Implementing Intergenerational Practice

Intergenerational Practice can take many forms, linking together a range of processes that build positive relationships between generations, bringing mutual benefits to all involved. One consequence of this can be improved community cohesion but, as later case studies show, the impact may be much wider. It is useful to see its local implementation as a continuum that tracks the levels of contact with and between participating generations.

<table>
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<th>Level of Contact</th>
<th>Description</th>
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| Low              | Learn about the other age group  
Participants learn about the lives of people in other age groups, though there is no actual contact of any kind. Example: “Learning about Ageing” curriculum in school districts where children learn about older people but never meet an older person. |
|                  | Seeing the other age group but at a distance  
Project participants find out about each other, but there is no actual contact. Examples: Making and exchanging videos, writing letters, sharing artwork with each other. |
|                  | Meeting each other  
There is a meeting of some sort between a group of young people and older people, but the meeting is planned as a one-time only experience. Examples: a group of students visit a nursing home as a one off event; young and old come together for an arts event. |
|                  | Annual or periodic activities  
These meetings occur on an annual or regular basis. They are typically tied to established community events or organisational celebrations. Examples: Intergenerational activities at a school on Grandparents Day; an annual community dance where young people and older people participate. |
|                  | Demonstration projects  
These initiatives involve regular meetings and involve a number of meetings or shared activities. The intergenerational dialogue, sharing and learning can be quite intensive. Examples: A group of younger and older people work together to develop and perform a play; older volunteers coach young people in job skills, interview techniques and work preparation on a ten week programme. |
|                  | Ongoing intergenerational programmes  
These are intergenerational programmes from the previous category that have been deemed to be successful/valuable from the perspective of the participating organisations. These have been integrated into their general activities and gained support to become a sustainable part of the organisations future working practices and approaches. Example: A school-based volunteer programme in which structures are established to train older volunteers, place them in assignments, and provide them with continuing support and recognition on an ongoing basis as an integral part of the school. |
|                  | Intergenerational community settings  
Values of intergenerational interaction are infused into the way community settings are planned and function. Opportunities for meaningful intergenerational engagement are abundant and embedded in social norms and traditions. Examples: a community developed as an intergenerational setting with facilities for children and young people (such as a preschool or an after-school programme); a community park designed to attract and bring together people of all ages and accommodate varied (passive and active) recreational interests. |