



**Generations
Working
Together**

National Intergenerational Quiz Toolkit

Acknowledgements

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Grateful thanks to the many other people who have been involved in the setting up, running and further development of the quiz format including:



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This toolkit can be used by anyone who wishes to carry out an intergenerational quiz however please ensure that this resource is credited.

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Foreword

I am delighted and proud to have been asked to write this introduction to the 'Intergenerational Quiz Toolkit'. The benefits of intergenerational practice, which brings younger and older people together, have been well documented. The challenges that ageing populations brings and the changing focus within local authorities to develop new ways of supporting our communities gives credibility to the practice and emphasises the need to develop partnership working.

The intergenerational quiz has been developed after working with other successful intergenerational projects, with the participating schools and older people's groups wanting to do further work together. The idea of an intergenerational quiz is to develop community links between partners, harness the skills of all the participants and give them something meaningful to be a part of. After discussing the idea with teachers, bringing on board partners from different departments and other council areas as well as ensuring that everything was in line with our 'Community Health & Care Partnerships' (CHCP) developmental outcomes, we went ahead and with the help of our partners we quickly got the idea off the ground.

The 2014 quiz incorporated three local authorities and more partners than a 'Strictly Come Dancing' final. The activities are inclusive, fun and focussed upon fostering the developing relationships between participants and at the same time building partnership links. It gives older people a voice and the opportunity to be valued and active members of their community. It gives younger people an opportunity to develop their communication skills and also foster positive relationships with the older people within their community.

The following toolkit has been designed as a general guide to establishing an intergenerational quiz that could be used across the whole of Scotland. It can be used by schools, practitioners and organisations who want to connect different generations together in order to increase learning, have fun and help reduce social isolation. Every project will have its differences so there is no hard structure to the format; it is flexible and should be adapted as is necessary to fit your unique circumstances. Although this toolkit refers specifically to developing an intergenerational quiz, it could easily be adapted to any intergenerational project".

I would like to thank all the support I have received from my colleagues at the Kirkton Service and East Renfrewshire's Community Health and Care Partnership. Without their forward thinking, hard work and trust none of this would have been possible.

Alan Stevenson

East Renfrewshire Community Health & Care Partnership

Why an Intergenerational Quiz?

Younger and older people are the two groups most affected by ageist attitudes and they are the two groups most affected by abuse, poverty and marginalisation. Intergenerational approaches are an effective way to address a number of issues such as creating active communities, regenerating neighbourhoods, decreasing inequality and challenging stereotypes and perceptions.

Intergenerational practice (IP) can play an important role in shaping services and providing ongoing improvements in such areas as:

- Increasing older peoples participation, motivation, confidence and self-worth
- Increasing younger people's self-esteem and resilience
- Reducing/challenging stereotypes and stigma
- Increasing civic participation of younger and older people
- Reducing crime and fear of crime through intergenerational cooperation.
- Improving community cohesion
- Help to reduce isolation

The intergenerational quiz encourages involvement, and all generations benefit by working, learning and volunteering together.

Intergenerational Practice (IP) aims to bring people together in purposeful, mutually beneficial activities promoting greater understanding and respect between the generations, and contributing to building more cohesive communities. IP is inclusive and builds on the positive resources that younger and older generations have to offer each other and those around them.

Beth Johnson Foundation

A key benefit of being part of the intergenerational quiz is the opportunity to develop new partnerships especially with those working within a public authority including schools, third sector groups and community organisations. The development of the quiz will positively and inclusively incorporate practical opportunities which can contribute towards the outcomes of the Curriculum for Excellence. The quiz provides an environment where children and young people can have experiences that contribute to the Literacies and Health & Wellbeing Experiences and Outcomes. In this way this work can help reduce stereotyping, improve community cohesion and encourage Lifelong Learning.

Practitioners may be interested in the following policies, which can be linked to the intergenerational quiz and an intergenerational approach.

Single Outcome Agreements/Community Plans:

Single Outcome Agreements (SOAs) are agreed between Scottish Government Ministers and Council Leaders and represent a key component of strong community planning.

<http://goo.gl/5YTgfu>

In the Guidelines: Bringing Together Local Authorities and Intergenerational Practice in a Scottish Policy Context publication, Generations Working Together illustrates the relationship between intergenerational practice and the Scottish Government's National Performance Framework Strategic Objectives. The publication provides useful resources for anyone wishing to use an intergenerational approach to develop an outcome-focused method to meeting policy drivers and priorities.

Renfrewshire Council was the first Local Authority to successfully include intergenerational practice in their Community Plan/Single Outcomes Agreement (SOA) 2013-23.

<http://goo.gl/RJVpNx>

Reshaping Care for Older People

This key over-arching policy for older people provides a coherent, long term and strategic approach to delivering change to achieve the vision for future care for older people in Scotland. It is intended to deliver significant shifts in the balance of care from institutional to community settings.

<http://goo.gl/BZdxAG>

Voluntary and Community Sector – Community Capacity Building

Capacity Building is recognised by the Scottish Government as an essential component in the process of community development – and in ensuring that communities fully engage with local and regional regeneration initiatives.

<http://goo.gl/4LfrZS>



Dealing with myths & beliefs

Age based stereotyping has been expressed as ‘a silent killer of collaboration and productivity’. There are as many differences between the generations as there are between different cultures. How the differences are dealt with is crucial as is finding out if the differences are as great as is often first perceived.

Ageism is a system of stereotypes, policies, norms and behaviours that discriminate against, restrict, and dehumanise people because of their age.

<http://goo.gl/UI2vfs>

Age UK defines Ageism as discrimination or unfair treatment based on a person’s age. It can impact on someone’s confidence, job prospects, financial situation and quality of life. It can also include the way that older people are represented in the media, which can have a wider impact on the public’s attitudes.

<http://goo.gl/Lwv2e>

Myths and beliefs have formed these misconceptions as well as the role played by the media, where what applies to only a few is often generalised to include everyone. It is important to note that when different generations are brought together, they may have these popular misconceptions, whether they are aware of them or not. It is therefore important that this is addressed and done so in a sensitive manner.



Building relationships and friendships

When introducing intergenerational approaches it is useful to set up an initial session to provide pupils and older people with information about this way of working. The following examples have been designed to give younger and older people basic knowledge about stereotyping and are downloadable from www.generationsworkingtogether.org

The **Gingerbread Activity** can be used with a mixed group of older and younger people who already have some intergenerational experience or with separate groups of young and older people before they meet up. It is useful to repeat towards the end of the project to record and evidence the difference undertaking the project has made to perceptions.

The **Stereotyping Statement** activity can be thought provoking and may be a good way to highlight issues that need to be addressed before bringing the generations together.

The **Stereotyping Questionnaire** is a very helpful activity for primary schools to use as an introductory discussion around working with older people.

Here are some comments made before and after by pupils taking part in last year's intergenerational quiz:

Younger people's thoughts about older people prior to building a relationship through the intergenerational quiz:

"I thought they were all old and moany"

"I thought they were grumpy and old fashioned"

"Nervous", "Thought I'd get impatient with them"

After the intergenerational quiz:

"They have a young head on old shoulders", "and I thought old people were boring"

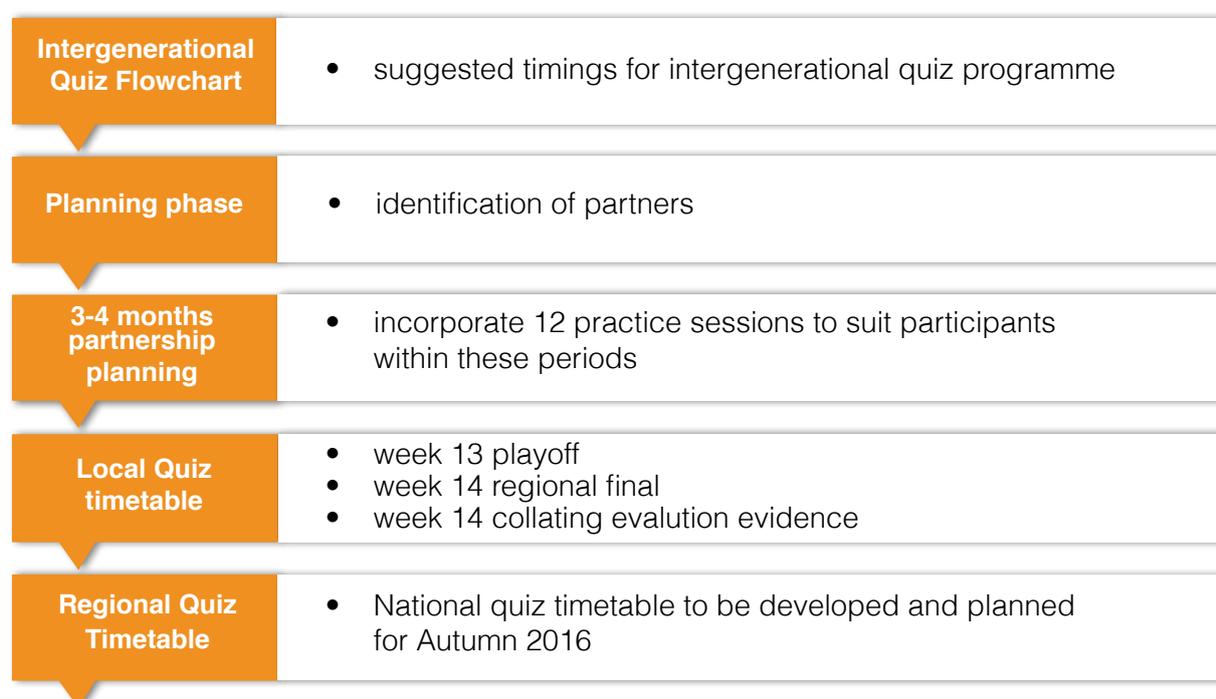
"The older people were funny", "they were more competitive than us, and they were probably more excited than we were too"

"I was worried about talking to them, but we built up a relationship with them and they are not out of their mind".

Generations Working Together provide intergenerational training courses throughout Scotland which help guide and support practitioners to develop and run projects. For further details please check out the website.

Organising the quiz

GWT is planning to offer the quiz to all areas of Scotland with regional finals being supported locally, followed by the first national final in 2016. The creation of the partnership and an operational planning group is key to organising a local quiz. The initial planning stage can take 3-4 months, however this provides time for the quiz to be clearly planned, roles agreed and the detail of the event fully outlined. The quiz can run over a 13-week period. The chart below is an example of a planning flowchart. The national final will be held four weeks after the regional quiz finals.



The Renfrewshire quiz final in November 2014 consisted of the following rounds:

Round 1	Flags and Capitals of the World (linked to the Commonwealth Games)
Round 2	Fashion through the Ages
Round 3	Wii Golf Technology
Round 4	Washing Line Race
Round 5	Setting the Table
Round 6	Songs & Artists

Previous practice sessions included:

Round 7	Speed Texting
Round 8	Terry Towelling Nappy Race
Round 9	Dominoes
Round 10	Playing cards

More detailed information on the games and equipment required can be found in the Appendices.

Hints & tips

There are a number of factors to consider before you begin to involve people or groups. The goal is to set up a local intergenerational quiz which is successful, sustainable and manageable within your time and budget constraints. In order to do this a coordinator needs to be identified from the outset and all duties and tasks delegated by this person. It would also be advisable to establish a lead person/contact for each team. The outcomes set at the start need to be measured throughout the quiz and at the end. A project framework also needs to be in place, which will enable you to chart progress and unforeseen changes. Consider the following first:

- Is the timeframe to set up the project realistic? Running the quiz is the easier part, getting the teams, venues and agreements in place between partners can take a long time to organise
- Have you secured a budget considering all possible costs and a sum to cover potential contingencies
- Who is going to fund the project?
- Who will manage the project and how is work going to be delegated?
- Have risk assessments been done and have Disclosure Scotland checks, where required, been made?
- How will the project be assessed and evaluated?
- Is the project sustainable?
- Who will be your quiz final compere?
- Have the planning group decided on which themes will be involved in the play-off final?

Boundaries

Generally there are no ethical dilemmas in working with younger and older people, especially if they volunteer, however a few principles may need to be taken into consideration.

- Participation must be voluntary and should not cost the individual money.
- In formulating a budget it is essential to remember to factor in such items as transport and refreshment costs and any out of pocket expenses volunteers might incur.
- Provision must be made for anyone with disabilities or mobility requirements.
- The time taken to get people onto transport, transportation time and then getting them into the venues need to be carefully assessed as this could seriously affect the running time for your event.
- The events need to be arranged around the general activities of the participant groups.
- Considerations should be given as to whether events will clash with the likes of school hours, holiday periods, structured meal times and religious practices/celebrations.
- Make sure that everyone is clear about their roles including the participants. Adults are usually used to a more dominant role over young people, getting them to take an equal stake in the quiz might be a little strange for some of them in the beginning.

Evidence and Impact

In order to measure the impact of your intergenerational quiz, you should think about being able to provide evidence that the outcomes you set have been met. This is also an important consideration for when applying for funding.

Regular gathering of information throughout the process ensures that the impacts from the intergenerational quiz can be captured which are directly attributed to your intergenerational practice work.

Your evaluation process should seek to discover what elements within your intergenerational quiz produce tangible differences. For example, differences may be to:

- Increase the understanding between the generations
- Start to reduce isolation of older people
- Increase confidence in younger people
- Increase communication skills and knowledge of different generations and life experiences between the generations
- Development of relationships between generations
- Develop partnership working

Whether an intergenerational activity, project or event can be judged as successful is linked to three things:

1. Whether you have achieved the intergenerational outcomes you set out to produce
2. Whether changes can be evidenced either to young and/or older people's attitudes (useful to a one-off or short term project i.e. 1-6 months in duration)
3. Whether changes can be detected to young and/or older people's intentions to change their behaviours or actual behaviour changes that will lower stigma and discrimination within both generations (useful for long term projects or a series of activities over a longer period of time i.e. 7 months plus in duration)

Examples of types of Evidence: see table on page 12

Remember evidence, such as testimonials or anecdotes and quotes from participants can also highlight the outcomes and impact of your project.

There are a number of evaluation toolkits and guides available which you may find helpful:

- How Good is Our Community Learning and Development? 2 <http://goo.gl/Kukp4K>
- Learning, Evaluation and Planning (LEAP) – The LEAP framework <http://www.scdc.org.uk/what/LEAP/>
- How good is our third sector organisation? <http://goo.gl/ZRsgV6>
- Talking Points Personal Outcomes Approach <http://goo.gl/C2zV22>
- Evidence for Success <http://goo.gl/LH03mu>

Planning Checklist

Project Title:	Intergenerational Quiz
Project Vision (example)	The Intergenerational Quiz helps build relationships, stronger communities and understanding between older and younger people by aiming to reduce social isolation for older people and develop communication and interaction skills in our younger generation.
Example Outcome	<ul style="list-style-type: none"> • Participants understand each other's skills • Participants understand generational differences • Participants understand and demonstrate a range of methods of working together
Project & Planning Partners: <ol style="list-style-type: none"> 1. Who will be on your planning group? 2. Which organisations and groups are interested in your intergenerational quiz, how can you find them and partner with them? (Look at your own community - you may be able to identify other partners not listed) 3. Where can you advertise for volunteers, partners and participants? 	<ul style="list-style-type: none"> • Head Teachers, Teachers, Learning Support Assistants • Age Scotland representative • Care and Sheltered Accommodation Managers • Community Link Workers (NHS) • Community Planning Team • Voluntary/community groups • Local Volunteer Centre • Older/Younger People's Groups/Services • Day clubs/sheltered housing • Faith groups • Local Newspaper/radio/libraries • GWT network membership, website, newsletter, Facebook & Twitter • Local online newsletters/e-bulletins • Partners' social media sites • Word of mouth
Planning group responsibilities:	<ul style="list-style-type: none"> • Identify the role of each partner when setting up the project • Create detailed plans to actively show who does what • Develop a timeline
How to Recruit Participants: <ol style="list-style-type: none"> 1. How will you recruit the younger & older participants? 2. How many will you need to establish a viable quiz format? 	You may need to: <ul style="list-style-type: none"> • Contact primary schools • Contact older people's groups • Seek referrals from Council/NHS • Contact care homes/sheltered housing • Contact young/older people's groups/services • Community care partnerships • Local community groups/trusts • Churches and faith groups

<p>Media</p>	<ul style="list-style-type: none"> • Your communications department • Radio • Television • Newspapers • Social media i.e. Facebook • Websites • Newsletters
<p>Project Plan:</p> <p>This overview will be a useful method of recording how the project is set up, what works and what could be done differently next time.</p> <p>There will be individual contingencies, which affect each project; therefore it may not be possible to provide a full overview.</p> <p>The overview should keep a record of progress and be updated in order to factor any changes and all individuals involved should be kept up to date with the changes.</p> <p>Partnership agreement should be sought and a partnership plan signed by all.</p> <p>Agree all outcomes for all partners.</p>	<p>You need to provide:</p> <ul style="list-style-type: none"> • Dates & times of proposed meetings (propose & record how long the sessions actually last) • Where will you meet and what needs to be provided at the venue? • What are the transport options? • Are there health & safety issues, do you need Disclosure Scotland checks? • What are the costs (Please allow for contingencies) • A quiz final/thank you celebration needs to be organised • Set up a distribution list for all partners • Partnership plan • Project plan overview • Evaluation methodology • Session plans • Registration/equalities forms • Self-evaluation methodology • Review project plan
<p>Evaluation</p> <p>Evaluation is a process or a series of steps that is undertaken to measure the difference that your project makes. Such differences are usually referred to as impact.</p> <p>What methods have you used to record and evaluate the intergenerational quiz?</p> <p>What will be in your final written report that will capture your impact evaluation?</p>	<p>Consider:</p> <p>Is the intergenerational quiz fun, beneficial and has it achieved the outcomes you set out?</p> <p>Agree on your method of collection:</p> <ul style="list-style-type: none"> • Questionnaires and surveys • Focus groups or mini group discussions • 1-2-1 interviews • A log of written voice recordings of quotes from participants • Short end of session evaluations • Testimonials and/or anecdotes etc. • Capture and use quotes from participants.
<p>Funding & Costs:</p> <p>What are the costs of the intergenerational quiz?</p> <p>How will you fund it?</p> <p>Who can help?</p>	<p>Ask your partners what they can contribute?</p> <ul style="list-style-type: none"> • Can the school/sheltered accommodation use their own mini-bus • Can the Council provide funding or allow the use of a venue for play offs and final? • Can you find a supporter to fund the trophy and medals? i.e. local business
<p>Sustainability:</p> <p>Do you need further support to continue the intergenerational quiz for another year?</p> <p>What contingencies arose and what could you do to reduce costs in the future?</p>	<ul style="list-style-type: none"> • Apply for funding to fund a P/T coordinator or provide hours for a partner to cover the work • Source other partners

Potential Challenges

	Possibility	Result	Remedy
IG quiz playoffs/final	Transport unavailable	Meeting cancelled	Change to nearer venue.
IG quiz playoffs/final	Transport time	Sessions run late	Ensure time factored into programme/ flexibility
IG quiz playoffs/final	Transport costs	No available transport	Make sure payment/in kind has been agreed before hand
IG quiz playoffs	Length of meeting too long	People leave early, older people tired.	Better time structure
Playoffs/final	No refreshment facilities	People feeling tired	Agree at planning meeting refreshment facilities
Playoffs/final	No disabled ramp	Disabled people do not have access to venue	Venue should be checked beforehand to make sure it meets regulator standards
Playoffs/final	Bad weather	Sessions cancelled	Reschedule

The above table is just an idea of the possible challenges, which may occur and affect the smooth running of the intergenerational quiz. Effective planning and communication will minimise the impact of any difficulties and ensure you can successfully complete your intergenerational quiz.

Conclusion

The 'Intergenerational Quiz' has taken two years to develop into its current format, but it has been well worth the efforts of all those who have organised it and for the older and younger people who have taken part. Interest and involvement have increased beyond what was ever envisaged at the outset. By simplifying the set-up, running format and helping you avoid some of the pitfalls, it is hoped that this toolkit will guide you through creating your own intergenerational quiz.

Generations Working Together hope members and practitioners from local authority areas will use and adapt this toolkit to hold their own local/regional quiz. It is hoped that Generations Working Together will secure funding to organise a national quiz final at the end of 2016.

If you require any more advice or information on intergenerational work or on setting up your own intergenerational quiz, you can visit the 'Generations Working Together' website for the appendix information sheets and for further contact details:

www.generationsworkingtogether.org

Further information can be supplied from the original members of the pilot quiz team:

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Appendices

The 'Appendix' contains templates used in the development and progression of the quiz. Different local authorities will have similar documents for 'fire safety checks' and 'risk assessments' etc.; these particular documents are provided for reference only and you should check with your own local authority for the correct documents that you should use. Further documents have tips and points to note, which have been found to be useful when running the quiz. Others include lists of equipment and materials that will be needed to play the individual games.

The 'Appendix' list below is downloadable from www.generationsworkingtogether.org

- Health & safety risk assessment
- Health & safety risk assessment: a rough guide
- Parent information sheet
- Partnership plan
- Project planning for intergenerational practice
- Registration form
- Session planner
- Trip consent for parents/guardians

Checklists

- Planning group checklist
- Practise session checklist

These may not cover everything you need to consider, however they do contain a wealth of supplementary material that you should keep in mind.



www.generationsworkingtogether.org



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