

Intergenerational writing

A guide to help your pupils work and write with older people in the community

CfE Levels 2, 3 and 4

Resource created by Scottish Book Trust in consultation with Generations Working Together

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About this resource and the *Rebel* writing campaign

This resource is designed to help you do three things:

- Support your pupils to visit and interview older people in the community about their lives, particularly about their stories of rebelling
- Support your pupils to use these interviews as the basis for a piece of narrative nonfiction writing
- Submit your pupils' writing for publication on our website as part of our *Rebel* writing campaign (although you can use the resource at any point and on any writing theme you wish)

Each year Scottish Book Trust runs a campaign inviting members of the public to write personal stories on a given theme and submit them to our website. 2018's theme is 'Rebel', so we're looking for pieces based around the theme of rebellion. Although this theme might initially seem like a tricky one to introduce to pupils, it can be a great opportunity to define rebellion as:

- Thinking differently from everyone else
- Defying the odds to achieve goals
- Developing your own tastes – in music, films, fashion etc

The Rebel campaign is a great chance for pupils to write about the lives of other people who have rebelled. This resource will help you and your pupils to set up a project where they can meet people from another generation and gather their stories of rebellion.

The deadline for entries to the Rebel campaign is 5 October 2018. Entries can be up to 1000 words and in any form you like – story, poem, comic strip, play, letter or diary entry – and we welcome entries in English, Scots and Gaelic.

What is intergenerational practice?

Intergenerational practice is defined by Generations Working Together as follows:

“Intergenerational practice aims to bring people together in purposeful, mutually beneficial activities which promote greater understanding and respect between generations and contribute to building more cohesive communities.”

Benefits

The benefits of bringing generations together in learning activities are numerous. Intergenerational practice can challenge ageism, helps create relationships and community cohesion, and can increase civic participation.

Intergenerational practice can help pupils develop the skills outlined in Building the Curriculum 4: Skills for Learning, Skills for Life and Skills for Work, particularly those relevant to working with others and leadership.

Intergenerational learning

One of the most important things to remember is that true intergenerational learning has learning outcomes for each generation. The activities in this resource encourage pupils to interview older people about their lives – the pupils can develop listening, questioning and writing skills and the older people can learn from the pupils’ use of technology during the interviews.

How can you go about it?

Intergeneration practice can be done in all sorts of ways. You can arrange for pupils to visit a community setting such as a residential home, but you can also arrange for grandparents or older members of the community to come into school. Pupils can also interview relatives in their own homes.

For a comprehensive introduction to intergenerational practice, you can read this resource from Generations Working Together: <http://bit.ly/GWT-Resource>. Generations Working Together is an organisation that provides information, delivers support and encourages involvement to benefit all of Scotland's generations by working, learning, volunteering and living together. Their website is full of useful information:

<https://generationsworkingtogether.org/>

Partners you can work with

There are different organisations, groups and networks you can approach both to find people to work with and ask for advice about your intergenerational project.

- If you decide that you want your pupils to visit and work with older people in the community, then local residential homes are great settings to work in. Of course you may decide to ask pupils to work with older relatives at home too.
- Generations Working Together has 22 local intergenerational networks across Scotland – you can contact each network's co-ordinator here: <https://generationsworkingtogether.org/networks/>
- Men's Sheds is a movement that brings together people in a shared space where they can pursue practical activities. Have a look on their website to see if there's a local group you could work with: <https://menssheds.org.uk/>
- The Women's Institute is a voluntary women's organisation with branches across the country. It plays a unique role in providing women with educational opportunities and the chance to build new skills, to take part in a wide variety of activities and to campaign on issues that matter to them and their communities. Find out if there's a branch near you: <https://www.thewi.org.uk/>
- U3A (The University of the Third Age) is a movement which provides opportunities for retired or semi-retired people to develop their interests and continue their learning in a

friendly and informal environment. Find out if there's a U3A group near you:

<https://www.u3a.org.uk/>

How to run an intergenerational project

Preparing your pupils

The advice in this section will help you get pupils interested in other people's lives and develop their interview skills. You can also find suggestions, lesson plans and case studies on the Oral History Society website: <http://bit.ly/Oral-History-Guide>

Preparing your pupils – exploring preconceptions

It's really important to prepare your pupils well for an intergenerational project. Pupils may have preconceptions about the age group they're working with, but they also may have preconceptions about the activity: for instance, pupils may assume that they are there to learn from the older people when in fact a good intergenerational project should result in both age groups learning and benefitting.

First, explore pupils' preconceptions by giving them post-it notes and asking them each to write down a word or phrase that comes to mind when they think of older people. Ask pupils to stick these on the board and then gather round. See if there are any common answers.

If the answers are largely positive, that's great! If the answers are more mixed, discuss this: do pupils think that all older people fit these descriptions? After this, introduce pupils to the concept of stereotyping. Put some statements on the board about young people, for example:

"All young people do nowadays is play computer games and watch TV."

"Nowadays young people don't contribute anything to their communities."

Do pupils feel these statements are true? How do the statements make them feel? Explain the concept of stereotyping, and ask pupils what they think the dangers are of stereotyping. How could their lives be negatively affected by people believing the statements?

Preparing your pupils – practical considerations

When working with older people, pupils may need to have an awareness of their possible needs and how these can be supported. Pupils should not be expected to provide the

necessary support, but it's beneficial for them to be aware of any potential challenges experienced by the people they'll be working with.

It's highly recommended that you meet with staff from the setting you'll be visiting before the project starts, as they will be able to explain any arrangements that might need to be made.

Dementia is one issue that you can explore with pupils. Generations Working Together have an extremely useful resource on their website to help you explore the issue with Level 2 pupils: <http://bit.ly/Dementia-Schools-Pack>

During the visits

These activities can all be done together. Pupils can gather stories of rebellion from the older people, and vice versa. This is a great opportunity for the two groups to learn from each other.

It's recommended that you have more than one session involving the younger and older people. The first session should be about establishing rapport, and the second should be used for interviews. Ideally, a third should be held so the stories can be shared and celebrated.

During the visits – breaking the ice

These activities can be used as a fun way of putting everyone at ease when your pupils meet the older people. Many of these activities appear in this booklet of intergenerational activities by PennState College: <http://bit.ly/PennState-IntG>

- **Icebreaker 1 – Did You Ever...?**

The 'Did You Ever' activity gives pupils and older people some fantastic questions to get to know each other. You can find this activity on page 14 of the PennState Intergenerational Activities Sourcebook: <http://bit.ly/PennState-IntG>

- **Icebreaker 2 - the M and M game**

In this activity, participants pick out an M and M from a bowl and answer a question determined by the colour of the M and M. For instance, a red M and M could require them to answer the question, "Tell us something that you do well," or, "Tell us something you can't live without."

The Pennstate book has full details of the activity on page 16: <http://bit.ly/PennState-IntG>. In this version, participants answer questions about their neighbourhood. However, you can modify the questions to suit the group. Here are some suggestions:

Favourites – favourite places, foods, hobbies, sports, memories, jokes
Facts about yourself – something you do well, something you can't live without, something you learned this week, something you're reading or watching

There are lots more ideas out there – just search online for 'M and M icebreaker game'.

- **Icebreaker 3 – Two Truths and a Lie**

This activity challenges everyone to come up with three facts about themselves, two of which are true and one of which is false. In pairs or groups, others are invited to guess which statements are true and which is false. One of the advantages of this light-hearted activity is that it can be prepared in advance. You can find full details of the activity on page 19 of the PennState book: <http://bit.ly/PennState-IntG>

- **Icebreaker 4 – The Minister's Cat**

If you're looking for a simple, fun icebreaker, this game is ideal to play with small groups. Everyone sits in a circle and the first person says, "The minister's cat is an atrocious cat." The next person says the same thing, but must substitute the adjective 'atrocious' with a word beginning with B, for example, "The minister's cat is a brilliant cat." The game continues, with each new person using a different adjective until you've gone through the whole alphabet.

During the visits – understanding the *Rebel* theme

If you want to the pupils to gather stories of rebellion from the older people and vice versa, it's important for them to develop a helpful understanding of what rebellion means, and communicate it to each other.

First, you need to discuss with pupils and older people what it means to be a rebel. Ask groups or pairs to discuss what they think the word means and report back to you. Participants may come back with answers such as someone who breaks the rules or someone who doesn't do what they're told – they may also not be familiar with the word at all.

Now ask pupils if they think it's ever okay to not do what you're told. Can it be a good thing to break the rules? See if they can come up with three situations where you should follow rules, and three examples where it can be ok not to follow rules even if everyone else is doing it. For example, pupils may have learned about periods of history like World War II where a country's people were told to act cruelly towards each other. Depending on how confident pupils are, you may wish to do the following step before this one.

Introduce participants to some of the stories of famous rebels in Appendix 1. You can read each story to everyone, or hand out one per group. If you're doing the latter, ask each group to read the story and discuss what made the person a rebel, why the person was right to do something different from everyone else and any words they would use to describe the person's actions. After they've had this discussion, ask one member of the group to read their story to the rest of the class. Ask the whole class the following questions:

- Some of these stories feature people who rebelled against unfair rules. Some of these rules had been in place for hundreds of years. Why do you think it took so long for someone to speak out?
- Now that you've read these stories, what do you think the word 'rebel' means? Is a rebel just someone who behaves badly?

If you want to explore the theme of rebellion a little further, you could ask your pupils to research some other famous rebels – there are suggestions at the end of this resource.

During the visits - developing interview skills

To conduct an interview successfully, your participants will need to be able to come up with questions.

It's important to try and stay away from questions with a simple 'yes' or 'no' answer. To model this, ask your pupils to ask you or each other the following questions:

What is your name?

Where were you born?

When is your birthday?

Do you like pizza?

Do you like football?

Do you like cartoons?

Do participants feel that this is a good interview? Did they get to know much about you/each other during this process? Explain that the purpose of an interview is to find out more about people's *experiences* rather than basic facts about their life. How could your participants adapt the questions above to find out more about a person's experiences in life?

Now tell participants that they are going to interview each other. Ask them to think of five questions that will help them get to know more about the person's life experiences.

To help make sure that participants have enough material to write about after the interviews, try and make sure they think of questions encompassing the following from the other person's story of rebellion:

- How did the interviewee feel during the experience?
- Where did events take place? What was that place like?
- How does the interviewee feel looking back on the experience?

How to record the conversation

Finally, your pupils will need to have a means of recording the conversation. It's much easier if they are able to record the audio, so they are able to completely focus on speaking to the interviewee rather than having to take notes.

You can find an in-depth guide to recording interviews at the Oral History Society website: <http://bit.ly/Oral-History-Tech>

If you have access to tablets or smartphones, a cheap solution is to use the voice recording app on these devices. As the Oral History Society page points out, there are potential issues with using pupils' smartphones, so it's better if you use tablets belonging to the school.

You may have to do a little bit of research or testing to find out whether the pre-loaded voice recording app on your device has enough capacity to record for the length of time your pupils will need to conduct their interviews. Often, the app will record until the recording has taken up all the available storage space on your device: therefore, if you make sure there is plenty of storage space available, this helps to ensure your pupils can record interviews.

If your pre-loaded app has limitations, there are lots of free third party apps available. At the time of writing in May 2018, these apps are rated highly:

- **Smart Recorder** (for Android devices): <http://bit.ly/Smart-Recorder>
- **Voice Recorder and Audio Editor** (for Apple devices): <https://apple.co/2rzP1Be>
- **Free recorder** (for Windows devices): <http://bit.ly/Free-Recorder>

Sharing and celebrating the stories

Once your pupils have conducted their interviews, you may choose different formats for pupils to write them up. A piece of prose writing is always a good medium, but you can also consider the following:

- A digital story with text or a voiceover – pupils can use video editing programs to piece together a slideshow with images to accompany the story and record a voiceover or use text to narrate it. If you're using Windows, then Windows Movie Maker is no longer available to download, but here are some good alternatives: <http://bit.ly/Movie-Maker-others>

If you want to challenge pupils to create digital stories, you may find our video series helpful: <http://bit.ly/booktrailerresources>. Although these videos are designed to create book trailers, video lessons 3 and 5 contain general advice about sourcing images, giving appropriate credit (this is very important) and editing. In the work pack you can also find useful links for more sites to find free images and footage to use.

- A diary entry can work really well, as can a letter or a poem. The *Rebel* campaign accepts stories, diary entries, letters, poems, play scripts and comic strips up until the closing date of 5 October 2018.
- Your pupils could produce scripts based on their interviewee's words and dramatise these.*
- Having a real life audience for their work can be really motivating for pupils, and you have a ready-made one in the group of people they have worked with. You can organise a follow up event at school or at a residential home where the pupils can read their work aloud or give written copies to the older people. This is a good opportunity

* This idea comes from Reading Rockets: <http://www.readingrockets.org/article/oral-history>

for the older people to perhaps find out more about each other as well – remember, it's important that both parties can benefit from your project.

You may want to ask the older people to share the younger people's stories of rebellion in some way too, but this of course depends on how comfortable your pupils are with their experiences being shared.

Appendix 1 – rebel stories

Rosa Parks

In 1955 there were laws in many parts of America to designed separate black and white people. Black people attended different schools and were expected to use different public toilets, restaurants and other facilities. The authorities claimed that although black and white people were segregated, they were equal: however, this was generally untrue. Schools for black people received less money and materials, and school buildings were often in disrepair. Often, public toilets were marked as 'whites only'. And a black person was always required to give up an unreserved seat on a bus if a white person wanted it.

Rosa Parks was a black woman who was riding a bus in Montgomery, Alabama on 1 December 1955. Some way into the journey, several white passengers boarded, but there were no available seats. The bus driver told Parks and three other black passengers to stand up and let the white passengers have their seats. The other three complied, but Parks refused to give up her seat, and told the bus driver that he was free to call the police. She was arrested and taken to jail. Parks later said that, "I only knew that, as I was being arrested, that it was the very last time that I would ever ride in humiliation of this kind..."

Parks was not the first black person to refuse to give up her seat on a bus – nine months earlier, a student named Claudette Colvin had similarly rebelled on a Montgomery bus. But Parks' refusal inspired boycotts of the bus service in Montgomery, and she is seen as one of the instigators of the civil rights movement, which would result in the end of segregation laws in America.

Millicent Fawcett and Emmeline Pankhurst

Nowadays we take it for granted that women can stand as members of parliament and vote in elections, but this was not always the case. In the nineteenth century women were not allowed to participate in politics, and there was a growing number of both men and women who were unhappy about this.

Millicent Fawcett was the ideal person to lead the Suffragist movement, which campaigned for women to receive the right to vote. She was well-educated and a good public speaker, and believed that women could convince the government by putting forward intelligent and reasonable arguments. She founded the National Union of Women's Suffrage Societies in 1897, and held lots of meetings and public events to try and persuade others.]

Emmeline Pankhurst was a little bit different from Millicent Fawcett. She believed that working class women needed to be involved in the campaign for the right to vote. She also believed that the campaign couldn't always be peaceful, because not enough people were paying attention to the non-violent demonstrations organised by Fawcett.

Pankhurst led a series of protests which sometimes involved violence. She and others would chain themselves to railings outside Buckingham Palace, and were put in prison, where they went on hunger strikes. Pankhurst believed that the campaign had to shock people in order to get the publicity it needed. However, while their actions certainly did get a lot of attention, some people believed their violent tactics made the public less sympathetic to their cause.

The British government granted women over 30 the right to vote in 1918, and in 1928 all women were given this right. To this day, historians find it hard to say whether Fawcett or Pankhurst was more successful in persuading the public and the government. Both of them are seen as important figures in gaining women the rights they were entitled to.

Malala Yousafzai

From an early age Malala Yousafzai loved learning. She was born in Swat Valley in Pakistan in 1997, and although girls were not always encouraged or allowed to go to school, Malala's father promised that she would be educated properly.

Malala attended school until 2007, when a political group called the Taliban took control of Swat Valley. The Taliban did not believe that women should be educated, and soon banned girls from going to school. Malala began to blog about this for the BBC website, writing under a different name to protect her identity from the Taliban.

When the Pakistani army drove the Taliban out of Swat Valley, Malala was able to return to school, and began to speak out in public about girls' right to be educated. However, the Taliban remained powerful in other parts of the country, and wanted to stop her campaign. In October 2012 Malala was attacked by Taliban fighters on her school bus, and was left with terrible injuries.

Incredibly, she survived the attack and recovered. She returned to school soon afterwards, and now campaigns around the world, spreading the message that girls have a right to

education everywhere. She has spoken to world leaders, set up a fund to give women access to schooling, and met with women to find out more about their struggles. The UN has declared Malala's birthday, July 12, to be 'Malala Day' celebrated around the world.

Lauren Potter

Lauren Potter wanted to perform from a very young age. But her diagnosis with Down Syndrome the day after her birth made things harder: it meant that she was unable to walk until she was two years old.

Lauren started taking dancing and acting classes as soon as she could walk at two years old, and she loved the feeling of performing. However, not everyone supported her or thought she could achieve her dream of becoming an actress. Lauren was bullied at school, and found it hard at time. Bullies called her names and humiliated her, but Lauren was determined not to listen to them.

Lauren auditioned to be a cheerleader at her school, but wasn't successful. She didn't let this put her off, and a year later, she was chosen as a cheerleader in the television show *Glee*. Lauren is admired and respected across the world for her role as Becky Jackson in the show.

Lauren now gives speeches all over the country, helping to inspire people to follow their dreams, and has starred in anti-bullying adverts. She was even appointed by former President Barack Obama as an adviser to help the US government increase opportunities for people with intellectual disabilities.

Billy Monger

Billy Monger is a British racing driver who has shown that it's possible to succeed against the odds.

From an early age Billy began racing karts and small sports cars, and quickly caught the attention of teams at a higher level. In his first season in 2016, Billy showed a lot of promise, finishing on the podium in 3 races. In April 2017, however, he suffered a life changing injury at just seventeen years old when he was involved in a high speed crash. Following the crash, both of his legs were amputated.

Rather than giving up on his dream, Billy began training to race again. His team set up a crowdfunding page to help his recovery, and incredibly he was back on a racing track within three months, test driving a specially adapted car. He returned to competitive racing

in February 2018, and despite the huge challenge of learning to drive the adapted car, he scored a podium on his first race back.

Billy is always modest about his achievements, saying that the people who helped him are the true inspiration. But there is no doubt that his journey back to racing shows that success can be achieved through sheer determination, however bad things may seem.

Steve Jobs

If you've ever used a personal computer or an iPhone, you have Steve Jobs to thank!

Steve was always fascinated by computers, but when he was a young man in the 1970s computers were large, hugely expensive and used by businesses rather than ordinary people. He wanted to create a computer that was small, affordable and easy for people to use, and teamed up with his friend Steve Wozniak to found a company called Apple and create the world's first personal computers.

After enjoying lots of success, Apple computers began to stop selling so well in the 1980s, when people began to buy other types of computers. Steve took the blame for this and resigned from Apple.

However, he re-joined the company again in 1997, and began work on a line of new products. He wanted to design something different from every other company, and came up with the design for the iPhone. The iPhone was completely different from other phones: with its touch screen and apps, it was clearly the result of some revolutionary thinking. The iPad followed in 2010, and Jobs became famous for his ability to think differently from everyone else about technology.

Jobs wasn't always liked: his employees sometimes said that he was difficult and demanding to work for. But he certainly changed the way we use technology, and he was able to think of things that no one else could. He died aged 56 in 2011.

Further reading

You can find a list of rebel-themed books on our website: <http://scottishbooktrust.com/bws-schools/writing-campaign>

Here are some other famous rebels your pupils can research:

- Galileo Galilei, polymath
- Ric O'Barry, animal rights activist
- Jesse Owens, American sprinter



- Hannah Hoch, artist
- Kathrine Switzer, marathon runner
- Erik Weihenmayer, mountain climber