+OY

Together Old & Young

A Training Manual For Intergenerational Learning Initiatives

Acknowledgements

This Toolkit has been written by Barbara Röhrborn, Anna Dolecka, Margaret Kernan and Giulia Cortellesi with contributions from the other members of the TOY Project Consortium.

Contents

Glossary of Terms

Care settings for older people
A care setting for older people can be a residential facility or a day centre. Residential care facilities (also known as old people's homes) are long-term care facilities which provide supervision and assistance with daily living, medical and nursing services. Senior citizens centres (also known as adult day centres) offer social, cultural and learning activities on a non-residential basis.

Childcare settings
A childcare setting is an organised service which offers a variety of group care, development and learning opportunities to young children in the years before they attend primary school. Across Europe there are a range of terms used to describe such setting e.g. crèche, kindergarten, nursery, preschool playgroup or children's centre. Sometimes the umbrella term 'early childhood education and care' (ECEC) is used to describe such settings.

Formal learning (settings)
Formal learning is learning that takes place within a frequently graded education system and includes settings such as preprimary, primary schools, secondary schools and third-level educational institutions.

Informal learning (settings)
Informal learning is the lifelong process by which everyone acquires and accumulates knowledge, skills, attitudes and insights from daily life.

Intergenerational learning (IGL)
Intergenerational learning involves different age-groups learning together, from each other and about each other in a range of settings.

Lifelong learning
Lifelong learning refers to learning and training which can occur across a lifetime. The term is also used to reflect the view that everyone should have the opportunity to engage in learning at any time during their life.

Lifewide learning
Lifewide learning highlights learning that can take place across a full range of life experiences and at any stage. It covers a multitude of levels, means and activities. It includes formal, non-formal and informal learning.

Mediators (of IGL practice)
In the context of the TOY project mediators of IGLpractice are typically ECEC practitioners, social care practitioners, teachers, community workers, senior volunteers and parents. Their role is to offer support for both groups as an interpreter across the generations.

Non-formal learning (settings)
Non-formal learning is any organised, systematic, educational activity carried on outside the formal education system. Examples of where non-formal learning takes place include

parent and toddler groups, older people's clubs and youth clubs.

Older person
There is no agreement on what being 'old' is. Definitions differ depending on the policy and cultural context: e.g. retirement age, the age at which one qualifies for state benefits or, life expectancy, etc. The age range of between 60 or 65, roughly equivalent to retirement ages in most developed countries, is said to be the beginning of old age (WHO, 2007). However, as more people live longer healthier lives, perceptions of what is 'old age' are also increasing.

Senior volunteer
In the context of the TOY project, a senior volunteer is an older person (55 years +) who has a specific role and responsibility within an initiative or an activity. The role is undertaken out of interest and there is no remuneration involved.

Senior beneficiary
In the context of the TOY project, a senior beneficiary is defined as an older person (55 years +) who is a participant in an activity as a beneficiary along with children.

Introduction

Background to the TOY Project

TOY or 'Together Old and Young' is about bringing young children, up to 9 years old, together with older people for them to meet, get to know each other, learn and have fun. The TOY Project was supported by the European Commission's Lifelong Learning Programme, Grundtvig, between 2012 and 2014. TOY activities include the following: reviewing the research on intergenerational learning (IGL) between young children and older people; documenting case studies of IGL practice in seven countries; developing and testing tools and resources for IGL initiatives. The experience and knowledge from these activities is reflected in the TOY Toolkit. For further information about the TOY Project and to download other TOY publications visit the project website: www.toyproject.net

Who is the TOY Toolkit For?

The TOY Toolkit is intended for anyone who wants to organise a training workshop about intergenerational learning involving young children and older people - a so-called Together Old and Young or TOY workshop. The Toolkit provides: background information on IGL, guidelines on how to structure and organise a TOY Training Workshop, five modules on IGL, each containing examples of training activities with step-by-step guidelines, hand-outs and additional resource material.

Participants in a TOY workshop are typically those who are interested in setting up an IGL initiative or further developing an existing IGL initiative, which brings together young children (0-8 years) and older people (see glossary for definition of older people). These could include early childhood education and care (ECEC) practitioners, social care practitioners, primary school teachers, or facilitators and lecturers in higher and vocational education. Participants could also be senior volunteers, NGO staff or those working in non-formal learning settings, such as libraries, community or cultural centres.community gardens.

Why is IGL Between Young And Old Important?

The overall goal of IGL, involving young children and older people, is to help build age-friendly communities and improve the health and well-being for all the generations. Through their involvement with young children in IGL practice, older people, whether as senior volunteers or senior beneficiaries, feel more valued having made a contribution to society. The consequences of this involvement include renewed energy and vitality.

Young children also benefit from IGL practice, discovering the various phases of life, overcoming stereotypes and developing a stronger sensitivity towards values and respect. They also learn about local history, storytelling and traditional crafts; they learn to connect with the past.

Both generations gain advantages from having fun together sharing activities. IGL also

has an impact on local communities, fostering social cohesion, solidarity and a more comprehensive and inclusive approach towards learning and development.

All these ideas are summarised in TOY's vision statement.

> **TOY's Vision**
> TOY promotes the bringing of young children and older people together. By sharing experiences groups have fun, learn from each other and develop meaningful relationships. Together Old and Young, builds age-friendly communities.

Running TOY Training Workshops

Building on participant's experiences
TOY Training Workshops harness the experience and knowledge of practitioners and senior volunteers from divergent backgrounds. In so doing, they learn from each other and gain new insights and practical knowledge with respect to IGL. It is also possible to run a TOY workshop with a more homogeneous group (e.g. only practitioners or only volunteers). However, in this situation a 'guest' social care or ECEC practitioner should facilitate at least one of the workshop sessions.

Peer learning is prioritised
The workshop sessions should be informal and interactive. Participants should have opportunities to share and learn from each other in a variety of group situations. Several learning approaches and resources are used including: group work on specific tasks, role play, viewing and discussing video and film material, hands-on practice sessions. The participants are also given the chance to evaluate workshops. Between 12 and 20 participants is considered an ideal group size.

Provide information and get to know participants in advance
Participants should receive, well in advance, a workshop framework document from the organisers detailing venue and what is expected from them. This is also a good time to ask participants about their prior experience of IGL.

Adapt to local contexts and needs
The TOY Toolkit is only intended to be a guide. It will be important for the TOY workshop facilitator to adapt its contents to the strengths, needs and interests of the participants. It is also important to take into account, and build on existing positive examples of IGL in the community where the participants live/or work. The involvement of local individuals or organisations, that have experience in IGL, is recommended when delivering the TOY Workshops.

Structure of the TOY Workshops

The TOY Training Workshops consist of five modules:

1 **Welcome and introduction to TOY workshop**
2 **Young children and older people learning together**
3 **Young and old together: activities that work**
4 **Skills and capacities of IGL mediators**
5 **Organising a successful IGL initiative**
6 **Action Research**

Each module comprises four or five activities including an opening 'energiser' activity and ending with an 'evaluation' activity. Activity descriptions include: activity objectives; a list of material needed; an estimation of how long an activity will take; a step-by-step description of how to implement an activity. Some activity descriptions also suggest follow-up work and links to other actions.

   The TOY workshops have the flexibility to be planned over 2 days, or over three to four separate sessions. Depending on the prior experience and level of knowledge of the participants, it may not be necessary to do all the activities in all five of the modules. Experience from piloting the TOY workshops, during 2014, show that if all five modules are delivered 2 full days or four separate 3 hour sessions are required.

   A general introduction to each Module, then step-by-step guidelines for each activity are provided in Part II of the Toolkit.

   Additional tools and resources relating to IGL involving young children and older people, available online, and can be found in the Appendix.

1 Welcome and Introduction to TOY Workshop

This module introduces participants to the TOY workshop. Priority is given to participants getting to know each other and sharing prior experience of IGL. It is also important to discuss participants' needs and expectations and any concerns or general questions they might have. Module 1 includes activities which challenge images and stereotypes of both young children and older people.

1.1 Creating Your Coat-of-Arms

Description

1 Introduce this activity by reminding adults of their own childhood experiences and eliciting insight into what it is to be a child

2 Explain that participants are being asked to create their own coat-of-arms which reflects who they are, including what they enjoyed as a child and a hobby or interest that they have now.

3 A4 paper, drawing and colouring materials are distributed. Participants are asked to divide the paper into four parts, keeping room on top for writing their name in large letters.

4 In each of four parts they draw:
   ·Something they enjoyed doing as a child
   ·Something they like about children
   ·A hobby or interest they enjoy doing now
   ·Something they would like to do now
   You can draw an example on flipchart or white board.

5 After each participant has finished their coat-of-arms, they each introduce themselves explaining the significance of each of their drawings.

Activity objectives
·Get to know each other.
·Provide participants with an opportunity to reflect on their own childhood interests and what they enjoy now.
·To think about hobbies and interests that can be shared with young children.

Material Needed
Flip chart or white board, A4 paper, crayons, pencils.

Duration
40 minutes

1.2 Expectations and Concerns

Description

1 Facilitator will have, in advance of TOY workshop, sent out background information, including an outline of the modules (1 page summary). Check everyone has received this – and have extra copies to distribute if necessary.

2 Everybody gets two 'post-it' notes in two different colours. On one 'post-it' note participants write their expectations for the workshop, on the other one they write their fears or what they are unsure of.

3 In pairs they discuss what they wrote.

4 Each person sticks his or her 'post-it' note on two flipchart sheets ('expectations''concerns').

5 Looking with the group at their ('expectations') and ('concerns') list, explain which expectations may be met in the workshop, and those which cannot be fulfilled. The facilitator also refers to the concerns, addressing all issues of uncertainty and reassuring participants where possible.

Activity objectives

·Give participants an opportunity to share with the group their expectations and concerns about the TOY workshop.
·Provide the facilitator with an insight into the needs and expectations of the group and make any adjustments necessary to the content and organisation of workshop.

Material Needed

Summary of Workshop Modules on 1 page; 'post-it' notes or cards.

Duration
30 minutes

Possible follow-up and links to other activities
It is important that the facilitator keeps notes of the participants' 'expectations' and 'concerns', as these can be referred to during the course of TOY workshop and in the final workshop evaluation (see Module 5, Activity 5.6 End of Workshop Evaluation).

1.3 Perceptions of Young & Old; A First Glance

Description

1 Introduce the activity by explaining that one reason to promote IGL contact between young children and older people is to help both groups reduce negative stereotypes they may have about each other. Before organising an IGL activity, it is useful for facilitators to reflect on their own expectations of young and old, possible prejudices and stereotypes.

2 Lay all the photos out on the floor or table.

3 Ask the participants to choose a photo of either an older person or a child.

4 Describe what they see, not what they feel (briefly write down their descriptions).

5 Next, participants are asked to note what feelings emerge when they look at the pictures. Again first impressions – reassure them that there is no right or wrong answer.

6 Participants are asked to sit beside someone who has a picture of the other generation. Firstly share their descriptions and reactions to the photograph, and then imagine how that older person would perform an activity with the child.

7 Ask each pair to discuss the possibilities, challenges or difficulties that might arise from such an interaction.

8 Each pair then share the main points of their discussion with the whole group, making sure that the other participants have the opportunity to ask questions and comment. During whole group discussion, the facilitator notes key points for consideration on the flip chart.

9 Facilitator summarises the key learning points of the discussion

An alternative approach for this activity is on next page

Activity objectives

·Give participants an opportunity to reflect on their own perceptions and feelings about capacities of young children and older people to interact and learn together.
· Draw attention both to the possibilities and challenges of IGL practice involving young and old.

Material Needed

Broad selection of photographs, pictures of young children from different backgrounds (girls, boys, babies, toddlers, preschoolers, different ethnic backgrounds) and older people (women, men, more active, less active, different ethnic backgrounds). Photographs mounted on card. Writing paper.

Duration
40 minutes

1.3a Perceptions of Young & Old; A First Glance

Description

1 Introduce the activity by explaining that one reason to promote IGL contact between young children and older people is to help both groups reduce negative stereotypes they may have about each other. Before organising an IGL activity, it is useful for facilitators to reflect on their own expectations of young and old, possible prejudices and stereotypes.

2 (A selection of the) following statements are presented to the group on cards or PowerPoint. Participants are asked to indicate whether they agree, strongly agree, disagree, strongly disagree or are unsure about each of the statements.
   ·Most older people love young children
   ·Most old people are cranky
   ·Young children are very egotistical
   ·Older people like peace and quiet and would be disturbed by the energy and noise created by young children.
   ·Older women are more suitable to do activities with young children than older men
   ·Older people are scary to young children because of their appearance (missing teeth, white hair, wrinkled skin ….)
   ·Young children can only relate to people from their own family
   ·Young children are afraid of older people
   ·Young children are too shy to communicate with strangers
   ·Older people are not interested in younger generations
   ·Older people tend to be critical towards people younger than themselves
   ·Older people do not like starting new relationships
   ·Older people are focused only on themselves
   ·Young children should only spend time with their family

3 For each statement the facilitator invites participants to challenge stereotypes by drawing on specific examples from their own experience with children and older people.

4 For each statement the facilitator also invites participants to discuss how widespread they think this view might be and how it might interfere with setting up IGL initiatives.

Activity objectives

·Give participants an opportunity to reflect on their own perceptions and feelings about capacities of young children and older people to interact and learn together.
· Draw attention both to the possibilities and challenges of IGL practice involving young and old.

Material Needed

Broad selection of photographs, pictures of young children from different backgrounds (girls, boys, babies, toddlers, preschoolers, different ethnic backgrounds) and older people (women, men, more active, less active, different ethnic backgrounds). Photographs mounted on card. Writing paper.

Duration
40 minutes

It is important to refer back to the main points of the discussion at later stages in the TOY workshop, when plans are being developed for activities (see Module 5, Activities 5.2, 5.3, 5.4).

1.4 Why Old & Young Together?

Description

1 Introduce the activity by explaining that a number of different social changes in European countries and worldwide are affecting the lives, relationships and learning opportunities of both older people and young children.

2 Give all participants Handout 1, A growing separation between old and young in Europe which summaries some of these changes.

3 Divide the group into four subgroups. Each group is asked to discuss one of the issues summarised on the Handout 1, guided by following question: 'To what extent is the statement true for the communities you know best?' Provide examples.

4 Each group nominates a spokesperson to feedback the subgroups' views to whole group. Each spokesperson has a turn to share with whole group.

5 Facilitate a group discussion focussing on identifying other important issues which are relevant to the local community which maybe missing from the handout.

6 Give all participants a copy of TOY Vision Statement (Handout 2). This is a belief statement about (re)connecting young children and older people. Explain that TOY Vision and Goals will be discussed in Module 2, Activity 2.4

Activity objectives

•Introduce participants to the broad European social and demographic context that provides the rationale for IGL.
•Identify important aspects in a local context with participants that influences contact between young children and older people.

Material Needed

Handout 2: TOY's Vision Statement, A Growing Separation Between Old and Young in Europe.

Duration

30 minutes

Possible follow-up and links to other activities

Depending on the educational level of participants, they can be referred to additional background reading on the rationale for IGL involving young children and older people, which is contained in the TOY Publication: *The TOY Project Consortium (2013) Together Old & Young: A Review of the Literature on Intergenerational Learning Involving Young Children and Older People, Leiden: The TOY Project.*
www.toyproject.net/#!literature-review/c1sbe

Handout 1 for Activity 1.4

A Growing Seperation Between Old and Young in Europe

Social changes in Europe are affecting the lives, relationships and learning opportunities of both older people and young children.

Although older people are living longer, many are isolated from immediate family members and younger generations because of migration or family breakdown.

Children in Europe are growing up in smaller families and have fewer chances to socialise with different age groups. Young children are also playing outdoors less which limits their opportunities to meet older people.

The growing separation of the generations into 'same-age' institutions and spaces such as preschools and retirement homes means that young children and older adults may miss out on opportunities for mutual interaction, understanding and learning.

However, while young children and older adults are less likely to meet and socialise in community settings, the connections between grandparents and grandchildren may be stronger now than it was a few decades ago.

The research reviewed in the TOY Project highlights the central role of grandparents in giving love and security, providing care and sharing family values and history. Also, grandparents are an important resource not only for their own grandchildren but also for other children.

Sources
•The TOY Project Consortium (2013) Intergenerational Learning Involving Young Children and Older People, Research Summary, Leiden: The TOY Project, http://www.toyproject.net/#!research-summary/c1o98
•The TOY Project Consortium (2013) Together Old & Young: A Review of the Literature on Intergenerational Learning Involving Young Children and Older People, Leiden: The TOY Project, http://www.toyproject.net/#!literature-review/c1sbe

Handout 2 for Acitivity 1.4 and 2.4

TOY's Vision Statement

TOY promotes the bringing together of young children and older people. By sharing experiences groups have fun, learn from each other and develop meaningful relationships. Together Old and Young, builds age-friendly communities.

1.5 Balloon: End of Module Evaluation

Description
1 On flipchart, draw a hot-air balloon made up of three parts:
·gas bag (the top of the balloon)
·basket
·weights

2 Ask participants to write on three 'post-it' notes:
·what I have enjoyed during the workshop so far
·what did I experience (and/or) learn
·what might be difficult for me in further activities

3 Afterwards participants stick their 'post-it' notes on the appropriate place on the drawing:
·gas bag (the top of the balloon)—what I enjoyed during the workshop
·basket—what did I experience, learn, what will I take with me
·weights—what might be difficult for me in further activities

4 Summarise the content presented by participants

Activity objectives
·Give participants an opportunity to reflect on their own experiences and learn from the activities in Module 1.

Material Needed
'Post-it' notes' notes; flipchart; pen.

Duration
30 minutes

2 Young Children And Older People Learning Together

The focus of this module is learning and developing processes through the lifespan and the link between these and the kinds of activities that are appropriate to bringing together older people and young children in meaningful ways. This module also introduces the TOY Goals.

2.1 Pattern drawing (Energiser activity)

Description

1 One of the participants has a print which the others cannot see. The person holding the print describes what they can see while the others draw what they hear described. They cannot ask any questions. After their drawings are complete – they should compare them with original.

2 The same person holds a second print that the others cannot see. They then describe what they can see while the others draw it; this time they are able to ask questions which the person with the print can answer.

3 Discussion in the group: what makes communication easier? What makes it more difficult?

Activity objectives
·For the participants to see what obstacles may occur while they communicate

Material Needed
Paper, pen (pencil) for each participant; two prints of a simple drawing (pattern)

Duration
30 minutes

2.2 Development and Learning Across the Lifespan: Connections Between Young and Old

Description

1 Introduce the activity by explaining that learning and development continue throughout life. In each phase of development it is possible to identify specific needs, interests or important developmental tasks (see background information in Handout 3, for Activity 2.2).

2 Divide the group into 6 subgroups each representing main TOY focus ages:

- Babies and toddlers: aged 0–3
- Preschool children aged 3–6
- Children aged 6–8
- Older people aged 55–64
- Older people aged 65–74
- Older people aged 75+

Each group brainstorms on 1. Key developmental tasks – what do they need to learn in order to thrive? 2. Characteristics of learning and behaviour – how do they typically learn? One person per group is appointed to feedback to the whole group.

3 Feedback to the whole group.

4 In discussions it is important for the facilitator to refer to following issues, if they don't arise naturally:

- Life is characterised by life-marker events and developmental tasks – development is influenced by variables that are different for each person.
- There is variability in attainments within each age group – this variability is even greater in older age. Older adults are more different from one another than younger adults or children. In other words: age is a poor indicator of an individual's competence.

5 The facilitator then explores, with the group, the potential linkages between learning and development for young children and older people and kinds of activities meet the needs of both groups. Participants should be encouraged to offer

Activity objectives

- Explore with participants developmental tasks, needs and interests of people of different ages with a particular focus on young children (0-8 years old) and older people (55 +).
- Identify learning opportunities which connect young children and older people.

Material Needed

Handout 3: Background Notes on Lifespan Development and Changing Perceptions of Old Age 6 flipchart sheets and markers Photos (on PowerPoint slides) illustrating joint learning activities between young children and older people which show social interaction between generations; multi-sensory learning; older people as guardians of knowledge

Duration

50 minutes

2.2 Development and Learning Across the Lifespan: Connections Between Young and Old

Description (continued)
examples from own experience.

Use photos on PowerPoint (or on posters) to visually illustrate the following issues: (based on findings TOY Research and Case Studies)

·Most opportunities are joint activities which involve a strong component of social interaction. Older people have time to listen, give calm attention to young children i.e. sharing books, telling stories, sharing jokes, humour and simple games. BUT these are more meaningful and enjoyable if both groups have had time to build a relationship –it is a two–way interaction.
·Multi-sensory learning: touching, tasting, smelling, hearing. Senses evoke everyday memories from the past for older people. Young children also learn by engaging all the senses.
·Older people feel valued as guardians of knowledge, passing on cultural heritage and skills to younger generations.

In closing this activity it is important to refer to Module 3:
6 Activities that Work, which will go into much greater detail on exploring different kinds of IGL activities.

Activity objectives
·Explore with participants developmental tasks, needs and interests of people of different ages with a particular focus on young children (0-8 years old) and older people (55 +).
·Identify learning opportunities which connect young children and older people.

Material Needed
6 flipchart sheets and markers
Photos (on PowerPoint slides) illustrating joint learning activities between young children and older people which show social interaction between generations; multi-sensory learning; older people as guardians of knowledge

Duration
50 minutes

Handout 3 for Activity 2.2

Background Notes on Lifespan Development and Changing Perceptions of Old Age

If we think about human development: we are referring to growth and change in behaviour over time. Our whole life is characterised by life-marker events and developmental tasks. Development is influenced by variables that are different for each person (family background, educational level of parents, inherited features etc.). Typically developmental tasks are categorised in developmental domains: physical, cognitive (including language), social, emotional and spiritual. There is variability of attainment in these developmental domains within each age group –this variability is even greater in older age. Older adults are more different from one another, than younger adults or children.

If we think about child development specifically, we tend to think about growth and change in positive terms. It is about gains. However, in thinking about developmental domains across a lifespan – including into old age – we tend to think in terms of loss, functional decline, loss of abilities and a slowing down.

In the 21st century we are beginning to see a much more positive attitude to development in later adulthood, older age and very older age. The focus of attention is on: positive ageing, maximising gains and minimising losses. A lot of policy-focus attention is being directed to how we support people in advanced old age, recognising that people in the 'oldest-old' category can and do continue to participate meaningfully in their families, communities and society.

2.3 The Language of Intergenerationality

Description

1 Divide the whole group into small groups of three people each. Each group is given a set of cards of intergenerational terms with definitions.

2 Groups have to arrange the cards in their matched pairs.

3 Once complete each group should sort definitions according to the terms they are most familiar with and least familiar with and choose one of the 'new' terms to explain to whole group.

4 Each group is given a turn to explain a term to the whole group.

The templates for the cards are on the following pages

Activity objectives

·Participants should become familiar with the terminology and definitions associated with intergenerationality.

Material Needed

At least four sets of paired cards based on the TOY glossary – each pair of cards representing a term and its associated definition or explanation.

Duration

30 minutes

Care setting for older people	A _____can be a residential facility or a day centre. Residential care facilities (also known as old people's homes) are long-term care facilities which provide supervision and assistance in activities of daily living with medical and nursing services when required. Senior citizen centres (also known as Adult Day Centres) are settings offering social, cultural and learning activities on a daily basis (ECEC) is used to describe such settings.
Childcare setting	A _____ is an organised service which offers various types of group care, development and learning opportunities to young children in the years before they attend primary school. Across Europe there are a range of terms used to describe such setting e.g. crèche, kindergarten, nursery, preschool playgroup or children's centre. Sometimes the umbrella term early childhood education and care (ECEC) is used to describe such settings.
Formal learning (settings)	_____ is learning that takes place within the institutionalised and chronically graded education system and includes settings such as preprimary and primary schools, secondary schools and third level educational institutions.

Informal learning (settings)

The lifelong process by which everyone acquires and accumulates knowledge, skills, attitudes and insights from daily experience and encounters in social and physical environments at home, at work, at play and in the community.

Intergenerational (IGL) learning

_____ involves different age groups learning together, learning from each other and learning about each other in a range of settings.

Lifelong learning across a lifetime

_____ refers to learning and training which can occur across the lifespan. The term is also used to reflect the view that everyone should have the opportunity to engage in learning at any time during their life.

Lifewide learning	_____ highlights that learning can take place across the full range of life experiences at any stage in life. It covers a multitude of levels, means and activities. It includes formal, non-formal and informal learning.
Mediators (of IGL practice)	In the context of the TOY project _____ are typically ECEC practitioners, social care practitioners, teachers, community workers, senior volunteers and parents. Their role includes supporting interaction and being a bridge and interpreter between generations.
Non-formal learning (settings)	_____ is any organised, systematic, educational activity carried out beyond the formal education system. Examples of non-formal learning environments (settings) include parent and toddler groups; older people's clubs and youth clubs.

Older person

There is no agreement on what being 'old' is. Definitions differ depending on the policy and cultural context: e.g. retirement age, age at which one qualifies for state benefits or life expectancy etc. "The age of 60 or 65, roughly equivalent to retirement ages in most developed countries, is said to be the beginning of old age" (WHO, 2007). However, as more people live longer healthier lives, perceptions of what is 'old age' are also changing.

Senior volunteer

In the context of the TOY project, a _____ is an older person (55 years +) who has a specific role and responsibility within an initiative or activity. The role is undertaken out of interest and no remuneration is involved.

Senior beneficiary

In the context of the TOY project, a _____ is defined as an older person (55 years +) who is a participant in an activity as a beneficiary along with children.

2.4 From Vision to Practice: TOY Goals

Description

1 Ask the participants to pick out what they consider to be the key words and messages from TOY Vision (have copies of TOY Vision to hand for all participants).

2 Give 2 or 3 participants time to share their views on key messages and ask why they think they are important.

3 Explain that to make TOY Vision more concrete it was important to identify specific goals for IGL between young and old. TOY Goals were developed based on analysis of case studies of IGL involving young and old from all over Europe.

4 Divide the whole group into 5 subgroups. Give each group the text of one TOY Goal. Ask them to create a 3 minute role play to enact the key message of the goal. They can use any props available to them in the training room.

5 Each group performs role play in turn. The 'audience' are given handouts with all TOY Goals and have to 'guess' which goal is being enacted.

6 As a conclusion to this activity it is important for the facilitator to point out that the Goals are interlinked and that in some IGL activities, some Goals, may be given more emphasis than others.

Activity objectives

·Introduce TOY Goals to participants
·That the participants will be able to apply TOY Goals to practice examples from their own experience

Material Needed

Handout 2: TOY Vision on poster or individual handouts . Handout 4: Copies of TOY Goals, TOY Case studies (available from TOY web-site, http://www.toyproject. net/#!action-research/c17gw)

Duration

45 minutes

Possible follow-up and links to other activities

The TOY website contains 21 case studies of IGL from seven European countries. As a follow-up activity participants are asked to read one of the case studies and identify which TOY Goal is most relevant to that case study (http://www.toyproject. net/#!action-research/c17gw)

Handout 4 for Activity 2.4
TOY Goals

TOY overarching Goal
Improving the health and wellbeing of all generations and building age friendly communities.

TOY Goals:

1. **Building and sustaining relationships**
Intergenerational practice can enrich relationships generally and counteract negative stereotypes and the isolation of older people. One of the best ways to build relationships involving younger children is through shared activities. Through interaction with each other both generations can learn about the others' world; stereotypes about age, gender and culture can be challenged. Given that many age groups, including parents and professionals in their 20s, 30s or 40s are actively involved in IGL involving young children it is important to underline that many generations can be involved and benefit from learning together.

2. **Enhancing social cohesion in the community**
Innovative intergenerational practice can be observed where different age groups and sectors use the same location and collaborate in a range of social and learning activities (such as a child care centre and an old people's home being located in the same premises). IGL activities are also an opportunity to address the impact of migration on social cohesion for example, by increasing senior volunteer's understanding of the lives of migrant families through home visits and reading stories; when the senior volunteers hear from migrant children about their home lives; as a volunteer in a library or working with predominantly migrant children from play-centres.

3. **Facilitating older people as guardians of knowledge**
Older people's roles as guardians of knowledge, traditions and skills are central in a learning society. Older people are a vital link with history and cultural heritage and give children a sense of identity and perspective. Examples include older people documenting stories or local legends to pass on to children, sharing experiences of play and living in a locality both in the past and now. Older people can also teach skills and share their hobbies such as cooking, gardening or handcrafts. IGL also provides children with the opportunity to learn norms and values of behaviour from older people and how to interact with their elders.

4. **Recognising the roles of grandparents in young children's lives**
Grandparents play a central part in the nurture and socialisation of their grandchildren. Grandparents' role as listener, storyteller, achieve of a family

history is seen as complementary to the role of parents. This can be particularly significant when a parent is absent or unavailable for long periods of time due to family breakdown, illness or migration. Grandparents or grandparent figures (social grandparents) also have an important role in terms of affective relationships they have with young children, bringing structure, and offering time and calm attention to young children. Older people who are grandparents or function as social grandparents are central to many intergenerational programs in preschools, kindergartens and schools.

5. **Enriching the learning processes of both children and older adults**
In IGL understandings of learning are broadened to include contributions from both young children and older people. Through their interactions and relationships, young children and older people can be co-creators of knowledge and can become capable of leading and sustaining social relationships of learning. IGL offers a more innovative approach to learning for children where they actively engage with older people in meaningful exchanges. For older people it puts into practice the idea of education as an enterprise for life. This can be an empowering experience. An important aspect of intergenerational learning is the opportunity for fun and enjoyment when teaching and learning roles are more open. This can happen in exchange visits and joint art, music, dance and gardening activities involving young children with older people, including those in old people's homes.

2.5 Positive and negative

Description

1 Each participant receives four 'post-it' notes.

2 Participants are asked to finish the sentence "From this module I will remember"…and write on the 'post-it' notes. Ask participants to write three positive comments and one constructive criticism.

3 When participants are ready, they stick the notes on the flipchart sheet.

4 Discuss the results of activity.

Possible follow-up and links to other activities
Important to refer back to participants experiences of Module 2 at the beginning of Module 3, making any adjustments necessary for the remainder of the TOY workshops.

Activity objectives
· Give participants an opportunity to reflect on their learning in the activities of Module 2.

Material Needed
'Post-it' notes, flipchart sheet with sentence "From this module I will remember…"

Duration
15 minutes

3 Young And Old Together: Activities that Work

This is envisaged as a very practical session which focuses on good practice examples within the broad areas of arts, culture, creativity, nature and outdoor learning (though not exclusively). It is recommended to draw on the experiences and expertise of the participants themselves, using film, photos, and video. Consider facilitating this session within a setting where IGL activities take place or inviting someone who has experience in organising IGL activities involving young children and older people as a guest facilitator.

3.1 Shake On It

Description

1 Walk around participants with a bag/bowl with slips of paper with written greetings.

2 Ask participants to draw a slip of paper with a greeting.

3 After they familiarise themselves with their greeting, ask the group to stand up and greet everybody in the room. The greetings can be accompanied by a handshake, bow, wave, kiss as appropriate.

Activity objectives

· To become familiar with different ways of greeting and saying 'hello'.

Material Needed

Greetings in different languages written on papers (grammatically and phonetically). A bag/bowl for the papers.

Duration

5 minutes

3.2 Presentation of IGL initiatives

This activity may be replaced by a guest speaker who presents his/her own experience.

Description

1 Prepare a presentation on PowerPoint introducing two or three IGL practices. The presentation should include video and photo materials, possibly quotes and references. (Material available from TOY Website as a resource see http://www.toyproject.net)

2 Show the PowerPoint to the workshop participants, point out similarities and differences, highlight the relevance of each context and possible ways to develop developing IGL initiative.

3 Questions and answer session content of PowerPoint

Possible follow-up and links to other activities
This activity has been designed to prepare participants for Activity 3.3

Activity objectives

· To present examples of IGL initiatives involving young children and older people
· To provide inputs for discussion among participants
·To inspire participants

Material Needed
PowerPoint presentation, posters or film

Duration
30 minutes

3.3 Analysing and understanding IGL initiatives

Description

1. Divide participants into groups (3-4 people) and asks them to analyse one of the initiatives presented in the previous activity using Handout 5 (Analysis of IGL Initiatives).

2. Group work for 20 minutes during which participants reflect on conditions that need to be fulfilled in order to have successful and satisfying IGL initiative from the perspective of:
   – children involved
   – older people involved
   – local community.

3. Groups report back in plenary and try to highlight success factors of each initiative.

4. Sum up the discussion by writing down necessary conditions on the flipchart.

N.B: during this activity, it is important to point out that flexibility, focus on processes not products, referring to personal experiences, competences and knowledge are crucial factors for an IGL initiative

Activity objectives

· To support participants in in-depth an analysis of an IGL activity.
· To give participants an opportunity to practice using tools to analyse IGL activity.

Material Needed

Flipchart sheets, markers, Handout 5: Analysis of IGL initiatives

Duration

40 minutes

Handout 5 for Activity 3.3
Analysis of IGL initiatives

The initiative in question takes place in:
☐ formal setting (daycare centre, older people's home, school, etc.)
☐ non-formal or informal setting (community centre, neighbourhood, park, library, etc.)

The initiative has been initiated by:
☐ citizens
☐ institutions

Thematic area:
☐ Arts, culture and creativity
☐ Nature and outdoor learning

Have children, older people and the community been involved in the planning? ☐ yes ☐ no

If yes, who and how?
_____
_____
_____
_____

What was the role of mediators?
_____
_____
_____
_____

Which skills and capacities are needed to implement this initiative?
_____
_____
_____
_____

Innovative and original aspects:
_____
_____
_____
_____

Analysis of IGL initiatives

Success factors:

_____
_____
_____
_____

Potential risks and challenges:

_____
_____
_____
_____

3.4 Strengths and weaknesses of IGL Activities

Description

1 Distribute 'post-it' notes of two different colours to participants.

   Referring back to IGL activities analysed in Activity 3.2 and 3.3 ask participants to work in pairs: each pair has to list 1

2 to 5 factors contributing to the success of an IGL initiative ("strengths", to be listed on 'post-it' notes in colour 1) and to list 1 to 5 factors which could negatively an IGL initiative ("weaknesses", to be listed on 'post-it' notes in colour 2). Participants work in pairs for 20 minutes;

   Ask participants to stick the 'post-it' notes on a flipchart paper

3 (previously divided in two columns, one for strengths and one for weaknesses).

4 Categorise the 'post-it' notes on the flipchart according to similarities, differences, themes, etc. (e.g. distinction between emotional / relational factors and logistic / financial factors), drawing some reflections and leading a discussion with participants.

Activity objectives

· To recognise and discuss which strengths and weaknesses could enhance or affect the success of an IGL initiative

Material Needed

'Post-it' notes (two different colours), flipchart

Duration

40 minutes

3.5 Resources in our community

Description

1 Distribute 'post-it' notes of two different colours to participants.

2 Referring back to IGL activities analysed in Activity 3.2 and 3.3 ask participants to work in pairs: each pair has to list 1 to 5 factors contributing to the success of an IGL initiative ("strengths", to be listed on 'post-it' notes in colour 1) and to list 1 to 5 factors which could negatively an IGL initiative ("weaknesses", to be listed on 'post-it' notes in colour 2). Participants work in pairs for 20 minutes;

3 Ask participants to stick the 'post-it' notes on a flipchart paper (previously divided in two columns, one for strengths and one for weaknesses).

4 Categorise the 'post-it' notes on the flipchart according to similarities, differences, themes, etc. (e.g. distinction between emotional / relational factors and logistic / financial factors), drawing some reflections and leading a discussion with participants.

Possible follow-up and links to other activities
Action plans developed in this activity can feed into Module 5, Activity 5.3

Activity objectives

· To recognise and discuss which strengths and weaknesses could enhance or affect the success of an IGL initiative.

Material Needed

'Post-it' notes (two different colours), flipchart

Duration

40 minutes

3.6 Beans: End of Module Evaluation

Description

1 Put 5 cups on a table, and label them: very bad, bad, medium, good, very good.

2 Invite participants to put a bean in the cup corresponding to what they think about the session in general.

3 Summarise the results of activity.

Possible follow-up and links to other activities
Action plans developed in this activity can feed into Module 5, Activity 5.3

Activity objectives
• To give participants an opportunity to reflect on their own experience and learning achievements from Module 3 activities.

Material Needed
Dry beans (or other kind of small grain); 5 plastic cups, labels: very bad, bad, medium, good, very good.

Duration
1 minute

4

Skills and Capacities of IGL Mediators

Module 4 focuses on the skills and capacities of those operating as mediators between young and old (including senior volunteers). It will include issues such as safety and child protection as well as relationships and interactions, knowing when to step back/intervene, involving children and older people in planning and evaluation, and working with other professionals. (You need to choose what is most relevant for your context). Attention in this module should also be given to dealing with difficult situations.

4.1   I am good at... (Energiser activity)

Description

1 Divide participants in to pairs.

2 Each pair has 5-7 minutes to interview each other on personal interests and skills.

3 Each participant presents the other person's skills and interests to the group.

Activity objectives

To give participants an opportunity to interview each other about their own interests and skills.

Material Needed

Duration

20 minutes

4.1 Communication across generations

Description

1 With all participants sitting together as one large group, introduce the activity by saying a few words about slang words. Perhaps share one or two of your favorite slang words.

2 Then ask participants to give slang words for 'wonderful.' Note how people from different generations tend to use different slang words.

3 Begin creating a 'slang chart'. Write 'slang chart' on top of a whiteboard or poster paper, list several topics on the left side followed by blanks for the participants to fill in additional topics, and, depending on age of participants, make categories for age-groups (e.g., children, young people, young adults, and older adults). See handout.

4 Debriefing. Ask the group to look at the chart and reflect on the main difference and potential misunderstanding between generations. Invite them to put themselves in the role of an IGL mediator who has a conversation with young and old, involve one or more of the words mentioned in the chart. What can go wrong in the communication flow? What misunderstandings are most likely to occur?

5 Close the activity by explaining that language is only one of the factors that influence communication. Present participants with the following list on the flipchart and ask them to give one example for each of the listed impediments to effective communication:
- denial of feelings
- philosophical answers
- advice
- questions
- putting somebody down
- lack of interest/poor listening skills
- negative approach to the other person
- wrong place or time for the conversation
- ...

Activity objectives

· To identify communication styles and skills, in relation to age group and context.
· To heighten awareness of how our written and spoken language has changed over the past half century
· To facilitate effective intergenerational communication.

Material Needed

Flipchart sheets, markers, Handout 6: Slang Chart, 'slang chart'

Duration

40 minutes

Handout 6 for Activity 4.2

Slang Chart (can be adapted to local context)

Word	Children	Young People	Adults	Older People
Good/Nice				
Drink				
Food				
Cuddle				
Goodbye				

Word	Children	Young People	Adults	Older People
Friend				
Talk				
Play				
Problems				

4.3 Skills and conditions for IGL

Description

1 Distribute Handout 7 among participants and then divide the group in pairs.

2 Ask each participant to read the handout and discuss in pairs: a. Whether they agree with the skills as presented b. If there are important skills and capacities missing in the handout.

3 Ask each pair to share their opinions with the larger group and write on the flipchart the main points of the discussion.

4 Ask the group whether the presented skills and capacities are already available among participants and, if not, what kind of training/capacity building/actions they can envisage to fill the gap.

Possible follow-up and links to other activities
Link with Activity 4.1 'I am good at' and Activity 3.3, 'Analysing and understanding IGL initiatives'.

Activity objectives
· To give participants an opportunity to discuss and analyse the skills of IGL mediators.
· To give participants an opportunity to identify their own skills and capacities in relation to IGL.
· To give participants an opportunity to assess their own capacity building needs.

Material Needed
Handout 7: What are necessary skills and conditions for IGL?, flipchart, markers

Duration
30 minutes

Handout 7 for Activity 4.3

What are necessary skills and conditions for IGL?

The following skills and conditions are necessary if IGL is to be effective:

· **Facilitators' skills and behaviour - being open and communicative**
Leaders, coordinators, practitioners and senior volunteers need to be committed to IGL practice and be open to innovative learning. A flexible, playful and non-judgmental attitude is also helpful.
Mediators, such as, ECEC or social care practitioners, teachers, senior volunteers, and parents need to be the **bridge and the translators between the generations.**

· **Planning**
Good **planning and preparation** is also important. This entails **planning and reflecting on relational aspects of IGL practice, as well as planning logistical issues such as schedules and timetables and ensuring that there are enough materials and resources. It is also important to** talk with both age groups about what to expect from the other age-group or to reflect on the experience and learning.

· **Collaborative work**
Knowledge regarding the learning needs of different age groups and professional practice can be **gained by collaborative work and sharing information and expertise between organisations and individuals.**
It is important that the abilities, competencies, knowledge and skills the practitioners and senior volunteers have gained in their professional and private life are recognised and integrated into the IGL initiatives as appropriate. Experience from the piloting of TOY workshops demonstrates that participants' value, above everything, the opportunity to exchange information and learn from each other's experiences.

· **Evaluation**
It is important to **evaluate IGL initiatives against clear goals and objectives and consult both young children and older people in the design and evaluation of IGL practice.**

· **Promotion of participation of both men and women in IGL.**
Whilst not a necessary condition for IGL to take place, it is important to remember that young children benefit from the involvement of both men and women in their lives and this includes grandfathers and social 'grandfathers'.
Barriers for **men's participation as senior volunteers** needs to be challenged.

4.4 Child and older person's protection

NOTE: *It will be important for the facilitator (of the TOY workshop) to be aware of the relevant legislation, protocols and practices with regard to child and older person's protection, basic child safety and child abuse and abuse of older people.*

Description

1 Present summary of local child protection legislation and guidelines.

2 Distribute Handout 8 among participants and then divide them in subgroups of 3-4 people.

3 Present the handout and explain that every group has 20 minutes to fill in the table.

4 Ask each group to share their opinion in plenary sessions and write on the flipchart the main point of discussion
Prompt questions: What aspects of IGL activity protect children and older people and which put them at risk of abuse?

Activity objectives

· To make participants aware of local legislation and protocols with respect to protection (children and older people).
· To support participants reflect on the implications of principles and practices of protection in relation to IGL practice.

Material Needed

Handout 8 Child and Older Person's Protection Checklist, pens, flipchart, markers.

Duration

40 minutes

Handout 8 for Activity 4.4

Child and Older Person Protection Checklist

Checklist

1 What kinds of dangerous behaviour that could hurt young children or older people might arise in context of IGL activity?

2 What impact could this have on children or older people?

3 What do adults (mediators) working with children and/or older people need to do to ensure that children (and older people) are protected from harm while they are involved in an IGL activity?

4 What are the relevant laws and procedures in your context that help to protect children or older people in ECEC settings and in care settings for older people and in general?

4.5 Table: End of Module Evaluation

Description

1 Distribute the table below to every participant.

2 After filling it in individually, participants discuss the points most important for them in pairs.

3 Summarise the results of discussion.

Activity objectives

· To give participants opportunity to reflect on their own experience and learning in activities from Module 4.

Material Needed

Printed Handout 9 Evaluation Table for each participant, pens

Duration

30 minutes

Handout 9 for Activity 4.5
Evaluation Table

1 What did I do today?

2 What did I learn from it?
- What knowledge did I gain?
-What skills did I develop?
-What skills would I like to further develop?

3 How do I feel about it?

**4** How can I apply it?
- I will more often…
- I will less often…
- I will start with…

5 Organising a Successful IGL Initiative

The final module is designed as an integrating module whereby participants discuss the various steps that are required in organising successful IGL initiatives. This is a good opportunity to link the issues that have been discussed throughout the workshop sessions to the pilot projects. Who are the participants? What needs to be planned? What are the objectives? What resources will be used? How will challenges be managed? How will the initiative be monitored and evaluated? Time needs to be set aside in this module to evaluate the whole TOY Training Workshop with the participants.
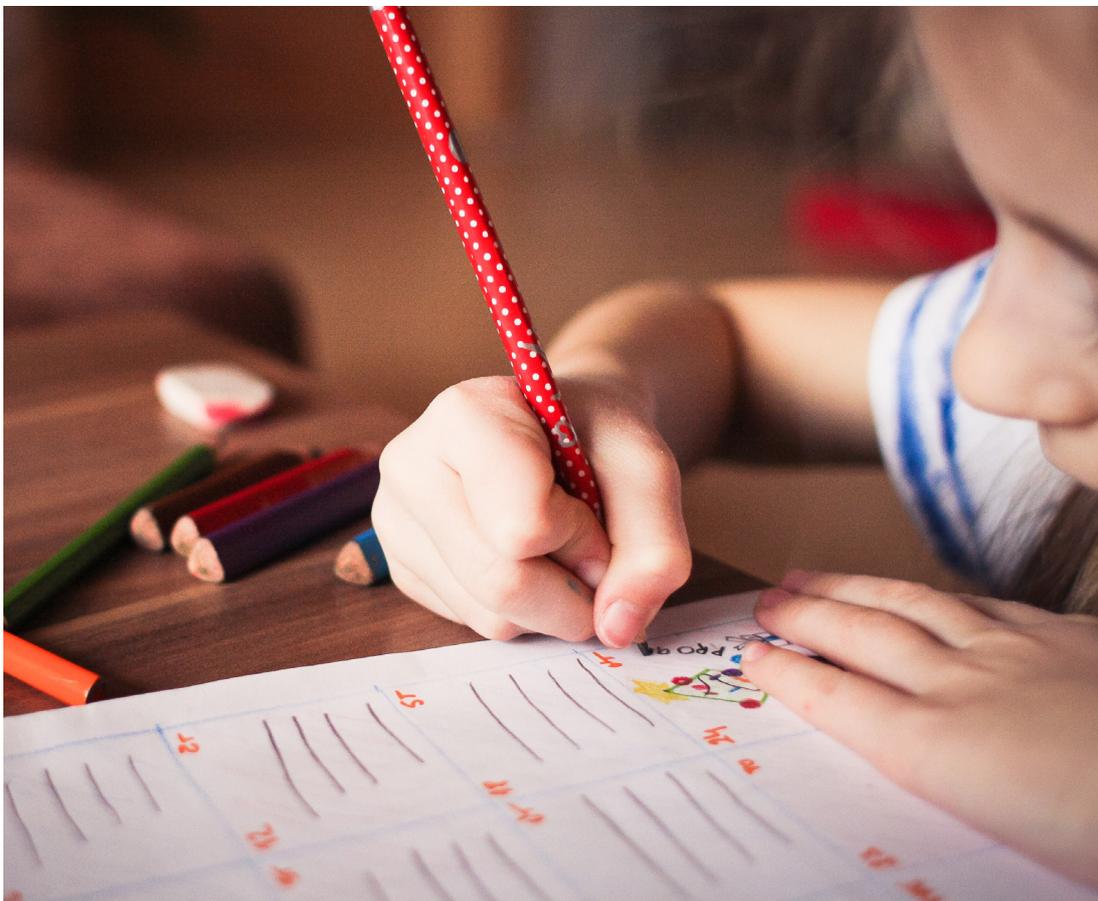
5.1 Symbols (Energiser activity)

Description

1 Distribute to every participant a piece of paper and pens.

2 Ask each person to draw something that he or she would like to treat as their symbol.

3 In pairs people talk about each other's drawings (5 minutes).

4 People from the pairs present each other's symbols to the group.

Activity objectives

· To give participants an opportunity to individualise their message or vision for themselves.

Material Needed

Paper, pens

Duration

40 minutes

5.2 Bank of ideas for IGL activities

Description

1 Review with participants their key learning in TOY workshop so far:
What are the most important things you have learned about organising an IGL initiative?

2 Building on this, ask participants to share their ideas (no matter how rough) for IGL initiatives focusing on content, process and final products in areas such as crafts, story-telling, cooking, gardening and dancing…

3 Write down on the flipchart the outline of every idea.

4 Ask the group to read the proposed ideas on the flipchart and to select 4 of them for the following activity (5.3)

Possible follow-up and links to other activities
Preparation for Activity 5.3, IGL work in progress

Activity objectives

· To give participants and opportunity to review key learning in TOY workshop to date.
· To brainstorm ideas for IGL initiatives.

Material Needed

Flipchart, markers

Duration

30 minutes

5.3 IGL work in progress

Description

1 Divide participants in 4 groups composed of 3–4 people each.

2 Ask each group to choose one of the ideas selected at the end of the previous activity (5.2)

3 Ask each group to work on the development of the chosen idea based on the questions listed in the handout (60 minutes).

4 Ask each group to present the results of their work to the others.

Possible follow-up and links to other activities
Link with Activity 1.4, 2.4, 3.2, 3.3, 3.4, 3.5, 4.2, 4.3

Activity objectives
Plan step-by-step each action that needs to be completed during IGL work.

Material Needed
Flipchart, markers, Handout 10 'IGL Work in Progress'

Duration
90 minutes

IGL work in progress

What are the aims of the initiative?

_____
_____
_____
_____

What are the intended outcomes of the initiative?

_____
_____
_____
_____

Where is the initiative going to take place?

_____
_____
_____
_____

Does the initiative respond to any need/desire expressed by children, older people, families, institutions?   yes ☐   no ☐
If yes, which need/desire?

_____
_____
_____
_____

Who shall we invite to take part in the initiative?

_____
_____
_____
_____

How do we approach those (children, older people) who we want to take part in the initiative?

_____
_____
_____
_____

How do we ensure the protection of both children and older people in the initiative?

_____
_____

IGL work in progress

_____

How are we going to involve them in the planning?

_____
_____
_____
_____

What material resources will be needed (facilities, materials, knowledge, human resources and budget?

_____
_____
_____
_____

To what extent should activities be structured? What structure is needed?

_____
_____
_____
_____

What can be the rough schedule?

_____
_____
_____
_____

Who shall we contact? (individuals, institutions)

_____
_____
_____

What kind of problems might occur? What are possible ways to solve them? When might you decide to cancel/change an activity?

_____
_____
_____
_____

How do we plan to involve children, older people and families in the evaluation of the initiative?

_____
_____
_____
_____

Is the initiative sustainable?   yes ☐   no ☐
If yes, how?

_____
_____
_____

5.4 Participatory evaluation of IGL initiatives

Description

1 Prepare a PowerPoint presentation with the main principles of participatory evaluation based on Handout "Participatory evaluation of IGL initiatives"

2 Ask participants what their experience is (if any) with participatory evaluation

3 Open discussion, questions and answers

Possible follow-up and links to other activities
Depending on experience and educational level of participants you can also share a tool to evaluate an IGL against initiative plan (see Handout 12 'Intergenerational activity final review'.

Activity objectives
To alert participants to the principles of participatory evaluation

Material Needed
PowerPoint, Handout 11 (background information for facilitator), 'Participatory evaluation of IGL initiatives', and Handout 12 'Intergenerational activity final review' (optional)

Duration
30 minutes

Handout 11 for Activity 5.4

Participatory evaluation of IGL initiatives (Background Information for Facilitator)

What is participatory evaluation?

"Participatory evaluation is a process through which people involved at various levels of a project engage in ongoing evaluation of the project and its effects. The focus of participatory evaluation is to actively engage those who the project is for in all aspects of the evaluation process - sharing control of planning, undertaking, analyzing and applying learning from an evaluation process.

Participatory evaluation has a number of aims. The first and most important is to develop and improve a project through applying emerging learnings about the specific context of that project and in the process build skills and knowledge that empower sustainable action in the future. It further aims to communicate with external and internal stakeholders, and provides a method of accountability for the project.

Some of the key principles of participatory evaluation are as follows.

It ensures the involvement of active participants, not just sources of information.

It builds the capacity of local people to gather information, analyze, reflect and take effective action.

It supports the joint learning of people involved in a project, including those who are involved at different levels and in different ways.

It acts as a catalyst to help people commit to taking more effective action in a project or community context.

Conventional evaluation and participatory evaluation differ in many ways. Some of the key points of difference are outlined in the following table (see Table 1)."

Table 1. Differences between conventional and participatory evaluation

	Conventional	Participatory
Who	External experts.	Community members, project staff, facilitator.
What	Pre-determined indicators of success, principally cost and production outputs.	People identify their own indicators of success, which may include production outputs.
How	Focus on "scientific objectivity", distancing of evaluators from other participants; uniform, complex procedures; delayed, limited access to results.	Self-evaluation; simple methods adapted to local culture; open, immediate sharing of results through local involvement in evaluation process.
When	Usually upon completion of project or program; sometimes also mid-term.	More frequent, small-scale evaluations.
Why	Accountability, usually summative, to determine if funding continues.	Empower local people to initiate, control and take corrective action.

What are your roles and responsibilities as IGL facilitator?

Good planning
TOY research has demonstrated that good planning involving participants (children and older people) is important for the successful implementation of IGL activities. It is important, for example, to set out clear aims, intended outcomes at the planning stage, thinking about materials, appropriate venues, who can be involved, budget etc .... from the very beginning. When thinking about designing activities – it is also useful to consult both with the young children (and their parents in the case of very young children, 0-4 year-olds) and older people.

Tracking children's and older peoples' attendance
It is important to track how many young children, and older people, their ages and sex participate each session of the IGL activity

Involve children and older people in evaluation
Children (and their parents for 0-4 year-olds) and older people should be supported to reflect on, document and evaluate their experience of the IGL Activity.

Some possible approaches:
For both children (4-8 years-old) and older people, ask them to choose photos of what they liked the most in the activity and describe why. You may need to assist them in writing down descriptions or recording their views.

 Older children (6-8 year-olds) can be paired with an older person. Ask them to take photos of each other (focusing on those participants they got to know best) and write a short biography of that person describing what they enjoyed doing together.

Take care to provide sufficient time, comfortable space and a relaxed atmosphere for this, where children and older people can be concentrated and focused on the task. As the facilitator you need to provide support where necessary and be attentive to new information and unexpected outcomes.

For the youngest children (0- 4 year-olds) you can interview their parents (or other relevant family member) regarding their views of how IGL activity benefited their child and what they enjoyed most. An alternative is to ask parents to answer interview questions themselves as a questionnaire, and return completed questionnaires to you.

Review and evaluate activity/initiative at the end of the implementation period
Finally, it is important to review and evaluate the activity/initiative at the end of the implementation period against planned for aims, outcomes etc.

Handout 12 for Activity 5.4
Intergenerational activity final review
(optional)

Name of facilitator _____   Date(s) of Activity _____

Name initiative _____

Location (city) _____

Setting/Venue for activities _____

How many young children were involved?

0 – 2 years	2 – 4 years	4 – 9 years
No. of girls ____	No. of girls ____	No. of girls ____
No. of boys ____	No. of boys ____	No. of boys ____

How many senior beneficiaries were involved?

55 – 65 years	65 — 75 years	76 years or more
No. of women ____	No. of women ____	No. of women ____
No. of men ____	No. of men ____	No. of men

Additional assistance to carry out this activity, check all those that apply

Practitioners	Senior Volunteers	Other Volunteers	Institutional Staff
No. ____	No. ____	No. ____	No. ____

Were the materials used to carry out this activity plentiful and substantial enough for the participants needs? (If not, please explain what was missing and why it was not adjustable).

_____
_____
_____
_____

Were preparation activities adequate and useful?
Yes   No
Explain _____
_____
_____
_____

Was the venue adequate enough to accommodate participants' social/emotional/cognitive/ physical needs?
(If not, please specify which kind of aspects were missing)

Disability access   Noise and other distractions
Equipment available   Risk assessment completed
Room size and space for your use·   Access to building
Seating   Other _____

What suggestions do you have for modifying or improving this activity?
_____
_____
_____
_____

What kinds of follow-up opportunities could come from this activity?
_____
_____
_____
_____

Please, provide examples of the interactions that occurred between each adult and child partnership.
_____
_____
_____
_____

Were the expected results achieved in the activity implementation? Please, give a brief explanation.
_____
_____
_____
_____

Were there any additional benefits or achievements that had not been anticipated? Please explain.
_____
_____
_____
_____

Additional comments
_____
_____
_____

5.5 End of Workshop Evaluation Game

Description

1 The evaluation should be done in subgroups of up to 6 people.

2 Each subgroup gets a flipchart paper, markers and is asked to draw something that for them could represent the whole workshop. Ask the group to concentrate on things they liked and also things that were missed. It is best to give specific topics like:
· If the workshop was an animal, what would it be, and what would it do?
· If the workshop was a place, what would it look like?

3 After the drawings are finished the subgroups present them and talk.

4 Summarise the drawing and the discussion.

Activity objectives

To give participants an opportunity to reflect on their own experiences and learning in workshop activities

Material Needed

A4 paper, crayons, pencils, markers

Duration

30 – 40 minutes

5.6 End of Workshop Evaluation

Description

1. Explain to participants the importance of a formal workshop evaluation.

2. Distribute handouts to all participants and inform them that answering all questions is not obligatory but very welcome.

3. After 10-15 minutes collect as many forms as possible.

4. Start an open discussion if the participants feel the need to share their opinions on both the workshop and the evaluation.

Possible follow-up and links to other activities
See handout 13, for Activity 5.6 'Pilot TOY workshop survey'

Activity objectives

· To give participants an opportunity to reflect on their own experiences and learning during entire workshop.
· To give participants the opportunity to assess the workshop in terms of organisation, contents, their involvement and ability to share their expertise, share doubts and concerns.
· To further develop further workshops based on participant's experiences and recommendations.

Material Needed

Handout 13 Pilot TOY Workshop Survey, for Activity 5.6, pencils

Duration

10 – 15 minutes

Handout 13 for Activity 5.6
Pilot TOY Workshop Survey

How do you generally assess the workshop? How far your expectations were met?

☐ Very poor   ☐ Poor   ☐ Average   ☐ Good   ☐ Very good

The information I received prior to the workshop was...

☐ Very poor   ☐ Poor   ☐ Average   ☐ Good   ☐ Very good

3. The duration and timing of the different parts of the training were ...

☐ Very poor   ☐ Poor   ☐ Average   ☐ Good   ☐ Very good

4. The rooms and equipment for training were ...

☐ Very poor   ☐ Poor   ☐ Average   ☐ Good   ☐ Very good

— The work of the trainer(s) I assess as:

☐ Very poor   ☐ Poor   ☐ Average   ☐ Good   ☐ Very good

6. I felt involved in this training...

☐ Very poor   ☐ Poor   ☐ Average   ☐ Good   ☐ Very good

7. I was able to contribute from my own expertise to the training.

☐ Very poor   ☐ Poor   ☐ Average   ☐ Good   ☐ Very good

8. I was able to express my doubts and uncertainties.

☐ Very poor   ☐ Poor   ☐ Average   ☐ Good   ☐ Very good

9. I was able to express my disagreements.

☐ Strongly disagree   ☐ Disagree   ☐ Undecided   ☐ Agree   ☐ Strongly Agree

Pilot TOY Workshop Survey

10. The most interesting/valuable parts of the workshop were …

_____

_____

_____

11. The least interesting/valuable parts of the workshop were

_____

_____

_____

12. Do you feel ready to put the experiences from the workshop into practice? What else
do you need to feel more secure?

_____

_____

_____

13. If you have any remarks regarding the workshop, please write it down here.

_____

_____

_____

14. Personal background

Age

☐ 20 –29   ☐ 30 – 39   ☐ 40 – 49   ☐ 50 –59   ☐ 60 – 69   ☐ 70 – 79   ☐ 80+

Gender

☐ Male   ☐ Female

15. My last paid job was …

_____

_____

_____

My experiences in IGL initiatives:

☐ I am presently participating in an IGL initiative.

☐ I did participate in an IGL initiative in the past.

☐ I have not participated in an IGL initiative before.

Appendix: Links and Resources

Resource title, author and date	Organisation/ project and website	Description	Links: http://www.
A Guide to Community-based Intergenerational Initiatives in Europe, The TOY Project Consortium, 2013.	Together Old and Young (TOY) Project European-wide project toyproject.net	A 21 case comparative analysis of intergenerational initiatives involving young children and older people in 7 European countries.	toyproject.net/#!action -research/c17gw
Together Old & Young. A Review of the Literature on Intergenerational Learning Involving Young Children and Older People, The TOY Project Consortium, 2013.	Together Old and Young European-wide project toyproject.net	A review of the literature on intergenerational learning with a focus on young children (0-8 years) and older people (55 years+).	media.wix.com/ugd/cfe827_ 9d240c110bcc26ada288e3 8c8ff7329b.pdf
Training for intergenerational dialogue and solidarity, Elena Luppi, 2012.	The Third Conference of the ESREA Network on Education and Learning of Older Adults Ljubljana, 2012	This book chapter demonstrates experiences of elderly and young learners that can help define proper teaching and learning strategies for promoting intergenerational dialogue and solidarity.	eloa2012.pedagogika-andra gogika.com/uploads/2/4/0/1 /2401961/eloa12_e-publica tion.pdf
Tried and True: A Guide to Successful Intergenerational Activities at Shared Site Programs, Shannon Jarrett.	Generations United Virginia, United States	This report provides detailed descriptions of many inter-generational activities.	gu.org/LinkClick.aspx?filetic ket=hgHHpQyZQc4=&tabid =157&mid=606
Training Senior Volunteers for International Exchange Rory Daly and Davide di Pietro	Senior European Volunteers Exchange Networks European-wide project	This is a handbook aimed at groups hosting IGL activities such as local authorities and educational institutions.	seven-network.eu/site/files/ ANNEX%207.1%20TC%20E nglish%20version_0.pdf
Handbook for facilitators: Sustainable Learning in the Community II: Valuing older people's skills and experience The SLIC Project	SLIC II Project Sustainable Learning in the Community European-wide project slic-project.eu	A guide for training older volunteers to become peer facilitators in IGL initiatives.	slic-project.eu/downloads/ SLIC-II-Handbook-for-Trainers-eng.pdf

Appendix: Links and Resources

Resource title, author and date	Organisation/ project and website	Description	Links: http://www.
Sustainable learning in the community. Workshop handbook The SLIC Project	SLIC II Sustainable Learning in the Community European-wide project slic-project.eu	A guide on how to plan SLIC Workshops: includes exercises, workshop tips and background information.	slic-project.eu/downloads/ SLIC-Handbook_ENG.pdf
Keeping children safe: training for child protection, Jenny Myers, 2007.	Keeping Children Safe Coalition	This document is a complete package for people working in child protection across the world. It supports agencies at international, national and local levels putting child protection standards into practice.	ineesite.org/uploads/files/ resources/tool3-training_ for_child_protection-part1. pdf
Connecting Generations Toolkit. Best practices in intergenerational programming Rick Cox, Agnes Croxford, Darlene Edmonds, 2006.	United Generations, Ontario, Canada. unitedgenerations.ca	A guide to creating, planning, implementing and evaluating IGL programmes.	link-ages.ca/pdfs/ researchdocs/Toolkit.pdf
Creating Connections, Breaking Down Barriers: Manchester's Intergenerational Practice Toolkit Patrick Hanfling	Joint Health Unit and the Beth Johnson Foundation, Manchester, UK.	This toolkit draws on skills and advice based on years of experience and research and describes how to set up, deliver and evaluate a successful intergenerational scheme.	manchester.gov.uk/ downloads/download/4249/ creating_connections_ breaking_down_barriers

Partners

Associate Partners

www.toyproject.net