



# Ideas for *Intergenerational Living*

## **Penn State Intergenerational Initiatives Advisory Group**

**Matthew Kaplan, Ph.D.**, Editor  
State Extension Specialist  
Intergenerational Programs & Aging  
Penn State University

**Nancy Crago, Ph.D.**  
Cooperative Extension  
Allegheny County

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Penn State University

**Mary Ann Oyler**  
Cooperative Extension  
Franklin County

**Doris Stahl**  
Cooperative Extension  
Philadelphia County

**Newsletter Production:**  
Brenda Holcomb  
Staff Assistant

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College of Agricultural Sciences  
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## From the Editor:

Welcome to the first issue of the *Ideas for Intergenerational Living* Newsletter, sponsored by Pennsylvania Cooperative Extension. This quarterly publication has a singular focus – to encourage, stimulate and guide people in the use of intergenerational strategies that can enrich people’s lives and address vital social and community issues throughout the state of Pennsylvania. When we use the phrase “intergenerational programs,” we mean the full range of ways in which young people and older adults interact, support, and provide care for one another.

This is an exciting time of growth and innovation in the “intergenerational studies” field. New program models are emerging in terms of “shared-site” initiatives (e.g., a senior adult care program and a preschool sharing the same facility), school-based programs (e.g., senior adults tutoring and mentoring students), health-oriented initiatives (e.g., young volunteers visiting and assisting frail elders living at home alone), community development initiatives (e.g., young and elderly people working together to beautify their neighborhoods), and family building initiatives (e.g., support groups and other initiatives that assist families with grandparents raising grandchildren). In each issue of *Ideas for Intergenerational Living*, we will seek to provide timely information about all facets of the intergenerational field.

In this issue, we have a feature story about Messiah Village – a joint retirement community-preschool, located in Mechanicsburg, Pennsylvania. This nationally recognized “shared site” initiative has been in operation for 23 years. This issue also includes information for grandparents looking for ideas (and inspiration) on how to engage their grandchildren. In what will be a regular column in this newsletter, Jane Mecum, Dauphin County Cooperative Extension Family Living Agent, has resurrected the Cooperative Extension’s “Golden Opportunity — Grandparenting” series. The format — a two-sided page — is intended to facilitate replication and distribution of material likely to be of interest to grandparents throughout the state.

“Grandparents Looking for Answers,” is actually a copy of a “letter to the editor” article published in the Indiana Gazette (Indiana County). It is written by three activist grandparents who are raising their grandchildren. They were energized after seeing the February 27<sup>th</sup> satellite program, “Grandparents Raising Grandchildren: Legal and Policy Issues,” sponsored by the University of Wisconsin, Generations United, and several other organizations.

The next article, “Some Pointers on Conducting Oral History Interviews,” provides some suggestions on how to prepare young people to conduct oral history interviews with older adults. Finally, we provide information about several exciting upcoming intergenerational conferences and events.

Any feedback or suggestions on how we might improve this newsletter would be most appreciated. Also, please send us information about intergenerational programs and issues in your area for inclusion in the next issue (mid-July, 2001). Contact: Matt Kaplan at [msk15@psu.edu](mailto:msk15@psu.edu).



“An Intergenerational Wedding Dress Fashion Show” activity at Foxdale Village, a Quaker-directed continuing care retirement community in Centre County. This activity was organized by Doris Darnell, a resident of Foxdale Village who collects period clothing and arranged this fashion show. People of all ages were recruited to model her impressive collection of antique wedding dresses. Each wedding outfit has a personal interest story filled with historical information [1/29/00].

## **Program Highlight: Messiah Village: A Co-Located Retirement Community and Pre-**

**school** (Marianne Walsh, Intergenerational Coordinator, Messiah Village/ Children's Family Center)

[Editor's note: Messiah Village in Mechanicsburg, PA is a prime example of an "intergenerational shared site" program – defined by AARP as "programs in which multiple generations receive ongoing services and/or programming at the same site, and generally interact through planned and/or informal intergenerational activities." This joint retirement community and childcare facility has been in operation for 23 years, making it (we believe) the oldest such facility in Pennsylvania. In 1996, they were highlighted on an ABC News segment.]

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If one were to witness a life in a day at either the Messiah Village Retirement Community or Children's Family Center, they would see young children migrating through the halls, stopping in various resident rooms to deliver a special "we're thinking of you" card or happy birthday. You may see our three year olds cooking with our residents in Manchester (nursing care area) or our Polar bears (kindergartners) swimming with their senior friends each week at Messiah's Wellness Center. Spectacular moments can be experienced as our two year old toddlers stroll freely off the elevator that leads to their senior friends who reside on the Special Care Unit (Alzheimer unit), running to engage in a hand shake or a warm hug that automatically relays the message, "Hello, it's good to see you, how I've missed you." Our Adult Day Center clients and our Honey Bears (2 and 3 year olds) meet each week for anything from story-telling, crafts, cooking, gardening or just plain ole' fun.

The unique, multi-talented staff at Messiah Village and Children's Family Center work diligently at planning and developing age and stage appropriate intergenerational activities, which in turn provides for more successful programs.

We strive to keep our quality programming at it's optimum level of success by providing a thorough intergenerational orientation to both the child care professionals at Children's Family Center and the activity professionals at Messiah Village. This orientation proves to be essential and requires an in-depth overview of both organization's goals and

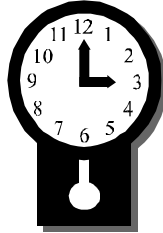
objectives. As with any hiring process having an adequate training time allows staff to become familiar with the intergenerational program goals, and to reflect on how they as professionals will learn and grow in this exciting and unique opportunity. Beyond orientation, teachers and activity personnel continue to meet throughout the year through "matrix meetings," network lunches, and evening in-service training opportunities. Sharing each other's wisdom, knowledge and expertise is promoted through these various opportunities of co-planning and cross-training.

At our last IG Matrix meeting, Georgie May an activity professional from our Alzheimer's Unit described a recent activity she had coordinated with our kindergartners (Polar Bears) and our senior residents from the Special Care Unit (Alzheimer's Unit). The children were learning about rainbows and began their IG programs with an array of thinking questions, like: What do we see in the sky often times after it rains? What shape are rainbows? What do some people say we find at the end of a rainbow? The children then role-played the story called "Mother's Nature Gift". Some of the children were the Sun, others were the Rain and they went on to discuss how all of these things play a part of Mother Nature. They discussed how each of them worked together. They may like different things, or they may be different colors but when they work together they can make beautiful things like a rainbow. The animation by both generations enabled the children and seniors to delight in movement and togetherness. The wife of one participating resident joined in by telling the story of the Wizard of Oz and closed with singing in her most talented contralto voice the song "Somewhere Over The Rainbow." The children were enthralled while she sang and broke into an energetic applause followed by a warm and gracious group hug. Such outbreaks of spontaneity and affection are not uncommon at the Village and the Children's Family Center. By nurturing intergenerational exchange, we integrate all components of our program and connect all participants and even occasionally their family members.

If interested in learning more about the intergenerational program at Messiah Village and the Children's Family Center or to inquire about possible consultation opportunities, please do not hesitate to contact either Marianne Walsh (Intergenerational Coordinator) or Adrienne Smyth (Executive Director) at 717/697-5126.

## Time with Grandparents

(Created by Jane A. Mecum, CFLE, M.Ed., Extension Agent, Dauphin County)



## Nutrition and Food Corner

Most children of all ages love peanut butter. This is one food that is nutritious, inexpensive, delicious, and versatile! Here is a quick and easy idea for the next time a grandchild needs a snack. This recipe can even be used as a quick lunch for you and your grandchild.

In fact, it is so easy, you can get them to help you make the mixture.

## Peanut Butter Blitz (Makes 4 sandwiches)



- 3/4 c. peanut butter
- 1/3 c. unsweetened applesauce
- 1/4 c. raisins
- dash cinnamon
- 8 slices whole grain bread

In a bowl, stir together peanut butter, applesauce, raisins, and cinnamon. Spread peanut butter mixture on four slices of bread, and top with remaining slices.

For added variety, add sliced or mashed bananas in place of the applesauce.

Serve with a cold glass of milk or hot cup of cocoa.

## Doing It Together: Easy Craft Ideas

It seems no matter where school age children are, there are crayons – broken, unwrapped, and often unused. Don't throw them away, there are lots of great ways to use old crayons. Here is one that you'll have to help supervise. You can even make it a lesson in chemistry. You can talk about how wax melts, and how colors blend. Don't forget the recycling lesson as well.

## Chunky Crayons

You need:

- old crayons
- muffin pan
- aluminum foil



Have your grandchildren peel the paper off the old crayons. Line each muffin cup with squares of foil. Put 5-10 pieces of crayon in each muffin cup. If you want one color, use only hues that are similar. Combining colors will give you a unique effect. Preheat oven to 250° degrees. Put crayons in oven and let slowly melt for 30 - 60 minutes. When melted, turn off oven and leave several hours for the new chunky crayons to harden and cool.

## Avoid Raising a Monster

Even though your young grandchildren may not live with you, you have a major impact on their behavior and the way they feel about themselves.

Some would say that one of the roles for a grandparent is to spoil grandchildren, but be aware you may be creating a problem.



Here is a little test to determine if you are contributing to raising a monster of a grandchild. Read each question and write down how many times you answer yes.

- Do you use words like “clumsy,” “slow” or other names to describe your grandchildren?
- Do you criticize what your grandchildren do, especially when you think he or she could have done better?
- Do you talk “rough,” “mean” or just plain rude most of the time.
- Do you yell or scream at your grandchildren if they don’t act as quickly as you think they should?
- Do you talk badly about one or more of your grandchildren to other members of the family?
- Are you busy doing other things while your grandchild tries to tell you something?

What is your score? If you answered yes to 3 or more, congratulations you may be already working at a grandchild that may become insensitive and in general a monster!

Now every grandparent is guilty of doing all of these things at one time or another. But, it is important you realize that doing several of these behaviors on a regular basis can have a lasting impact. Young children who are exposed to name calling, humiliation, yelling and inappropriate punishment will generally act out with bad behaviors. This negative approach, if continued, can result in having a rebellious child who doesn’t have positive self-esteem.

At an early age, children will copy or mimic adult behaviors. They learn how to act from watching others, especially adults they look up to, like you. The language and behavior skills they learn can often be reflected in their interaction with other children.

How do you build positive self-esteem?

- ✍ Try sharing your time
- ✍ Show interest in what they do
- ✍ Listen to their smallest concerns
- ✍ Use positive statements to frame your criticisms and
- ✍ View things from your grandchild’s point of view.



Source: Better Kid Care, Cooperative Extension

## Grandparents Looking for Answers

(Dorothy Clawson, Darlene Padgett, and Avis Sapp, Indiana Co.)

[Editor's Note: This article, written by three grandparents raising grandchildren following the February 27, 2001 satellite program, was published in the Indiana Gazette (Indiana County) on 3/15/01. It is submitted by Pat Leach, Cooperative Extension for Indiana County in the interest of promoting communication between "Grandparents Raising Grandchildren" support groups throughout Pennsylvania.]

On Tuesday, Feb. 27, Penn State Cooperative Extension of Indiana County, AARP of PA., ARIN IU#28 (Armstrong Indiana Intermediate Unit District #28) and Aging Services, Inc. sponsored a downlink of a national satellite videoconference addressing legal and policy issues on grandparents raising grandchildren.

Many important issues were discussed during the time allotted for this purpose. Legal and financial issues were at the top of the list. Questions were raised about programs that are now in place that even the agencies that are suppose to handle them are not aware that they even exist. Our questions are, how can this be and how can we correct this problem? Who is responsible for notifying these governing bodies of these new laws and regulations?

We would like to thank those who were in attendance: Penn State Cooperative Extension of Indiana County, Aging Services, League of Women Voters, ARIN IU 28, the County Assistance Office, Children and Youth Services and GAP (Grandparents as Parents). We feel that informative meetings such as this one should continue to occur among our county agencies and all those involved in providing services.

It was a very informative program for those in attendance. Some states are aware of the problems their grandparents are facing and are addressing those needs. Pennsylvania seems to be lacking in this area.

House Bill 1049 would be a step in the right direction, In 1999, Representative Rosilia Youngblood from Philadelphia introduced this bill to help with some of the financial issues and to keep children with their biological families when possible, instead of putting them into foster care. She is herself a grandparent faced with similar issues.

We need to look at and address the issues facing the children of our society as it is today. Let's work together to address their needs.

## Some Pointers on Conducting Oral History Interviews (Matt Kaplan)

One of the most common premises for bringing senior adults together with young people is that they are great contributors to the teaching of history. There are innumerable examples of senior adults sharing their personal experiences and opinions to enhance club- and classroom-based history lessons.

Through the "oral history" interview, also occasionally called the "reminiscence interview," a young person asks a senior adult to talk about their life experiences either in a general way, or with an emphasis on a particular theme (e.g., how people dressed) or historical event (e.g., The Depression).

There are numerous benefits for both, the interviewer and the interviewee. The young interviewers:

- learn how to develop and conduct a structured interview,
- gain an understanding of historical events guiding people's lives over the last 40-70 years,
- learn to recognize alternate perspectives, and
- develop constructive attitudes toward diversity.

The older interviewees:

- play a valuable (and valued) role in the education of young people,
- reflect on their own life experiences (in historical perspective), and
- get the opportunity to dispel ageist stereotypes — to be understood as they truly are, rather than as how they are portrayed by others, such as in the media.

Oral history projects make for great stories in local newspapers. For example, in San Rafael, California, the Marin Independent Journal carried a story about an 88-year-old woman who was recruited to participate in an elementary school class history lesson on World War II. She told an 11-year-old boy about San Francisco during the war. She described "the victory garden she planted, and the rabbits she raised for food, and how women were trained to pack hospital stretchers onto the backs of horses" (Le Draoulec, 1995, Dec. 17, D-1).

From an educator's perspective, there are several things that can be done to maximize the educational value of an oral history interviewing session. To begin with, it is important to prepare participants for the interviews. For the young interviewers, one of the factors that often limits

their ability to conduct extensive, engaging interviews with senior adult respondents is their limited knowledge of history. A pre-interview brush-up with history can help youth develop questions and conceptually anchor all that they will be hearing about in the interview. One pre-interview activity which can help prepare the young participants to be good oral history interviewers is the “historical timeline” activity.

**Historical Timeline Activity:** As a group, have the young participants (with or without the senior adult respondents) develop a list of important events from the last 80-100 years – World War I, World War II, the Depression, the civil rights movement, etc. Then draw a long line on a blackboard or roll of paper which will serve as a “timeline” chart for the same period. Write down the years in five-year increments (1900, 1905, 1910, etc.). Write the identified historical events next to the appropriate years in which they took place. You can also have both the youth and the senior adults identify the years in which they were born on the timeline. [As a homework assignment, have each participant find and date two major events of historical significance.]

Also, there are some excellent websites which can provide young people with historical facts and excite them about their oral history interviews. The “American Memory Timeline” is a great new website that was developed to help educators and students use the vast online collections of the Library of Congress. This website (<http://memory.loc.gov/ammem/ndlpedu/features/timeline/index.html>) provides links to all sorts of resource material on a variety of topics in United States history, arranged by chronological period.

Linked to this website is a webpage on “Living History Project,” a place where students can learn about the oral history interview process. This website (<http://memory.loc.gov/ammem/ndlpedu/lessons/97/florida/hero.html>) includes examples of how to conduct interviews with people in the community and collect and analyze their life histories. (This website links to life histories that were written for the U.S. Works Progress Administration (WPA) from 1936-1940.)

Sometimes, it is the senior adult interviewee who is in need of pre-interview support and preparation. One way to do this is to ask them to bring in old photographs (of themselves, their families, and their communities), family mementos, and old newspaper articles that will help them describe various historical events and time periods they remember.

Some practice interview questions, without the tape recorder running, might be useful for relaxing participants and giving the interviewers a chance to practice and receive pre-interview feedback from project facilitators (e.g., on how to ask prompting questions).

To learn more about different ways to structure oral history sessions, prepare participants, and integrate the interviews into curricular lesson plans, we refer readers to resources developed by organizations such as Bi-Folkal Productions (see “Resources,” below). There are also resource books available which can provide guidance in structuring oral history activities (e.g., Schweitzer, 1993).

The key to bringing people together – whether they are of different races, ethnic groups, genders, or, as discussed here, age groups – is through open dialogue. Therefore, it may make sense to attach an additional activity in which the older adult participants get the chance to interview young people about their lives. Through mutual interviewing exercises, participating young people and older adults will be able to gain a greater sense of appreciation for each other’s experiences, hopes and concerns.

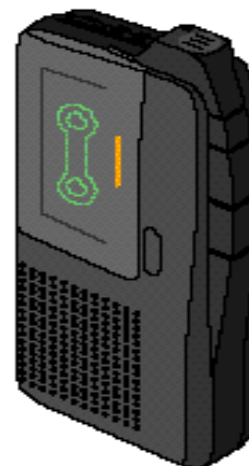
#### References:

- Le Draoulec, P. (1995, December 17). “Generation exchange.” *Marin Independent Journal*, D-1.
- Schweitzer, P. (1993). *Age exchanges: Reminiscence projects for groups of children and older people*. Great Britain: Age Exchange.

#### Resources:

Bi-Folkal Productions: This is a non-profit organization founded in 1976 by former teachers and librarians in Madison, Wisconsin. They provide sets of slides, pictures, books, video, and interview questions to help stimulate meaningful dialogue and reflection as part of the oral history project.

Web-site: [http://www.bifolkal.com/bf\\_igkits.html](http://www.bifolkal.com/bf_igkits.html).




## UPCOMING CONFERENCES & EVENTS

**Intergenerational Dialogue**

Using video technology, intergenerational dialogue groups will meet at sites across Illinois. Linked to a central broadcast station, the groups will be challenged with the task of discussing ways communities can celebrate the uniqueness of each generation.

**Wednesday, May 16, 2001**  
**Approx. 9:30 a.m. - 12:30 p.m.**



Facilitator: James V. Garbano, Ph.D., Points Of View Incorporated, Owamoa, MN  
 Dr. Garbano brings three decades of experience in community organizing, teaching, entrepreneurship and multimedia production to the intergenerational movement.  
 Sites to be determined.

**For more information**  
**(VOICE & TTY) call**  
**1(800)252-8966**

- between agencies serving youth and those serving older adults and will result in the development of intergenerational programs;
2. Raise awareness about the value of intergenerational programs;
  3. Assess existing intergenerational programs;
  4. Work toward sustaining/institutionalizing programs and incorporating intergenerational strategies into the missions of community agencies;
  5. Provide a continuum of opportunities to engage older adults in intergenerational programs (e.g. those that require shorter or longer time commitment).

The Penn State University Cooperative Extension is working closely with both the Jefferson County Area Agency on Aging and the Greater Erie Community Action Committee, assisting in the implementation of regional conferences and in sustaining these efforts after the termination of the grant.

Each site will be conducting a regional conference in the late spring of 2001 and welcomes community participation. The regional conferences are perfect if you are interested in learning more about developing, sustaining and funding intergenerational programs and/or participating in the intergenerational task force in your area.

### **Pennsylvania Intergenerational Partnerships**

#### **Project: Regional Conferences**

(Andrea Taylor, Program Director, Temple University's Center for Intergenerational Learning)

The Pennsylvania Intergenerational Partnership Project is designed to build the capacity of Area Agencies on Aging to promote the development of meaningful and sustainable intergenerational programs and strategies. The project, funded by the Pennsylvania Department of Aging, is coordinated by Temple University's Center for Intergenerational Learning, an organization with a 21-year history of utilizing intergenerational strategies as a vehicle for community-building.

Five sites were awarded mini-grants for this initial effort. These include: Northampton County Area Agency on Aging; County of Delaware Services for the Aging; Jefferson County Area Agency on Aging; Greater Erie Community Action Committee; and Luzerne-Wyoming Counties Bureau for the Aging. Each agency has created a task force comprised of representatives from education, faith-based institutions, and aging and youth services. The goals of each task force are to:

1. Create a network that will foster on-going relationships

#### **Regional Conference Dates:**

County of Delaware Services for the Aging  
**May 22, 2001**, Bishop Newman College  
 Contact Suzanne Bernstein @ (610) 713-2100

Northampton County Area Agency on Aging  
**May 23, 2001**, Wesley United Methodist Church, Bethlehem, PA  
 Contact John Mehler @ (610) 559-3245

Jefferson County Area Agency on Aging, Brookville, Pa.  
**June 14, 2001**, Reynoldsville Senior Center, Reynoldsville, PA  
 Contact Ron Park @ (814) 849-3096

Greater Erie Action Alliance/AAA  
**October 25, 2001**, Edinborough College, Edinborough, PA  
 Contact Barbara Singer @ (814) 455-4474

Luzerne-Wyoming County Office on Aging  
 [Date is forthcoming]

For more information, contact Marcia Muziel @ (570) 822-1158.

**The 9th International Intergenerational Training Institute  
Rebuilding Communities: An Intergenerational Approach  
Generations Together, University of Pittsburgh  
July 11-13, 2001**

**Louise Humphreys, Institute Coordinator  
121 University Place, Suite 300, Pittsburgh, PA 15260  
412/648-2209**

[humphlo@pitt.edu](mailto:humphlo@pitt.edu)  
<http://www.pitt.edu/~gti/>

Generations Together's 9<sup>th</sup> International Intergenerational Training Institute will be held July 11-13, 2001 at the University of Pittsburgh in Pittsburgh, Pennsylvania. The Institute is for

- Human service professionals serving children, youth, and/or older adults.
- Educators at the preschool through university levels.
- Administrators of retirement systems, adult and child day care centers, mental health and family programs.
- Public policy specialists.
- Individuals interested in initiating or sustaining successful intergenerational programs.

Participants at the Institute will

- Enhance knowledge of intergenerational theory and practice.
- Develop new skills and problem-solving abilities related to program development and sustainability.
- Explore funding strategies and techniques to promote programming.
- Network with professionals working in the intergenerational field.
- Identify information resources that support the intergenerational field.

Richard Browdie, Pennsylvania's Secretary of Aging and past President of the American Association on Aging, will set the tone for the Institute with the keynote address "Intergenerational Programs: A Community Asset." Another highlight of the Institute is a panel on the "Politics of Rebuilding Communities" featuring Secretary Richard Browdie; Donna Butts, Executive Director of Generations United; and Dave Farley, Grants and Development Officer for the city of Pittsburgh.

Last year, the Institute attracted people from 19 states and three foreign countries. This three-day event emphasizes developing competencies necessary to develop skills and to experience success in the intergenerational field. The Institute provides opportunity for participants to gain knowledge in program evaluation, research, and public policy. A key to the success of the Institute is the opportunity for participants to network with others in the intergenerational field, including Generations Together staff and distinguished session leaders and speakers.

Concurrent sessions are held on all three days so participants may select sessions that suit their needs. These sessions cover the following topics:

- Older Adults as School Resource
- Parenting Grandparents
- Models in Intergenerational Child-Care
- Youth Community Service/Service-Learning
- Developing Successful Community Intergenerational Programs
- Mentoring/Tutoring
- Child Care: History
- Recruiting Youth & Elders
- Goal Analysis
- Library/Video/Resources Session
- The Politics of Rebuilding Communities
- Child Care: Practices for Child-Care Administrators
- Training Older Adults
- Evaluation
- Intergenerational Literacy
- Child Care: Building an Intergenerational Team
- Program Management
- Funding Sources
- Model Development
- Research Review
- Becoming an Intergenerational Professional

Lunch on Friday includes "Tell Us Your Story" presentations of successful intergenerational programs selected from the Institute participants. The Institute will conclude Friday afternoon with Reflections and Recognition.



# GENERATIONS UNITED INTERNATIONAL CONFERENCE

October 10-13, 2001  
Old Town Alexandria, VA



## Schedule of Events

### Wednesday, October 10, 2001

10:00 AM – 5:00 PM Pre-Conference Intensive:  
Intergenerational Programs  
Grandparents Raising Grand-  
children

### Thursday, October 11, 2001

10:00 AM – 12:00 PM Legislative Advocacy Forum  
12:00 PM – 5:00 PM Hill Visits  
6:00 PM – 7:00 PM Reception  
7:00 PM – 10:00 PM Annual Awards Banquet

### Friday, October 12, 2001

7:30 AM – 7:00 PM Registration  
9:00 AM – 10:30 AM Roundtable Breakfast  
10:30 AM – 10:45 AM Break  
10:45 AM – 12:15 PM Opening Plenary Session  
12:15 PM – 1:45 PM Lunch Break  
1:45 PM – 3:15 PM Workshop Sessions I  
3:15 PM – 3:30 PM Break  
3:30 PM – 5:00 PM Workshop Sessions II  
5:30 PM – 6:30 PM Reception  
6:30 PM – 9:30 PM Dine-Arounds

### Saturday, October 13, 2001

8:00 AM – 6:00PM Registration/Information  
9:00 AM – 10:30 AM Workshop Sessions III  
10:30 AM – 10:45 AM Break  
10:45 AM – 12:15 PM Workshop Sessions IV  
12:15 PM – 1:45 PM Lunch Break  
1:45 PM – 3:15 PM Workshop Sessions V  
3:15 PM – 3:30 PM Break  
3:30 PM – 5:00 PM Closing Plenary Session:  
“Legacy”  
6:00 PM – 9:00 PM Networking Dinners

### Sunday, October 14, 2001

9:00 AM – 4:00 PM Constituent Meetings

For more information, call 202/638-1263 or visit our Web page at [www.gu.org](http://www.gu.org).

This publication is available in alternative media on request.

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## Conference Goal

To encourage creative programming and public policy initiatives that respect, value, involve and enhance the lives of people of all ages.

The conference will provide:

- Information about innovative program models around the world, including planning, development, implementation and evaluation
- Networking opportunities with international, national and local experts
- Up-to-date information about public policy issues and initiatives

The GU international conference will offer opportunities for special interest group networking, thirty roundtable presentations and twenty-five workshops that will address a wide variety of topics including the aging, youth and intergenerational fields.

The following are just a few of the topic areas:

- Public Policy
- Grandparents and Other Relatives Raising Children
- Creative Arts
- Coalitions and Networks
- Program Evaluation and Research
- School-based
- Community-based
- International
- Service Learning/Community Service
- Senior Service corps
- Shared Sites/Co-located Facilities
- Program Administration

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## About Generations United...

GENERATIONS UNITED (GU) is the national membership organization focused solely on promoting intergenerational strategies, programs, and public policies. GU represents more than 100 national, state, and local organizations representing more than 70 million Americans and is the only national organization advocating for the mutual well-being of children, youth and older adults. GU serves as a resource for educating policymakers and the public about the economic, social and personal imperatives of intergenerational cooperation. GU provides a forum for those working with children, youth and the elderly to explore areas of common ground while celebrating the richness of each generation.