\_\_\_\_

What do we know about the Residents at the nursing home? How are they the same as us? What differences are there?

What needs have we heard about or seen ourselves in past visits that we can help meet?

We will be using our study of \_\_\_\_\_ as part of this project. What ways to you think we can help the residents and learn more about that?

What will be easy? What might be more challenging?

How do you think the Residents will respond?

How do you think it will feel to you?

Let's create a goal statement for this project:

### **Reflection Discussion – in classroom after each visit**

Class: \_\_\_\_\_ Date of visit: \_\_\_\_\_

1. So, how was the visit for everyone?
2. What did you notice when we got there? (prompts . space, people, smells etc.)
3. What did you learn about your partner?
4. Let's remember why we went to the nursing home in the first place. What did we want to do during this visit?
5. Do you think that we did what we set out to do?

6. What did we do that worked well while we were there? (Why did it work? How did you feel?)

7. What didn't work so well? (Why didn't it work? How did you feel? )

8. What should we try next time that might work better?



## **Final Classroom Evaluation of Service Learning**

Class: \_\_\_\_\_ Dates: \_\_\_\_\_

Let's review our initial goal. (read it)

What did we want to offer the residents?

What studies of ours did we want to include?

How did we think the project was going to work . what did we plan to do?

Did it work the way we thought it would? Did we need to make any changes as we went along?

How successful do you think we were in meeting the needs of the residents?  
How can you tell?

How successful do you think we were in learning more about \_\_\_\_\_  
(study topic)? How can you tell?

What worked the best most of the time?

Do you have any suggestions now for next year?

Overall, do you feel like this was a successful project?

## **Teacher Reflection on CSL Project**

Class: \_\_\_\_\_ Date: \_\_\_\_\_

Stated Goal of this project:

What needs did you want to meet for the residents?

What curriculum did you want to integrate into the project? (Needs of the students)

Did it work the way you anticipated? Did you need to make any changes as you went along? Why and how?

How successful do you think the class was in meeting the needs of the residents? How can you tell?

How successful do you think you were in meeting the needs of the students (Integrating the curriculum)? How can you tell?

What worked well?

What were challenges for you? For the students?

Do you have any suggestions now for next year?

Overall, do you feel like this was a successful project?

Any other comments?

## **Post-visit Reflections For Residents:**

Staff member: \_\_\_\_\_ Date of visit: \_\_\_\_\_

Did you enjoy your time with the children? What was the most enjoyable?

What do you think the students most enjoyed?

How did the children's presence change the nursing home environment?

What were we trying to offer the students?

What did you do well?

What was hard? What supports might you need?

What might make it work better next time?

What did you learn about your student/partner?

Did your participation in this program help you to meet a goal?



## **End of Program Evaluation: Nursing Home Staff**

Staff member name: \_\_\_\_\_ year: \_\_\_\_\_

What activities did we want to offer? Why?

How successful do you think we were? How can you tell?

What needs did we want to meet for the students?

How successful do you think we were in meeting the needs of the students? How can you tell?

What needs were we hoping to meet for residents?

How successful do you think the children were in meeting those needs?

What worked best most of the time?

What adjustments needed to be made as we went along?

What did you personally or professionally gain by participating in CSL?

Overall do you feel like this was a successful project?

Do you have suggestions for next year?

## End of the Year Program Satisfaction Survey for Residents:

Resident's name: \_\_\_\_\_ Year: \_\_\_\_\_

1. Do you generally participate in activities regularly? Y N
2. Which ones do you most enjoy? Describeõ
3. Have you participated in the Intergenerational Program with the school children?
4. What activity did you enjoy sharing with the children the most? Describeõ
5. What would you like to share with the children next year? Describeõ
6. Please rate this program.                      1        2        3
7. Have you learned anything new during your participation in Bridging the Gaps?
8. Has your participation helped you feel more connected with the community in ways you might not otherwise? Please describeõ

9. How has your mood or your health changed during your participation in the above activities?

10. Is there anything you wish we offered that we don't currently? Describe

## Resources about Intergenerational Programs and Community Service Learning

### Internet:

[www.servicelearning.org](http://www.servicelearning.org)

[www.templecil.org/](http://www.templecil.org/)

<http://agexted.cas.psu.edu/FC>

<http://agexted.cas.psu.edu/FC>

<http://www.amda.com/caring/august2002/intergenerational.htm>

[www.state.il.us/aging/1intergen/intergen-main.htm](http://www.state.il.us/aging/1intergen/intergen-main.htm)

[www.intergenerate.org/](http://www.intergenerate.org/)

[www.helpguide.org/life/senior\\_volunteer\\_intergenerational\\_programs.htm](http://www.helpguide.org/life/senior_volunteer_intergenerational_programs.htm)

[www.aoa.gov/prof/notes/notes\\_intergenerational.asp](http://www.aoa.gov/prof/notes/notes_intergenerational.asp)

[www.stthomasu.ca/research/youth/manual/program.htm](http://www.stthomasu.ca/research/youth/manual/program.htm)

[www.ala.org/ala/olos/outreachresource/listintergenerational.htm](http://www.ala.org/ala/olos/outreachresource/listintergenerational.htm)

[www.interages.com/programs/index](http://www.interages.com/programs/index)

[www.serviceleader.org/new/managers/2003/04/000080.php](http://www.serviceleader.org/new/managers/2003/04/000080.php)

[www.servicelearning.org/lib\\_svcs/lib\\_cat/index.php?library\\_id=3161](http://www.servicelearning.org/lib_svcs/lib_cat/index.php?library_id=3161)

