

Autumn for All Ages- this is an initiative by UK based 'United for All Ages' to encourage all those engaging in intergenerational work to renew connections in a socially distanced way.

Context:

Prior to the Covid-19 pandemic there had been a real growth in the practice of intergenerational learning, with many early years providers developing beneficial partnerships with elder care settings in their community. The evidence-based benefits include improvements in children's speech and language skills, confidence, well-being and self-esteem. With results like these, it is very important that we maintain contact between our children and the older adult community during this period, and that we develop new strategies for them to communicate meaningfully with each other. In this way we will not only keep the connections that we have made, we will also continue to expand the important work of intergenerational learning and build increasingly connected communities.

Even though the children and older adults in your setting are physically apart, this does not have to stop them finding out more about each other: their likes and dislikes and what they have in common. As we make the transition to new ways of engaging post Covid-19, we can use this period in a positive way so that when we do meet face to face, it is like meeting old friends with whom we have lots of news to share.

For those of you who would like to develop intergenerational friendships, try contacting your local care home or adult care facility to discuss how you can work with them to support each other and bring generations together. If this is you, think of the non-contact activities below as ways for your children to develop relationships with the older adults.

Some of the suggestions that follow include sharing photographs and using the internet. You will need to make sure you have parental/family consent for the use of images, and ensure that you follow safe practice when using digital means of communication.

**Aim:** To provide safe fun experiences for children and older adults to develop meaningful friendships.

**Purpose:**

For the children to improve their confidence, increase engagement and develop an understanding of diversity and difference.

For the older adults to reduce isolation and improve their mental health and well-being.



**Delivery:** This will be a ten week delivery programme consisting of a weekly activity between a variety of early years settings (nurseries, pre-schools and childminders) and adult residential care sites. The activities will be delivered using different methods of contact.

**Expected outcomes:**

By bringing children and older adults together during this ten week project they will develop meaningful friendships which will impact positively upon the participants' mental health and well-being.

The participants will become interested in and learn about each other, with children developing empathy and an understanding of disability and difference, becoming more confident engaging with older adults.

**Evaluation:** Suggested measurement tools – Leuven Scales, baseline and programme end questionnaires to capture level of change, feedback from participants, practitioners and carers.

**Source:** Some of the activities are taken from '**Growing Together: fifty inspiring ideas for intergenerational learning**' with kind permission from Yellow Door. This book can be found at <https://www.yellow-door.net/ranges/intergenerational-learning/>

### Tips for successful intergenerational engagement- remote or physical

- Have appropriate support available for the activity you are planning to undertake
- Good planning and preparation is essential, it can be helpful for everyone supporting the participants to know the activity that is planned beforehand and the challenges that may arise.
- You will need access to the internet to enable shared and parallel play for some of the activities. Test your connection before the session!
- Activities work better if there are an equal number of participants, this way no one feels left out or out numbered
- Aim for the activity to last about 30 - 45 minutes and allow time for clearing up
- Know the capabilities of the participants; think about the level that you are pitching your activity, it should be positive for all involved
- Choose activities that have no right or wrong, the process is more important than the outcome

## Types of play experiences

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| Parallel online play: Both age groups carry out the same activity in their setting at the same time as the other group and watch each other remotely | Physical play : Setting based activity then the children take the product to the adult setting staying outside or at a distance | Setting based activity completed beforehand then shared online between both groups for discussion and comment |
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| Week number                                    | Purpose   | Activity   | Resources  | EYFS links   | Extension   |
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| Week 1 – 5.10.20<br><br>'All About Me'         | To help the children and adults learn about each other.   | Both groups complete an 'All About Me' sheet, share it with the other group and say hello via Zoom/Facetime/outdoor visit.<br><br>It can be helpful to include photos of the participants.   | All about me template: print enough for everyone.        | PSED: Making relationships<br><br>UtW: People and Communities                  | Practitioners & Carers use the information on the sheets to discuss similarities and differences, likes and dislikes etc between the groups.<br><br>Create a display within the setting to act as a reminder about the weekly activities. |
| Week 2 – 12.10.20<br><br>'These hands have...' | To help the children and adults develop an understanding of each other as individuals rather than as a group. | Both groups complete the 'These hands have...' template or alternatively draw around their own hands with staff/carers writing attributes about the individual in each finger conveying their interests and lives, for example: these hands can ride a bike, like to cook, have driven a bus, play with the dog etc. | 'These hands have' template – print enough for everyone. | PSED: Making relationships & Self awareness<br><br>UtW: People and Communities | Practitioners & Carers use the information on the sheets to discuss individuals' characteristics and achievements and make comparisons with other hands pointing out similarities and differences.  |

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|                                       |   | These are then shared online with practitioners and staff matching the hands to the participant.  |   |  | The conversation should promote a positive understanding of the other age group, and appropriately challenge stereotypes and misconceptions.  |
| Week 3 – 19.10.20<br>Hugs in the post | To make the older adults feel valued and loved and for the children to feel a sense of purpose.<br><br>Builds relationships.          | Practitioners in the early years setting lie children down on lining paper and draw around them from the waist up with their hands out stretched. The children then help to paint in their features. Once dried the children take them to the adult setting to be shared at a distance and matched to the child. The 'hugs' are then left at the adult setting. | Stiff paper like sugar paper or lining paper for walls.<br><br>A selection of paint and appropriate brushes.  | EA&D: Exploring & using media and materials<br><br>PSED: Making relationships & Self awareness | These can be used to create a display in the adult setting to help the residents remember the children.<br><br>The adults could paint their own portrait as an activity which could then be displayed in the childcare setting. |
| Half term 26.10.20                    |   |   |   |  |   |
| Week 4 – 2.11.20<br>Story telling     | Brings everyone together to listen to and discuss the story online at the same time.<br><br>Choose an engaging lively story with good | Older adult reads a well-known story from their setting for the children to listen to – make sure the other setting has a copy of the same book to look at as a group.<br><br>Props for participants to use.  | Well known stories or printed pictures from a well-known story book. Story sequencing cards can also be used. | C&L: Listening & Attention<br><br>Literacy: Reading  | Create a story basket/display within the setting so that the participants can retell the story to others.<br><br>This can be extended by acting the stories out or adults and children telling                                  |

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|  | <p>characters &amp; noises.</p> <p>Props help participants to listen and engage.</p>  |   | <p>Home-made props or items to help with engagement</p> <p><b>Yellow Door</b> at <a href="https://www.yellow-door.net/">https://www.yellow-door.net/</a> has a great range of downloadable story telling resources - <a href="https://www.yellow-door.net/ranges/free-teacher-resources/">https://www.yellow-door.net/ranges/free-teacher-resources/</a></p> |  | <p>their own personal stories.</p> <p>Create and make story telling props.</p> <p>The children retell and act out the story to the adults.</p>   |
| <p>Week 5 – 9.11.20</p> <p>Treasure hunt</p> | <p>A playful opportunity for everyone to have fun at the same time</p> <p>The ‘winners’ are the group that finds all the items first.</p> | <p>Someone in each setting hides items around the room without anyone seeing.</p> <p>Each group is given a set time to try and find them.</p> <p>One group watches and times them against the clock whilst the other group finds their items and then vice versa.</p> | <p>Decide on a number of items that both settings have e.g. bean bags and then place these in the environment.</p> <p>Place them according to the physical abilities of</p>  | <p>UtW: The World</p> <p>PSED: Managing feelings &amp; Behaviour</p> <p>PSED: Making relationships</p> | <p>Rather than use purpose bought items, the settings could create personalised items such as painted rocks which will enhance the activity.</p> |



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|  |  |   | the participants to ensure that they can be found.  |   |  |
| Week 6 – 16.11.20<br>Reminiscence      | Reinforces and validates the role of story teller to both adult & children.<br><br>Providing an opportunity to be online together and learn more about each other. | Reminiscence games.<br>Directly question the children and adults about the picture or item you are showing them to see whether they know what it is; encourage the participants to talk about it and share memories and personal stories.                                     | Each group will need photos or items of age for discussion e.g. photos of old cars & bicycles, old toys & teddies, seaside scenes, kitchen items etc<br><br>Nominate one person in each setting to lead the activity. | C&L: Listening & attention; Speaking<br><br>PSED: Making relationships & Self awareness | Create a display in the setting of the things that you have seen, encourage continued discussion and evoke memories and comparisons.   |
| Week 7 – 23.11.20<br>Physical exercise | Exercise<br>This is ideally led by someone who is responsible for health & fitness within the care home.   | Chair based balloon exercise – the participants sit in a circle and hit the balloon from one to another.<br><br>Have a rule that everyone has to stay seated to take part.<br><br>Each group takes part at the same time so that they can watch each other and play together. | Chairs seated in a circle for the participants.<br><br>Plenty of blown up balloons for participants to hit from one to the other.   | PD: Moving & Handling<br><br>PSED: Managing feelings & Behaviour                        | Large Pilates balls could be used to kick the ball from one to the other to encourage different types of movement.<br><br>Music could be added to create additional games such as pass the parcel. |
| Week 8 – 30.11.20                      | To help the children to understand that  | Each setting beforehand tries to match the baby/younger person  | Each setting provides a photograph of each  | UtW: People & Communities   | The activity could be extended to include staff and carers.  |

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| Baby/younger person photos                       | everyone was young once.<br><br>To build relationships and understand what we have in common. | photos to the participants through an initial group discussion.<br><br>They then go online to share the results with the other participants and see if they are correct. Have they correctly matched the baby/younger person photo to the right person?  | participant either as a baby or as a younger person and exchanges their photos with the other setting.   | M: Space, shape & measure  | The photos could be used to create a display within the settings.  |
| Week 9 – 7.12.20<br><br>Hands of friendship tree | To act as a visual reminder of the friendships that have been made.                           | Both settings draw a large outline of a tree on lining paper. Paint the trunk and branches but don't add leaves – the coloured hands from the other setting will become the leaves.<br><br>Each setting helps the participants to draw around their hand with their fingers outstretched, this is then decorated by the individual; add their name.<br><br>These leaves are then given to the other setting to add to their tree.<br><br>Display this within the setting and share online. | Stiff paper, variety of colouring resources appropriate to participants abilities.<br><br>A range of other items can be added such as glitter, sequins, feathers, buttons etc so that each leaf is unique. | UtW: People & Communities<br><br>PSED: Making relationships<br><br>EA&D: Exploring & using media and materials | The leaves are added to the trees with the names clearly visible.<br><br>Place a photo of the leaf decorator next to their leaf so that everyone can see who the artist was. |
| Week 10 – 14.12.20<br><br>Window visit           | A physical visit to the adult setting, staying outside the                                    | Each setting learns some simple songs that have been agreed beforehand to  | Songs and simple musical instruments   | PD: Health & self-care   | The singing session could be filmed so that the participants can watch it  |

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|  | <p>building. Singing Christmas or winter songs for the adults.</p> <p>To build on relationships, making the participants feel valued and loved.</p> | <p>then sing together through the window.</p> |  | <p>UtW: People &amp; Communities</p> <p>PSED: Making relationships</p> | <p>again or shared with families.</p> <p>The participants may wish to dress up for the occasion.</p> <p>Children's and adults' families could be invited to watch depending upon current social distancing guidance.</p> |
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