

Intergenerational Guide in Early Learning and Childcare

Acknowledgements

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Glossary of Terms

Care settings for older people include residential care (care homes and sheltered housing) which provides long-term care facilities with supervision and assistance with daily living, medical and nursing services and day care which offers personal care during the day. Some centres are specially designed for people with dementia, or with a visual or hearing impairment.

Early Years

The first years of your children's education/intergenerational learning – from birth to the start of primary school – are often called the “early years”.

Intergenerational care is the practice of bringing together the young and elderly (creating opportunities for care to become the main focus of an intergenerational relationship).

Intergenerational learning is the way that people of all ages can learn together and from each other. It is an important part of Lifelong Learning, where the generations work together to gain skills, values and knowledge. Beyond the transfer of knowledge, it fosters reciprocal learning relationships between different generations and helps develop social capital and social cohesion in our ageing societies.

Intergenerational practice aims to bring people from different generations together in purposeful, mutually beneficial activities promoting greater generational consciousness, understanding and respect between generations and contributing to building more cohesive communities.

Intergenerational programmes provide opportunities for unrelated people from different generations to interact with each other.

Older person

There is no agreement of what old age is. Definitions differ depending on the policy and cultural context you address one example being retirement age. The World Health Organisation suggests that the retirement age (60-65) is the beginning of old age. However, we know people are living longer and healthier lives therefore perceptions of what ‘old age’ is are changing. It should be noted there is no defined retirement age in the UK and it only applies to those able to retire (i.e. people who have not been linked to the labour market at all such as non-working-outside-home housewives will never retire).

Introduction

Magic can appear when you connect the different generations through an intergenerational project. Typically, children and adults describe feelings of enthusiasm, a sense of acceptance, become more motivated to take part and have a real willingness to continue to build on the friendships. Imagine what the effect would be if this was embedded in our everyday work, life and play.

Connecting different generations is becoming increasingly more important in today's society. We can see that social changes in Scotland are changing the lives, relationships and learning opportunities of both younger and older people. People are living longer, with many being isolated from family members and younger generations due to the family make-up, breakdown and migration. People today tend to socialise only with their own generation or family whether friends from school, students or new mums. Many of the places where we traditionally mixed are slowly disappearing. We continue to travel through life in cliques and groups of our own peers which we keep throughout our lives. This growing separation means that children and older adults miss out on opportunities for mutual interaction, understanding and learning. It also provides a unique opportunity to use intergenerational practice to ensure generations benefit from each other.

Using an intergenerational approach, we can bridge this gap by bringing together older and younger generations. We can give our children and adults the chance to develop new relationships with people of a different generation.

Summer 2017 saw a big rise in the publicity of intergenerational work involving early years and care homes. Channel 4 filmed a two-part documentary called 'Old People's Homes for 4-Year Olds' which aimed to prove that bringing together preschool children and retirement residents can help transform the lives of the older volunteers for the better.

Later in the year we witnessed the launch of the first official co-located intergenerational nursery, Apples and Honey Nightingale which saw partnerships develop between Apples and Honey Nursery Group and Nightingale Hammerson, a Jewish elderly care home.

In Scotland we were able to capture the excitement around early years work and with the support of Christine Grahame MSP we witnessed a 'Motion' being raised in the Scottish Parliament which led to a debate on the subject of intergenerational work.

With this new excitement and interest, it is vitally important to ensure that intergenerational projects are delivered using the best of practice. We need to ensure benefits are being experienced by everyone who participates (young and old), staff, employers, family members and the local community.

The intergenerational field has to evolve dependent on the needs and cultures of those around us. The same project may not necessarily meet the needs of different groups and communities. It is hoped this guide will become an important resource for those who wish to create and develop intergenerational projects for generations involved and their community.

What does Intergenerational work look like?

Through projects, intergenerational relationships may be built and nurtured. This may help children develop life skills, increase self-esteem and confidence, encourage them to learn respect and empathy for the older generation, improve their patience and compassion, help develop resilience, improve their mental health and wellbeing and most importantly give them the opportunity to have fun with someone of a different generation.

Intergenerational projects facilitate the creation of intergenerational relationships through interaction **however** they cannot guarantee that relationships will be finally built because the latter **depends mostly on the people involved** (not just on the project itself).

We recognise that the benefits of regular interactions between early years children and older people are widely accepted and that the number of new projects being developed is inspiring. However, the UK is not the first country to consider this idea. In 1976, Shimada Masaharu merged a nursery and care home on a single site in Japan. Tokyo today has sixteen intergenerational facilities and the practice has spread to Australia, Canada and America.

The 'Newbyres' project in Midlothian is about much more than simply having fun and meeting new friends: it is more than a means of energising young and old for a few hours each week. It is about the deep, pure and very precious bonds that are forged. These together can deliver lifelong benefits. Newbyres Nursery bring children each week to visit residents at Newbyres Village Care Home. Since September 2016 they have undertaken a wide range of activities including indoor sports, baking, crafts and songs. The project covers many aspects of the Curriculum for Excellence and obtains quality observations of the children's learning and progress from the visits.

Through life experience, older adults can bring a tremendous amount of patience, knowledge, and skills. The positive attitudes children pick up from the older people have a tendency to stick with them through life. Staff observe that these activities help develop children's personalities and improve their behaviour. Residents come alive when the children visit. Whilst their memory for everyday tasks may be waning, they are suddenly brought back to the days of raising their own children, reciting nursery rhymes and songs that they may not have recalled for many years, word for word.

The Singapore Government shares the vision of promoting more intergenerational facilities to create a more tightly knit community across generations. They are planning ten new developments for eldercare and childcare facilities to be co-located.

Singapore's first intergenerational playground and infant and childcare centre within a nursing home was launched in August 2018 at St Joseph's Home in Jurong West. Children and the elderly interact through activities such as singing and arts and crafts. Childcare and nursing-home staff will collaborate and implement a curriculum that caters to both generations.

Dr Khor, Senior Minister of State for Health reported "The home's intergenerational playground is a trailblazer among nursing homes in experimenting with shared spaces for the young and old. By leveraging the simple yet universal concept of play, this playground aims to attract more children and young ones to interact with seniors. By co-locating the facilities and having operators that will provide intergenerational activities, we hope to create more opportunities for seniors to gain from the infectious energy of the young, as well as for the young to better understand the seniors who share their community".

The playground has special features for young and old, such as a see-saw with a ramp to facilitate wheelchair access. The merry-go-round has wheel-lock features for wheelchairs and custom-built seats for toddlers. The home itself also has other shared spaces; a cafeteria with senior and child-friendly furniture and a "funhouse" where nursing-home residents, children and volunteers can engage in activities such as painting.

The Intergenerational Care Project in Australia is a research project being conducted by Griffith University on the Gold Coast. Starting in 2017, it aims to evaluate two models of intergenerational learning programs within community day care settings to benefit older people and carers, and younger children (3 – 5 years). The two models being evaluated involve a shared campus model and a visiting campus model.

“We are living in an age where people’s interactions outside the homes are almost always with members of their own age group. In recent decades, many of the places where people traditionally mixed are slowly disappearing”.

**Professor Fitzgerald,
Griffith University, Australia.**

Intergenerational sustainable cafe

In Liverpool, older people from the local community were invited to attend a skills café every Friday for six months to support early year's children and their families in learning local traditional skills being 'lost' in our throwaway society.

One activity involved mentoring children and their families in the art of knitting, and saw a young dad learning how to knit, breaking down gender stereotyping. The families and young children learnt how to prepare traditional meals using locally sourced vegetables and proteins, such as scouse and fish pie. The project supported the idea of economic local sustainability as well as providing role models for young children. One mum learnt how to cut and chop-up a fresh pineapple rather than buying tinned, reducing landfill products. Families were encouraged to compost the peelings afterwards, emphasising the need to nurture and care for their environment.

Through conversations at the café the staff involved discovered that when a button came off a school shirt many families would rather buy a new shirt than just sew on a button. This cycle of waste could be eliminated and the older people then became mentors, supporting participants in learning how to sew and mend, reducing landfill waste. Other skills taught included mending punctures on bicycles, weaving and repairing a scooter.

The success resulted from the cafe not only providing a learning opportunity for all involved but creating an authentic and organic 'community of learners', breaking down loneliness and providing a sense of purpose for all.

Early years intergenerational work is developing quickly, and as projects evolve and flourish, project leaders grow in confidence. Another example of innovation involves breakfast clubs being held in care homes when the school has no room. Lunch and after school homework clubs are also being set up in older people's settings.

'Making Bridges with Music' in Torbay aimed to bring younger and older generations together to develop new and different relationships, improving participants' social and emotional wellbeing.

The project involved 6, weekly music sessions held in the morning in 3 residential care homes. Childminders brought pre-school age children along, then old and young wrote and sang songs, creatively explored making music and shared their experiences over a communal lunch. Sessions were facilitated by a musician/composer and other artists, and all sessions were filmed. The project was evaluated by Claudia Bladon a Researcher from Plymouth University.

Musicians/artists then remained for the afternoon session to view and discuss the filming, documentation and recording of material with residents. This was particularly important for the residents with dementia as they may not remember previous sessions. This reflection was then used as an analysis and learning tool, informing a flexible week-by-week artistic approach.

The video and recordings were then used as creative starting points for a live performance called 'Going to Charlie's House' which incorporated documentation material. This toured care homes and other venues in the bay as part of the Doorstep Theatre Festival.

Evaluation highlighted that resident's satisfaction and happiness increased and there were positive improvements in their social and emotional well-being. The younger children became more engaged, outspoken and developed strategies to connect with post-verbal people. They developed connections with residents, took more risks, learnt how to collaborate with a unique team (old and young) and came to better understand boundaries. The intergenerational sessions also provided a conduit for musical heritage, young children were exposed to old songs and nursery rhymes, while the elderly were exposed to new songs and games.

The care home witnessed an increase in footfall in visits which reduced resident's isolation. The film tour created a better more positive understanding of care homes and the importance of breaking down the barriers and misconceptions that people may have about them.

As a result of this project Torbay Council have continued to develop opportunities for intergenerational engagement, there are now 15 care homes in Torbay that engage with early years settings/Childminders.

How does intergenerational work fit with early years?

The early years of children's lives are times of rapid growth and development, they are when children learn and grow the most. Emotional bonding and the social interactions set the stage for a child's ability to relate to others and cope with stresses to come. The gift of living a long life can be enjoyed in different ways: through recreation, personal enrichment, community involvement such as volunteering and of course working longer careers. However, imagine what the impact could be if we fully engaged young children with different generations.

A project is not simply intergenerational because we have a group of children and older people together. However, it is intergenerational if the facilitation of relationships between these generations is a key ingredient in the planning and setting of the outcomes for the project. The generations need to connect and become interwoven with each other, developing friendships or any other type of relationship (such as care, mentoring, and so on).

To ensure sustainability of projects, planners and facilitators should encourage managers and strategic players to ensure that intergenerational approaches are written into and embedded within their own organisations objectives/outcomes and that of local policy. When planning a project consideration should be given to policies where intergenerational projects contribute to their specific outcomes. This will strengthen project plans and provide much needed evidence for funding applications. There are many reports and policies referring to early years that could be referenced in project plans. Here is a selection of those we feel are most significant:

Building the Ambition (2014), is national practice guidance for all those delivering early learning and childcare to babies, toddlers and young children.

Curriculum for excellence is intended to help children and young people gain the knowledge, skills and attributes needed for life in the 21st century, including skills for learning, life and work.

How good is our early learning and childcare? (2016) provides a set of quality indicators that support staff to look inwards, to scrutinise their work, evaluate what is working well and what could do better.

National Improvement Framework and Improvement Plan highlights how the current education system is performing and sets out the improvement activity the Scottish Government and partners will be taking forward in the year ahead. Improving literacy and numeracy, particularly amongst those learners vulnerable to poorer outcomes, remains a key priority alongside closing the attainment gap between the most and least disadvantaged and improving health and wellbeing.

Pre-Birth to Three: Positive outcomes for Scotland's Children and Families is national guidance to support practitioners and students working with babies and toddlers and their families.

The Early Years Framework (2008) sets a vision for early years services in Scotland to ensure that children get 'the best start in life'.

Case Study

In North Ayrshire, St. Bridget's Early Years Centre have built a strong relationship with Anam Cara Dementia Respite Care Home who they visit every two weeks.

The children take turns to visit in groups of 10 and are accompanied by the Senior Practitioner, Volunteer Janitor, and two Primary 6 pupils. They walk from the school to the home and back again, learning about road safety, weather, social skills etc.

During the visit they engage in various activities with the residents including painting, colouring in, bowling, skittles, parachute, snakes and ladders. Following activities, the group share a snack together sitting around a table and socialising as they eat.

Feedback from the children and parents/carers has been positive. Children enjoy visiting and ask when they can return. Parents/carers comment that the children talk about their experiences at home.

Projects like the one above and previous examples cover many learning outcomes and experiences from Curriculum for Excellence. It also covers many quality indicators from How Good Is Our Early Learning and Childcare. For example:

I can talk about my feelings to an adult and to other children.	I can feel empathy towards others.
I can form friendships.	I recognise similarities and differences.
I can show respect and tolerance for others.	I can speak confidently and clearly, showing awareness of the listener in small and large groups.
I can listen attentively when an adult is talking and respond to information.	I can share my ideas / feelings through different activities.
I am becoming aware of some events from the past.	I can understand what is fair and unfair.

Other reports which intergenerational practice can contribute to include: The Nurture Principles, Bench Marks, GIRFEC report, our Creative Journey (Care Inspectorate), Pre School Transition/Milestones, our World Outdoors, Setting the Table Guidelines, Animal Magic and A Connected Scotland.

Planning Intergenerational work

Bringing young children and older generations together when they haven't met before needs careful planning and preparation, whatever the circumstances or the context. People of all ages can be shy and apprehensive, and these feelings can be magnified in unfamiliar settings or when there is uncertainty about what's going to happen next. Previous experiences of intergenerational contact may influence new interactions, hence the need to get to know the former.

When we bring the generations together for the first time there can be additional components to think about. Some of these are very practical, and can include transport, access to buildings, amenities toilets, baby changing stations, snacks and meals. Then there is the discussion around what activities we can do. The table below provides examples of activities successfully delivered and evaluated.

Intergenerational activities	
Arts 'n 'crafts – drawing, painting and making play dough).	Music from different generations involving instruments and singing – action songs.
Skittles, parachute/balloon/bean bags and ball games.	Building bird feeders.
Nail painting and pampering.	Reading, storytelling / Book Bug.
Number games, putting things in order, sequencing, finding shapes.	Animal visits and handling.
Physical activity like chair exercises, walking, dancing, Tai Chi.	Baking and cake decorating, soup and bread making.
Gardening and allotments, planting, weeding and picking.	Board and card games – now and then (dominos/jigsaws/ skipping/hopscotch).
Knitting.	Photography and filming.
Learning new languages, practising languages together.	Drama/role play and movies.
Bingo and memory games.	Sensory activities.
Outings and day visits.	Celebrating holidays and festivals together (chance to share memories and make new ones).

Writing aims and outcomes

An aim should give a broad purpose or goal and should announce your intention for the project. It should be brief, succinct and give a reasonable idea of what to expect from the project. When drafting your aims keep in mind that relationships are at the core of your intergenerational project.

For example:

- To improve perceptions on ageing and challenge age stereotypes of both younger and older generations.
- To bring together 3-5 years olds with older people for the purpose of stimulating activities that would benefit both ages and allow the children to be comfortable with people living with dementia. Overall aim is inclusion.

Impact relates to the benefits and other changes that a project or intervention has delivered to the participants as a result of the project or activity. Reporting an intervention's impact is vitally important because the accountability and reflection that comes from this reporting and sharing allows others to learn from a projects work. It also means that stakeholders from across the country are able to better understand what the benefits are for younger children and older people as a direct result of intergenerational interaction.

Examples of impact generated by projects

Improving relationships between early years and older people.

Reducing ageism and stereotyping between generations.

Improving health and wellbeing of early years and older people.

Improving knowledge around dementia. Helping early years to feel comfortable with people living with dementia and to understand some of their behaviours as a result of the disease (forgetfulness).

Improving literacy and numeracy skills for both generations.

Improving communication skills for early years.

Achieving Curriculum for Excellence Learning Outcomes.

Reducing isolation and loneliness for both generations.

Increasing feelings of usefulness for elderly people by imparting their knowledge to the children through song, games and meaningful activities. Increasing the chance for people with dementia to have contact with children through friendship to promote cognitive stimulation and physical exercise.

Developing a wider perception of the local community.

Helping young children have a more positive image around ageing and what older people are like and vice versa.

Bringing joy, happiness and building new friendships for everyone involved.

Increasing the range of learning experiences and environments for early years.

Increasing physical activity levels for both generations – walking to the care home.

Hints and tips

Dr Ali Somers, Apples and Honey Nightingale Nursery, recommends when planning for early years that the intergenerational activities are purposely designed to avoid 'passive play'. There is a need to remove the performance element to sessions, so that when toddlers and residents/older people sit down together, they do so to undertake an activity where they can both be active participants. As a group of intergenerational practitioners, we need to move from thinking of residents as people to be entertained, and rather view them as individuals with life experience and histories to share, and people who still have a lot to give despite now living in a care home.

Activities that involve nursery children have to have the children's learning and development at the core of the design. The session may be to help children learn how to communicate or practice newly acquired speech, or even to gain confidence in interacting with strangers. It is vitally important to track progress and development and incorporate the intergenerational sessions as part of each child's learning and development plans.

For the residents/older people, similarly, their needs must be planned for and incorporated into the design of any joint activity. Think through ways to encourage residents or older people to participate and engage. Sometimes, for some it is enough to be able to observe the same group of children grow each week. For others, the impact comes from when they can not only become part of the children's daily lives, but also when they are able to share some of their own wisdom and experience.

Interestingly, at Apples and Honey Nightingale, we have seen that lots of residents benefit from the relationships they form not just with the children, but with those who look after the children, namely teachers, carers and parents. These 'middle-agers' are often able to help with the formation of relationships between toddlers and residents forming by offering hands to pass items during play, and to help move both residents and children closer together when they are engaged in an activity together. They physically bridge the age gap by helping these two age groups spend time together meaningfully. Of course, they become as well part of the generational groups reached out by the projects' impact.

Ultimately, the journey is about friendship and growth. Residents/older people should be encouraged to come out of their shell and speak to the children, to participate in their play, and to share in their joy. For the children, they receive support, care, and attention from their new friends. Both may benefit as well from getting to know how life is seen from a different position in the life cycle. Therefore, they can accrue tips on how to live better, our longer lives.

For all of those who work in an intergenerational space, on both the early years education and care professions, it can be a wonderful and inspiring experience. Together we can encourage everyone to get started in their own areas as even small initiatives can make a huge difference.

There can be very different expectations and styles in the way generations communicate with each other. For this reason, it's suggested that before bringing groups from different generations together, participants first come together with their peers and that these meetings are used as preparation – a chance to share ideas, concerns, and pre-conceptions. Most importantly, it becomes a chance to ask questions. Here are some tips from local projects.

Involve the participants when planning and organising activities as they need to enjoy what they are taking part in. Don't make activities too complex as they need to be carried out within the allocated time.

It's not the activities fault that they don't work its more about the planning process and keeping it simple ensuring the activities fit the people involved.

Icebreaker Bring photos of the older people into the nursery with their names attached so the young children can recognise who they are and what they look like. This could be replicated in the care homes by bringing a photo of the child with their first name on the photo.

It is important to have conversations during the planning stage regarding the types of food eaten during snacks and mealtimes. The Nutritional Guidance for Early Years emphasises that children's early experiences of food play an important part in shaping later eating habits and that good eating habits support healthy growth and development. Care homes or other care settings may be unaware of these guidelines and may want to treat the children every visit. Remember to check for allergies.

When different generations are together, consider the space being used and instead of having the fishbowl effect (where the older people sit in a circle and the children are in the middle) sit around a table, so you are on the same level or, you could double circle facing each other.

Try asking a resident to lead a singing activity or any other activity so that they are encouraged to do some physical activity instead of just sitting and receiving instructions about what to do.

Very often the care homes have volunteers who could be involved in these intergenerational activities, we just need to ask.

Intergenerational work has proven to be very cost effective with groups/ organisations pooling and sharing their resources for example their own venues, transport, materials and staff. Projects may however need to apply for funding to stage a special event, or to bring in other experts and creative professionals such as an artist, a storyteller, a historian or even a dancer.

Key areas which need careful consideration when planning interactions and projects	
Partnership agreements between early years setting and older person's setting.	Provide information to parents and all staff about why an intergenerational approach is being taken and what the activities will be.
Risk Assessment – health and safety.	Careful planning for weekly play sessions (looking at activities, resources and staffing required).
Consider age and ability of residents when planning activities.	Invite residents into early years settings for special events, like graduation ceremonies.
Open experiences to other interested people i.e. artists, musicians, storytellers, parents, school children (primary and secondary).	Ensure you take the same group of children - A few projects however suggest from their experience that rotating groups of children has worked better.
Permission slips including photography and social media.	Encourage family members to get involved.

Considering partnering with other local and national organisations who can share resources for example:

The **Big Lunch** is the UK's biggest annual get together for neighbours. It's a simple idea - that for a few glorious hours, cars stop, shyness stops and neighbours come together in the street to meet, greet, share, swap, sing, plan and laugh.

www.edenprojectcommunities.com

Bookbug is an early year's programme which aims to inspire a love of books and reading in every child across Scotland. Key components include Bookbug Bags which are gifted at different stages of development (baby, toddler, nursery and P1 bags). Bookbug sessions are also delivered via libraries throughout Scotland many of which are now intergenerational.

www.scottishbooktrust.com/bookbug/

The Big Fit Walk's aim is simple: to inspire communities across Scotland to come together for a walk to celebrate the benefits of being active. It's about having fun and staying healthy, anyone can host or attend a Big Fit Walk!

www.pathsforall.org.uk

Challenges can be overcome with careful planning & communication

Seek support to help people who are hard of hearing or have visual impairments – ask for prior advice and guidance from national organisations such as Sense Scotland, Deafblind Scotland, RNIB Scotland.

End of life experience (i.e. the prospects of death being discussed with a child especially if the older person wasn't/isn't the child's grandparent can make it easier to talk about) – ask for chaplain support in schools or local faith groups.

Care Homes can be an intimidating experience for nursery staff if they are unfamiliar with the environment. Consider asking a member of the care home staff to deliver some training to nursery staff prior to the visit so the nursery staff in turn are prepared to support the children.

Staff attitudes – don't forget to raise awareness of the project's benefits to all staff and to ask for feedback. If someone is uncomfortable ask why. Address challenges and concerns head on and work as a team to address and overcome them.

Make sure you keep parents informed of plans for your intergenerational project. Share with them what they should expect from visits to a care home and provide them with a chance to ask questions. For example, some parents may not want you to discuss death and dying with their child, however, reassure parents that children are unlikely to encounter residents close to death. As a nursery setting, consider teaching about death and dying as linked to nature. Life cycle lessons for plants, trees, insects, and animals are a great way to introduce the topic of death to small children. Most importantly, reassure everyone involved that a visit to a care home is about a visit to a valued part of our society and community.

Location and transport (this can be manageable if the distance between the nursery and the care home is a mile or less. Remember to check adult to child ratios and also who's left in the building once you are gone. (Parental support or the janitor could help).

Remember to explain the benefits of intergenerational work to the older participants.

Funding for transport and activities.

Time for planning – benefits far outweigh the time taken to plan. It doesn't have to be complicated keep it simple. Don't get bogged down in paperwork.

Behaviour – children becoming tired or over excited, older people not wanting to interact with the children, carers/staff attitude or confidence. Keep interactions short and age appropriate. Make sure sessions with nursery children are planned accordingly to the children's education and development goals. Small group work on early literacy and numeracy has been shown to be effective. Older people can read stories to nursery children, and nursery children can retell the stories to the older people in their own words.

Overall, try to keep a similar number of children and older people and approach activities so that they present a non-competitive but collaborative goal.

Benefits

Children taking part in intergenerational projects benefit in many ways. Many children today have no grandparents and/or no contact with older people. Some who have grandparents may not have regular personal contact, as they don't live nearby.

The benefits of intergenerational work change from person to person. Relationships built between the generations can impact on powerful issues such as loneliness and vulnerability.

Benefits for early years	
Increased communication and confidence on both sides (older and younger people).	Benefits from being in a calm environment (visit to home).
Learning new skills (digital technology).	Positive role model interactions.
Relationships forming.	Mixed age group at snack – understanding/awareness of capabilities and vulnerabilities.
Increased physical activity – walking to venues.	Improvement in language development.
Opportunity for learning in a different environment.	Learning about health conditions, things adults/children can/can't do.
Change in perception of what older adults and other peer children can do.	Respect for a different generation.
Increased health and well-being.	Increased self-esteem and empathy.
Opportunity to learn about the circle of life (people dying) in a non-threatening environment.	Comparison of different experiences – leading to new conversations – learning about the past 'History comes alive'.

Two youths volunteering with Anam Cara Care Home in their final year of high school, have applied for medical school. This occurred as a direct result of volunteering at the Care Home and getting to know the older people with dementia.

There are countless advantages in connecting older people with children in their early years. It can give the person a real sense of purpose as the child relates to them without any judgement and with ease. Older people may have time to listen in a way that modern day life can make difficult for others. Care home staff regularly emphasise the sheer delight and joy that older people have in looking forward to seeing and playing with the children. Some of their residents have even described the experience as the best thing in their lives, giving them a reason to live.

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Benefits for older people	
Feelings of happiness and of being valued.	Sharing of skills/talents.
Reduces loneliness and social isolation.	Increased socialisation, more smiles, more laughter, provokes conversations.
Improves diet, increases physical activity and improves mental well-being.	Triggers memories.
Gives them something to talk to their families and friends about.	Helps them feel part of the community.
Helps to revive old skills such as music, singing, knitting and crocheting.	Breaks down barriers between the generations and staff.
Increases mobility.	Encourages and develops new friendships.
Enhances generativity, i.e. the inclination to leave a legacy in the hands of the upcoming generations.	

Benefits for the community	
Creating and building strong sustainable partnerships.	New friendships.
More inclusion for older people and children.	Connecting different age groups and breaking down barriers.
Reducing stereotypes, and ageism.	Busting myths around care homes and long-term health conditions such as Dementia.
Building confidence between the generations.	Taking better advantage of synergies between groups and services.
Learning how to live together better and longer lives.	

Observation: Staff reported they observe children develop an understanding of dementia without being fearful of it and come to see both dementia and disability without judgement.

Observation: It is also important to mention that with an increase in the footfall into care homes and day care settings that people's perceptions of them can change dramatically. Remember to speak to parents about their experiences and perceptions and encourage them to come along to see it for themselves; which can change their views. Many parents could have very negative and sad perceptions of care homes and may not wish these to be passed onto their child.

Co-location

The merging of two generations together in co-location has huge benefits especially in terms of improving the quality of life for residents living in a care home and our young children. Co-located models can provide a potential cost-effective option for organisations as well as practical solutions for employee day care. We shouldn't forget the benefits it can emerge for local communities; these opportunities can bring people into the care facility that would not normally set foot in the door.

¹One of the biggest challenges, however, is that without structured play, educational gains are minimal. Therefore, to ensure success both structured and unstructured play and activities are recommended to be part of programmes to maximise the educational, social and behavioural gains to participants. Another challenge to recognise is the finding of like-minded partners in the local community who want to make this work.

²Lorraine George in her Winston Churchill Fellowship Report visited several different types of co-located business models, both private and non-profit with different community partnerships. She reported that all the models work well in terms of shared goals and a clear vision around intergenerational practice. The report suggests that the co-location model should not be restricted to early years or the provision of child day care, but could work equally well as a satellite school based provision, such as a primary one class.

Bangor University's Dr Williams believes co-location is the way forward. 'It makes sense to combine both, considering the costs of maintenance, and staff – for me it is a no-brainer.'³

³Basic principles are available for Intergenerational Contact Zones that may orient decisions on co-located sites.

1. Katrina Radford, Ryan Gould, Nerina Vecchio & Anneke Fitzgerald (2018) Unpacking intergenerational (IG) programs for policy implications: A systematic review of the literature, *Journal of Intergenerational Relationships*, <https://tinyurl.com/yddauepo>
2. *Starting Young: Lifelong Lessons from Intergenerational Care and Learning*, Lorraine George (2017)
3. Kaplan, M., Thang, L.L., Sanchez, M. & Hoffman, J. (Eds.). (2016). *Intergenerational Contact Zones - A Compendium of Applications*. University Park, PA: Penn State Extension.

Case Study

Apples and Honey Nightingale in London is the second nursery founded by Judith Ish-Horowicz, MBE. Judith began bringing children from her first nursery to visit a local residential elderly care home, Nightingale House, a generation ago. Judith's mother-in-law lived in the home and Judith saw how her mother-in-law, and the other residents, responded to children visiting. Their faces lit up with joy and they began to come alive again.

Working in partnership with the Activities team at the care home, Judith expanded upon her early visits with the nursery children. Intergenerational sessions were designed to be purposeful and composed an important part of the children's early years' experience. Together, the children and the residents explored seasons, senses memory, and play.

In Spring 2014, Judith formed a partnership with Dr Ali Somers to open a second nursery this time, it would be co-located within the grounds of the care home.

Before being opened in January 2017. The team initiated a **weekly intergenerational baby and toddler group** in the main lounge of the care home. Beginning with enthusiasm and a plastic box filled with toys, Ali and Judith won the hearts and minds of residents and local families, many of whom had never walked through the care home doors before. By advertising on Facebook and many local parent online forums, word spread about the special weekly baby and toddler group. When the nursery had its launch party, more than 300 guests attended.

With a professional nursery team in place, the nursery welcomed its first intake of children in September 2017 and now operates 50 weeks of the year, from 7:30am to 6:30pm, with core hours between 9:00am and 3:30pm. Apples and Honey Nightingale has a daily capacity of 25 children from the age of two and upwards. Twenty percent of spaces are reserved for staff nurses at the care home to access at a heavily subsidised rate. In this way, the care team directly benefits from having the nursery onsite.

With the baby and toddler group and the nursery well and truly established, key lessons have been learned.

www.applesandhoneynightingale.com

Benefits of Co-location	
It is cost effective (sharing staffing resources, venues, materials and transport).	Staff could benefit from reduced childcare costs & provision on site.
Reduces travel time.	No restrictions because of bad weather.
More staff can access the chance to experience intergenerational working.	Builds confidence levels for participants and staff.
Easier to plan activities together for staff and volunteers.	Enhanced opportunities for parents to observe and experience in practice.
Easy to keep activities ongoing and embed in daily practice.	Builds new friendships/relationships.
Sustainable in rural areas - buildings being utilised by all ages.	Reduces the lack of time constraints.
Improves participant's health and wellbeing – physical and mental.	Reduces social isolation and loneliness.
Breaks down barriers around dementia and other long-term health conditions.	Changes perceptions and stereotypes.
Creates healthier and happier communities.	Builds a sense of community.
Improves children's language development and builds their self-esteem and confidence.	Increases resident's socialisation and engagement.
Unique selling point in a competitive market for care settings.	Improvement in staff retention and satisfaction.
Opportunities for volunteers.	Programme model able to inspire co-location of other services in the community.

What would a co-located journey look like?

Co-location normally follows on from previous intergenerational practice using the experiences learnt from the planning and implementation of projects. It is rare to start by co-locating two generational facilities without any experience of intergenerational practice.

1. Is there any unused available space within your residential care home that would lend itself for conversion or can you provide new buildings to create co-located intergenerational space?
2. Find a community early years' partner/local school with a similar vision and /or a care home/day care setting
3. Hold regular all partner meetings to determine engagement and ensure that there are 'clear vision and sturdy goals' around the understanding of intergenerational practice and how it would work on a practical level.
4. Work out how much it will cost. Co-location does not always mean a new build, it can be converted space which can work equally well. Don't forget to think about the implications that may come from where you site your building and consider access to outdoor playground space which ideally should ideally be accessible for residents.
5. Who is going to pay or where are you going to find the funds? Relocation of threatened services may lead to cost saving or saving of service.
6. Meet with your community and all the stakeholders to address concerns & get them on board with your vision.
7. Engage with regulators including the Care Inspectorate, Planning, Fire Department. etc.
8. Create an intergenerational shared best practice ideal, formulating policies and procedures that reflect this for both the Childcare provider/School and the Care Home.

- 9.** Design the environment, discuss the curriculum & the intergenerational activities that will come out of this. Plan and train staff to ensure a positive transition for all participants.
- 10.** Give thought as to how you will evaluate practice to know that what you are doing meets the curriculum guidance for the children. This will ensure they continue to make progress and the residents continue to grow and learn alongside.

Credit to Starting Young: Lifelong Lessons from Intergenerational Care and Learning, Lorraine George 2017

Challenges of Co-location	
Differences in staff (wages/hours/conditions.	Staff training & registration.
Differences in culture, belief and morals.	Challenges around beliefs, language, child interaction.
Attitudes – parents/elders (may not be keen).	Preconceived ideas – getting people involved.
Building – not fit for purpose/older not purpose built – H & S issues.	Place and spaces need to cater for all age groups.
Potential security/child protection risk.	Higher Education – qualification changes.
Cross generational working may not suit everyone.	As a business it might not appeal to everyone.
Funding/finance relationships – private/ public/community.	Legislation & Regulations – Care Inspectorate.
Staff confidence – dealing with older adults.	Risk assessment.

Considerations for best practice

- Collaborative workers on board with both partner's vision.
- Teachers and staff that are able to work independently in an offsite environment.
- A passion for working with older people along with a commitment for the programme to be truly inclusive.
- A love of children and the joy and innocence that they bring to the setting.
- A whole setting commitment to best intergenerational practice.
- A good working relationship between care home and childcare setting or school with clear expectations.
- An appropriate space for children to be but also spaces across the facility for children to visit and engage with residents.
- Involvement and support from the parents, families and the wider community.
- A strong intergenerational vision.
- Capacity to 'tell the story' (i.e., communication skills) to non-involved people in the community.

Measuring the Impact

Given all the benefits previously outlined, it is important to gather evidence in different ways using simple and easy to use research methods agreed in the planning stage and delivered throughout the life of the project.

Here are some ideas shared from projects on how you can collect evidence:

- Baseline questionnaire.
- Impact questionnaire to evaluate outcomes following each session.
- Observation scales (such as Dr. Shannon Jarrott⁴)
- Activity sheets used to record evidence.
- Residents complete feedback sheet on discharge.
- Next day phone calls to carers for feedback.
- Children forming special friendships with residents and communicating through drawing and artwork; floorbooks are crafted in nursery settings and taken on each visit adding photo's, quotes, observations and drawings which showcase clear visuals of their journey together.
- Twitter, newsletters, photos, comments, children's learning journals.
- Visual aid and a wish.
- Taking an overview of the child over time, start, middle and end of sessions.
- Formal evaluations – spontaneous responses supported.
- Photographs and thank you cards.
- Visual evaluation – thumbs up, down, happy and sad faces.
- The Leuvan Well-Being and Involvement Scales⁵

“He has developed an increased respect for the older generation as well as an increased confidence in communicating with a variety of new adults.”

(Newbyres nursery parent)

“Fantastic innovation. Great to see my mum smiling and getting involved.”

(Newbyres Residents’ family comment)\5

4. Dr Jarrott Observations Scales - www.generationsworkingtogether.org/downloads/5c3df6aeade5f-IG%20Obeservation%20Scales.pdf
5. Leuven Scales for emotional well-being and involvement (developed by the research Centre for Experiential Education at Leuven University http://magicnursery.co.uk/pdf_documents/LevelsofWellbeing.pdf)

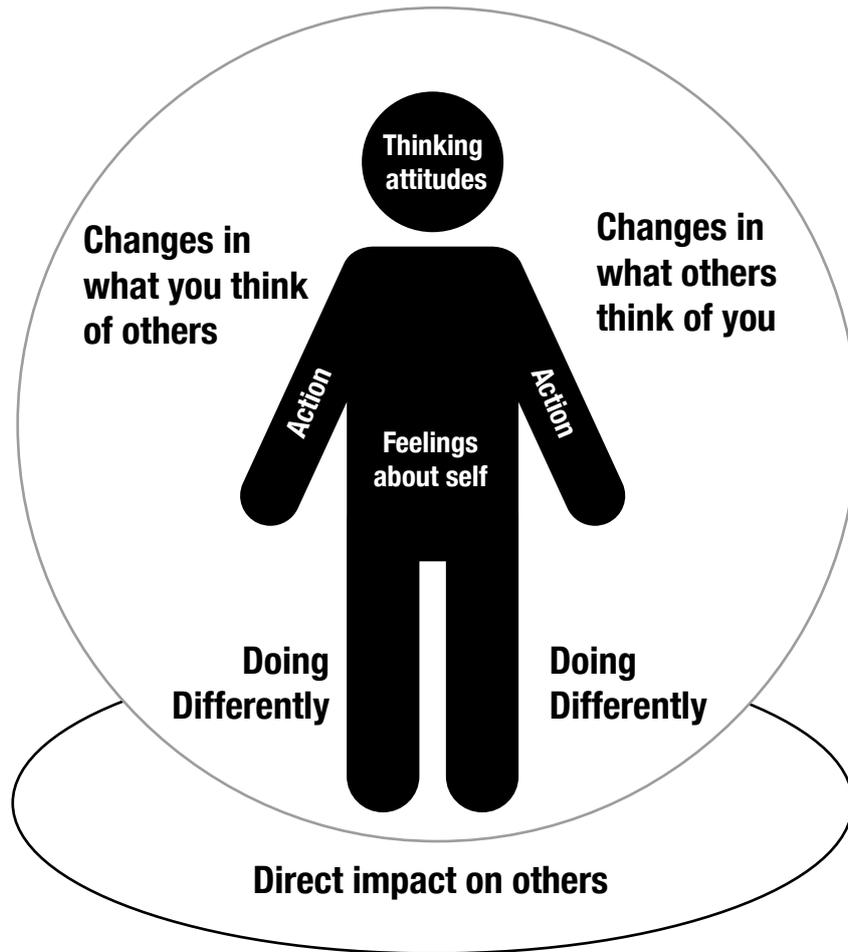
The Leuven Well-Being and Involvement Scales can be used to measure children's well-being and involvement. This tool focuses on two central indicators of quality early years provision, namely children's 'well-being' and 'involvement' and uses a five-point scale to measure and assess the levels within these areas. Be cautious however as some projects have mentioned that there may not be a consistent interpretation from staff.

The body mapping method is a simple and easy to use tool to measure your impact by telling stories through drawing, painting and other art-based techniques to visually represent aspects of your participant's lives, their bodies and the world they live in.

It asks participants to draw a map of a body who are then asked to write words and phrases in their body map about their thoughts, feelings and experiences of the project. As illustrated below specific parts of the body maps were allocated to specific areas that the research wants to address. In an example used by the MOOD project in West Lothian the body map showed how the stomach represented feelings prior to volunteering; the head represented the participants thinking during the volunteering; the arms and legs represented changes in personal actions as a result of the volunteering; the darker shape at the bottom represented the direct impacts the project can have/and had on others; the area outside of the head represents changes in how the participants now see other people and how they see them; and the wider area around the body map represents possible wider impacts. By gathering this kind of information, it is possible to establish the impacts an intergenerational project could have on individuals, on their relations, friends and peers and the wider community as a whole.

Wider Impact

Wider Impact



Wider Impact

Wider Impact

Case Study

Improving outcomes for children and older adults through intergenerational sessions

The Care Inspectorate supports improvement in both early years, older adults and through the national improvement programme Care...

About Physical Activity. A specific piece of work was undertaken with Gargieston Early Childhood Centre (ECC) and local care homes, Springhill and Howard House. The aim of the project was to take the concept of intergenerational practice and make fundamental changes to sessions, ensuring that the relationship building was maximised. Improvements were then sustained and learning shared locally and nationally.

By focussing on two central indicators of quality early years provision: children's 'wellbeing' and 'involvement', ECC staff were able to identify which sessions and activities provided the best opportunities for deep level learning, explore where there were learning opportunities and adopt a Plan, Do, Study, Act approach (PDSA) to test out ideas.

Regular collaboration involving residents, parents and staff to communicate data and plan the next PDSA cycle, considering the impact on both generations, was crucial to achieving the vision for the project.

Key changes which led to improvements for both generations:

- Having a set theme for an activity around tables with an equal ratio of residents to children.
- Utilising resident's skills, experiences and preferences to lead an activity or have a role/purpose, e.g. preparing and handing out snacks and drinks, leading nursery rhymes or a sensory activity.
- Changing environment and activity half way through the session – beginning with an activity around tables then moving to a more physical activity such as balloon and parachute games with residents actively participating.
- Residents visiting the nursery for a session every 3 weeks.

Results demonstrated 80% of the children consistently achieved a score of four out of five or more on both the Leuven wellbeing and involvement scales and resident's physical activity levels significantly increased over time impacting on their overall health and wellbeing. Resident's hand grip strength increased by 12.5% meaning their ability to carry out day to day activities was improved.

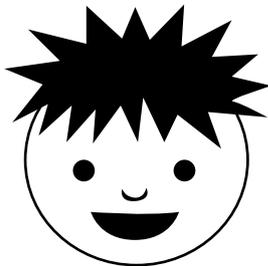
Relationships were formed, perceptions of older adults were changed, and intergenerational practice is now embedded into the culture of Gargieston ECC and both care homes.

Case Study

Examples of children's language and perceptions changing over time:

Describe an older person

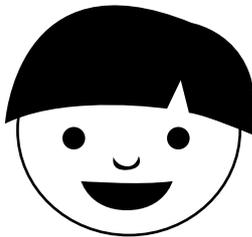
They are too old to walk.



They wear bunnets and smile and laugh.

After five months →

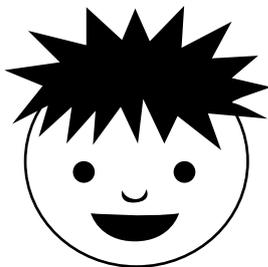
Sometimes they die, they go to heaven.



They have sticks incase they need a bit of help.

What do older people do?

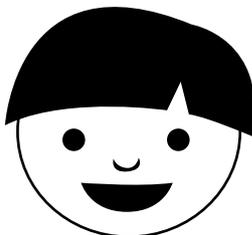
Nothing really.



They know all the nursery rhymes.

After five months →

They sit around.



They help the boys and girls make things and play games.

Improvements have been scaled up and implemented across other services/centres with emerging positive outcomes for all, demonstrating wider implications for building that more cohesive community with greater understanding and respect between generations.

Things to Remember

Data protection

Evaluations, collecting of information and displays from intergenerational activities may include the identification of the participants or their work. When collecting this information there is a need for sensitivity and confidentiality.

Data protection laws across Europe have undergone their first major change for nearly 20 years. The rationale behind the changes is to bring ageing data protection and direct marketing practices up-to-date. For intergenerational projects the primary goal is to ensure that your organisation treats the personal data of participants, partners and staff, with respect building trust between your organisations and participants. The Data Protection Act 2018 is the UK's implementation of the General Data Protection Regulation (GDPR).

Everyone responsible for using personal data has to follow strict rules called 'data protection principles'. These give people specific rights in relation to their personal data and place certain obligations on organisations that use it. Further information can be found at: www.gov.uk/data-protection

Disclosure Scotland

Disclosure Scotland helps employers make safer decisions when they're recruiting people. It also makes sure unsuitable people don't work with vulnerable groups, including children. If an employer wants to hire someone, they can ask Disclosure Scotland for a certificate which gives details of the person's criminal convictions. If the person doesn't have a criminal record, the certificate will make it clear to the employer that they have no convictions.

Disclosure Scotland manages the Protecting Vulnerable Groups Scheme which is a membership scheme for people who work with children or vulnerable adults. Employers can check a member's record at any time to make sure they're still safe to work with these groups. Note: If your organisation is a Qualifying Voluntary Organisation (QVO), you can get PVG applications for free for any volunteers doing regulated work by becoming a registered organisation.

Further information can be found at www.mygov.scot/apply-qvo or www.mygov.scot/pvg-scheme

Remember the legislation is about vulnerable groups including adults in care homes. If in doubt speak to the care home staff who will guide you.

Sustainability

One of the most difficult challenges is how we ensure our projects provide a lasting legacy and continue to develop relationships between the generations and between partnering organisations. It is important to have the conversation about sustainability at the beginning of the project and be able to convince funders of the cost effectiveness of such approaches.

Consider widening your intergenerational partnerships with local businesses for example supermarkets, garden centres, football clubs, housing developments and department stores. They have the potential of providing funding, volunteering support and resources.

“Watching the relationships grow and the impact it has on the children and elderly residents, the staff and extended family members is simply amazing”.

www.generationsworkingtogether.org

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