



Ideas for *Intergenerational Living*

Penn State Intergenerational Initiatives Advisory Group

Matthew Kaplan, Ph.D., Editor
State Extension Specialist
Intergenerational Programs & Aging
The Pennsylvania State University

Nancy Crago, Ph.D.
Penn State Cooperative Extension in
Allegheny County

Mary Ann (Federowicz) Curren
Director of Therapeutic Recreation
Foxdale Village

David Dowler
Penn State Cooperative Extension in
Crawford County

Annette Goodling
Penn State Cooperative Extension in
Union County

Nancy Grotevant, Director
Penn State Cooperative Extension in
Pike County

Linda Hendricks
Penn State Cooperative Extension in
Columbia County

Marie Hornbein
Take Note Producer
Penn State Public Broadcasting

Susan Hutchinson, Ph.D.
Assistant Professor
School of Hotel, Restaurant & Recreation
Management
The Penn State University

Margaret Malehorn
Penn State Cooperative Extension in
Cumberland County

Wendy Middlemiss, Ph.D.
Assistant Professor
Health and Human Development
The Pennsylvania State University

Cheryl Miller
Penn State Cooperative Extension in
Perry County

Jon Nussbaum, Ph.D.
Professor of Communication Arts &
Sciences
The Pennsylvania State University

Mary Ann Oyler
Penn State Cooperative Extension in
Franklin County

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Newsletter Production
Colleen Bloom
Staff Assistant

PENNSTATE



College of Agricultural Sciences
Cooperative Extension

From the Editor:

The *Ideas for Intergenerational Living Newsletter* is one the primary outreach tools of the Penn State Intergenerational Program (PSIP). Rooted in Penn State Cooperative Extension, the PSIP seeks to *enrich people's lives and address vital social and community issues by promoting effective intergenerational programs and policies*. Articles in this issue of the newsletter highlight an array of intergenerational approaches and applications.

In the first article, Richard Kipp and family members share a very poignant, personal story about how their family transcended caregiving challenges and even managed to strengthen intergenerational bonds.

The next article, written by Ellen Boyd and Nike Liu, provides some details on the Shaver's Creek Environmental Center - Penn State Cooperative Extension intergenerational outdoor school program. In the next segment of the newsletter, *Golden Opportunity – Grandparenting*, Jane Landis provides some insights for how grandparents can support and inspire their grandchildren. This is followed by Robin Kulek's description of an interesting intergenerational after-school Web-design project implemented in Cameron County (PA).

In the next article, Toni Stuetz describes the Chester County (PA) 4-H Fashion Revue program, which is held annually at a local continuing care senior facility in Chester County.

The newsletter ends with announcements of two conferences – PA Department of Aging's Relatives as Parents/Kinship Care Network meeting (December 3, 2002), Generations United's International Conference (October 15-18, 2003), and an invitation to join the International Consortium of Intergenerational Programs (ICIP).

If you have an intergenerational program or perspective to share with others, please consider doing an article for our newsletter. Just drop me a line at msk15@psu.edu or call (814) 863-7871. Thanks.

Matt Kaplan, Associate Professor
Intergenerational Programs & Aging
Penn State University

Caregiving - A Family Affair

By Richard Kipp, Associate Director
Information and Communication Technologies,
College of Agricultural Sciences, Penn State University



Egbert M. Kipp
11/27/14 - 9/24/02

This is a story involving three generations of a family - my father, my wife and me, and our son and daughter-in-law. It involves a parental caregiving need, a newly-relocated young couple, and an unusual opportunity for three generations to help one another.

My father, Egbert M. Kipp, was born November 27, 1914, in Portuguese West Africa (Angola). My son was born November 4, 1972, in the USA. They "met" in 2002, in State College, Pennsylvania.

While my father and son, ages 87 and 30, actually first met in 1972, the year of Michael's birth, an intergenerational living experience 30 years later re-introduced them in a mutually beneficial manner which has enriched the lives of both.

Grandfather Kipp, born and raised in Africa, came to the U.S. and entered college at the age of 15. With degrees from Iowa Wesleyan, Boston University, and Penn State, he married, began work as a research chemist prior to WWII, and, with his wife Pauline, raised three children. After exceptional careers with Alcoa, Sun Oil, and consulting internationally, he retired to State College, Pennsylvania. This bright period of his life soon dimmed with his wife's long bout with, and ultimate death from, Alzheimers. Diagnosed himself with advanced cancer years prior to his wife's death, he survived surgery and beat the odds, but was soon living alone, with assisted care, in his home.

Faced with growing expenses and Dad's strong desire to remain in his home, my wife and I decided to convert his basement to an apartment. In exchange for basic overnight care, the apartment was made available, rent-free, to a family friend, significantly extending Dad's financial resources and ability to remain in

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Senior Adults Join Outdoor School at Shaver's Creek Environmental Center

By Ellen Boyd and Shih-Tsen Liu

It's early October and there's a crisp chill in the air. A few leaves are beginning to change colors, and the broad-winged hawks are moving south for the winter. Some very anxious fifth graders are packing their sleeping bags, and some very eager senior adults are lacing up their hiking boots for an upcoming week at Outdoor School.

Each spring and fall for the last 46 years, Shaver's Creek Environmental Center has offered Outdoor School (ODS), a residential, environmental education program for fifth and sixth grade students. Schools from Mifflin County, Hollidaysburg, and even as far away as Lancaster, PA send their students for an exciting four-day experience. The children participate in natural and cultural history lessons, teambuilding activities, community values discussions, night walks, and campfires. They live in small cabin groups supervised by college-aged counselors, who are either volunteering their time or earning class credit for their experience.

The fall 2002 Outdoor School season was just like the programs of the past four decades with one important distinction. When the children arrived at the lodge, in addition to seeing college-aged counselors, they were greeted by a group of senior adults. In a pilot project sponsored jointly by Penn State Cooperative Extension and Shaver's Creek Environmental Center, 17 senior adults were recruited, trained, and integrated into the ODS program. The seniors were recruited through presentations conducted at senior centers and continuing care retirement facilities, articles in local newspapers, and, most importantly, word of mouth. John Buzzell, the first senior to sign up for the pilot study said, "The only way I can see keeping this wonderful resource (the forest) for future generations is to figure out ways to interest young people in nature and to foster in them a sense of stewardship."

The Intergenerational ODS Program Coordinator is Shih-Tsen (Nike) Liu, and the project itself stems from her graduate work in Agricultural and Extension Education. She is investigating the positive impact older adults can have on young people's learning and attitudes about the environment. For the

pilot study, the senior adults participated in two of the four weeks of ODS programming. The seniors were divided into groups of three to four and assigned to "learning groups," which are comprised of 12 children, one instructor, and one to two counselors.



Let's play "Gotcha."

The lessons are a combination of hikes, with natural history interpretation, and hands-on activities designed to teach ecological concepts. In many cases, the senior adults joined the children in the games, learning along side them. In other instances, the seniors observed the activity and provided insightful comments during the groups' follow-up discussions. In all lessons, the seniors were encouraged to share their own experiences as they related to the topics at hand. The intent was to provide a platform for the children and seniors to share their environmental values and learn from one another while actively participating in the lessons.

After a week of Outdoor School, a student from Armagh Elementary School said, "They (senior volunteers) taught me how important it (the environment) is to us and how that if we don't take care of the Earth, it won't take care of us." During the two weeks of the intergenerational program, seniors shared stories highlighting the environment-sustaining values of Native Americans, talked about the power of people to organize and defeat development proposals that would destroy natural habitats, and provided examples of how introducing exotic animals threatens native species. At the same time, the children enhanced the

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seniors' understanding of natural ecosystems as they shared knowledge learned in the classroom. For example, one student drew upon the newly learned principle of photosynthesis to explain the excessive weed growth occurring in a wetland area.

Now that the Outdoor School season is over, we have had time to reflect on the program, including its successes and things we will do differently in the spring. There was overwhelmingly positive feedback from the senior adults who participated in the pilot. They were impressed by the organization of ODS, the thorough training, and the knowledgeable and energetic staff. The kids seemed to enjoy having an additional 'buddy' in their learning groups whom they could go to with problems or walk with along the trail. A few seniors expressed their appreciation of these intimate interactions with individual children. Bette Jackson, who volunteered in both weeks of the Intergenerational ODS, said, "It was a wonderful experience because you were thrown together. It just made you learn about each other. I was surprised that the children today can be so kind, caring, and concerned. They are our hope." Jennifer Emigh, the ODS assistant director, said, "From my point of view, I thought it was great to see three generations of ODS participants (children, counselors, and seniors) interacting with one another, especially at meals. Part of what makes ODS so special is the opportunities for social interaction and growth. Whether the kids realize it or not, they are learning from the positive role modeling of the counselors and the senior volunteers."

Lest we paint too rosy a picture, there are some things we will do differently in the future. Several of the seniors indicated that there were missed opportunities for teachable moments during the lessons. This was either because the group was hiking along the trail too quickly, was short of time in the lesson, or because the senior was reluctant to interrupt the flow of the activity. We think one solution to this problem is to bring the instructors and the seniors together more frequently to discuss the goals and activities of each lesson plan. Another change we would make is the number of senior adult volunteers per group per week. For the pilot study there were about 14 seniors each week, which meant four in each learning group. These high numbers may have also precluded some seniors from fully participating. In

the future, one senior teaching volunteer per learning group would probably be more effective in allowing that person to interact more fully with the instructor and the children.

Overall, the pilot Intergenerational ODS program was a success. Everyone had a good time and many of the seniors (and college counselors) have already expressed interest in returning to ODS in the spring. While Nike is still compiling and analyzing her data from the season, we can probably say there is definitely a place for intergenerational environmental education at Shaver's Creek Environmental Center. The project team also plans to develop research-based outreach materials for other environmental educators interested in adding an intergenerational component to their programs.



Senior volunteers joined the "water study" lesson with 5th graders.

For more information or to share your own experiences with intergenerational environmental education please contact:

At Shaver's Creek Environmental Center:

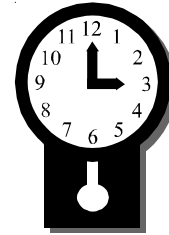
- Ellen Boyd, Former On-Site Director of Outdoor School, eeb1@outreach.psu.edu.
- Mark McLaughlin, Program Director for Outdoor School, mxm51@psu.edu.

At Penn State University, Cooperation Extension:

- Shih-Tsen (Nike) Liu, Program Coordinator, Agricultural and Extension Education, sx1234@psu.edu.
- Matt Kaplan, Intergenerational Programs and Aging Specialist, msk15@psu.edu.

Time with Grandparents

*Created by: Jane A. Landis, CFLE, M.Ed.
Extension Agent, Dauphin County*



Young Children and Divorce

True or false? Preschool children are more affected by the divorce of their parents than are school age children or adolescents.

Actually, divorce is usually traumatic for everyone, even the parents of the divorcing couple. However, children between the ages of two to five are forming their ideas about roles parents play; therefore, the impact may have a longer lasting effect.



Research reflects that preschool children show their anxiety over divorce in different ways. They may worry about both parents leaving and suffer intense separation anxiety. They may regress to out-grown behaviors, for example bed wetting. As the grandparent, if you notice signs of regression it will be important to change some of your expectations as you reassure your grandchild that they are still loved by you. Remember to be patient – everyone in the family is making huge adjustments.

Play is an important tool children use to cope with stress and to solve problems. You can become involved in various play activities such as “playing house.” This type of activity is where your young grandchild can express what he or she may be feeling. Let them take the lead in the play. Avoid being judgmental or trying to manipulate the play to include your point of view!

In some environments, a child may believe they are the cause of the divorce. “If I had only been or done ...” is often a phrase expressed by a child who is having difficulty with the change. Young children do not have a real understanding of cause and effect; they may think that somehow they caused the parent to leave. Your role is one of understanding and reassurance that not only you, but all the adults involved, still love the child.

Quick Tips

1. Use the simplest terms in explaining the reason for the change.
2. Reassure your grandchild that the adults made the decision to separate or divorce. It wasn't anything he or she said or did.
3. Express your love in a variety of ways including spending more time with them.
4. Allow your grandchild to express feelings of loss and rejection even if comments are directed toward your own adult child.

Even your own relationship with an ex-spouse needs to be as congenial as possible. Research indicates that children adjust better when all the adults stay focused on the developing child and not on the bitterness, if any, of the divorce.



Doing It Together

Winter Time Activity



When the days get cold and short, it is a perfect time to teach a science lesson on ice – salt and melting. Kids of all ages love to discover the answers to simple questions like, “How long does it take to make ice?” or “Why do the big trucks put salt on roads when it snows?” Here is a demonstration you can do with your grandchildren:

Make two ice blocks by pouring water into two small margarine tubs and freeze. If you want to explore questions about how long it takes ice to form, before freezing the containers, put hot water in one and cold water in the other. Ask your grandchild which container is likely to turn to ice first. Mark the time it takes the water in each container to turn to ice.

Then ask your grandchild to tell you what they think the “salt” trucks may be doing when they are out on the roads. You may be surprised at their answers, and it will give you the opportunity to introduce your experiment. Bring out the two ice blocks and ask your grandchild to sprinkle a tablespoon of salt onto one block and leave the other one alone. Ask about which one will melt first. (*The one with the salt will melt faster because the salt speeds up the melting process.*) Be creative by doing other experiments with ice and salt - inside or outside.



Indoor Snow Salad

Makes 2-3 servings

1 cup cooked chilled rice
 ¼ cup kidney red beans, drained
 ¼ cup green bean almond, drained
 1 Tablespoon green bean liquid
 2 Tablespoons raisins (optional)
 1 Tablespoons olive oil
 Season to taste with parsley, salt, pepper, or your favorite herbs
 Shredded Cheddar cheese or grated Parmesan cheese

Place rice, beans, and raisins in a mixing bowl; gently stir. In a small bowl, whip green bean liquid and olive oil until well blended; add seasonings then toss with rice and bean mixture. Using an ice cream scoop, make a “snowball” mound on the salad or dinner plate. Top with cheese. Enjoy this healthy and delicious salad whether it is snowing or not.



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his home. During this period, one of our three children, Michael, was living and working in Lancaster, PA, as a surveyor. Within a year, he was transferred to the New York Catskills, where he met Lauren, the young lady who is now his wife.

The convergence of families and generations began when Michael and Lauren decided to re-locate to Centre County to broaden their careers. At the same time, Grandad's second "tenant," a Penn State student, was graduating and leaving. The decision was mutual. By moving in, Michael and Lauren would be available overnight to assist Grandad, saving him the expense of overnight care. They also took care of home and grounds maintenance for us. With no rent payments, they were able to more quickly reduce their school and other debts, while beginning new jobs in a growing community. Perhaps most important of all, five lives, spanning three generations, have been enriched in a manner increasingly uncommon in the U.S. today. The living arrangement was not only helpful to both my father and our son and daughter-in-law, but brought great peace of mind to my wife and me regarding my father's care.

We all realized this was a living arrangement of unpredictable duration, but one which could bring life-enriching experiences and mutual benefits to the lives of individuals 58 years apart in age. Nine months later, on September 24, Grandad passed away, spending his final months in his home as he had always wished.

My father, wife, and I clearly benefited from the living arrangement described. But how did Michael and Lauren feel about it? Their thoughts follow:

"When Lauren and I came to State College and moved into my grandfather's house, it was an opportunity for us to save some money and at the same time help my grandfather to feel more comfortable and safe in the last months of his life. During the nine months that we were here, I got to know my grandfather better than I ever have in the past. We really became quite close in that short period of time."

"I became accustomed to all of his habits, and was always impressed by the fact that even at his age, and the difficulty of getting through each day, he never complained about things, and was always more concerned about us and how we were doing. He never wanted to be a burden to us."

"Many times he would wake up in the middle of the night, thinking it was morning, and time for breakfast. I would go upstairs and sit with him for a while, and let him eat his

cereal. Then I would tell him that it was the middle of the night, and he would go back to bed. Sometimes we would just sit at the kitchen table and not say a word; other times he was very talkative, about all kinds of subjects and places. It didn't really matter if he said anything. What was most important to us both was that we were able to be together and get to know each other in a very close way."

And Lauren, the "newest" family member, has this to say:

"When my husband and I moved to Pennsylvania in late December 2001, we were given the wonderful opportunity to live with my husband's grandfather, Egbert Mason Kipp. This experience not only helped us financially, as newlyweds and freshly hired into new jobs, but it allowed us to get to better know the eldest member of the Kipp family. Living in the downstairs apartment, the sound of his walker scraping against the floor took some getting used to. Over the following months, I learned so much about him. I also learned to sleep with the pillow over my head; his 2:00 a.m. snack of Lorna Doones and milk was his favorite nightly ritual. He was a source of abundant knowledge, constantly amazing me with stories about his childhood in Africa. I was impressed with his extensive schooling and many accomplishments throughout his interesting life. He frequently hummed the PSU alma matter over breakfast and never missed a football game on TV. Living in such close proximity to him allowed me to enjoy the little things about him that many people may not have noticed. Our many short visits during my lunch break and long dinners out at his favorite restaurant were so important to him and to me. I had so much love and respect for him in the short time that I was blessed to have known him. I never met his wife Polly, but it was clear that this man knew love, celebrating over 60 years of marriage. One of the last things he asked for was her. Many people never experience love like that. Mike and I frequently talk about him and laugh about how witty he was. When we asked how he was, he always said "Fine, but how are you doing?" and wondering if we needed anything or if there was anything he could do for us. At 87 years old, he once offered to help us move a couch and assist in mowing the lawn. Amazing, that's how I would describe him. I saw a package of Lorna Doones in his kitchen cabinet last week and smiled. I now miss the sound of that walker..."

The apprehension my wife and I initially felt about the arrangement subsided over time. It was clearly an unusual opportunity which brought great benefits to all involved.

An Intergenerational After-School Web-Design Project: Field Notes From Cameron County, Pennsylvania

By Robin L. Kuleck, MSED, CFCS

Extension Educator - Resource Management

Penn State Cooperative Extension, McKean-Potter Unit

For the past few summers, Penn State Cooperative Extension of Potter County has sponsored an IT (Information Technology) camp for high school juniors and seniors to develop IT skills and learn more about IT careers. The first projects involved developing high profile Web sites for the Potter County Historical Society and Potter County Human Services. As word of the students' excellent work spread in the human services community, additional requests came in for Web site design assistance, including one from Emporium-based Northern Tier Community Action which serves Cameron, Elk, McKean, and Potter counties in Pennsylvania. Considering that this organization did not previously have a Web site, and the fact that they are a large and an increasingly complex organization, developing a Web site would be a major challenge. To help address this technical challenge, we adopted the intergenerational strategy of recruiting local adults to join in the IT camp group effort.

In the Spring of 2002, five adults joined five youth participants for an eight-week after school IT camp program. Cameron County 4-H/Youth agent Cathy Straub suggested we use the local Careerlink center, located in downtown Emporium, directly across the street from our community recreation center where many teens hang out. And to everybody's pleasure, the Careerlink center folks agreed to allow us to use their new 12-station computer lab free of charge. This was a key factor in enabling us to further widen the circle of program supporters and participants.

With the youth and adult participants working together, and drawing upon their skills and interests in synergistic fashion, the IT Camp concept took new form. The role of the adults was multi-faceted. They provided a "dilutional" factor; i.e., they seemed to have a big impact on the teens, particularly those with reputations for "misbehavior." Also, an interesting dynamic took form in which technology wise teens assisted the adults and the adults helped to "fine tune"

the work the youth did. Two of the adults helped to resolve technical problems and two others used their art training to help with the "look" of the site. For the most part, the youth and adults were "co-learners;" together they learned about the various components of Northern Tier Community Action — weatherization, food banks, child care information services, Head Start, and others. They also spent several weeks together learning to use Microsoft FrontPage and good Web design techniques. Several state Cooperative Extension Web design sites were used to guide the project, including Colorado,

Missouri and Minnesota.



In recruiting students in grades 7-12 and adult volunteers to take part in the 8-week after-school project, we leveraged off the fact that the IT training program was being provided free of charge and that the group would be conducting

a vital community service by creating a functional Web site for an important human service agency. We decided to include healthy snacks as a component since the students would come directly from school and the adults would be coming from work.

In designing the Northern Tier Web site, the team encountered several challenges. For example, it was not always possible for the student-adult teams to obtain the desired face-to-face feedback from component agency personnel. Also, there were occasional technological incompatibility problems. For example, when the students tried to use personal Web space available from their home providers, these sites didn't support the Microsoft FrontPage version we were using. Differences in skill level posed another challenge. Occasionally, we found that some of the students who came had limited computer and academic skills. However, we persevered in establishing a class atmosphere that conveyed the sentiments that "we're all in this together," "together we're smarter than any one of us," and "learn by doing."

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We transcended all of the challenges and ended the project on an up note. Several months ago we handed off the completed Web site, which we anticipate will dramatically enhance Northern Tier's public exposure and improve their organizational efficiency. For example, we converted many intake documents to PDF format so that if a Head Start Family Service Worker in another community identifies a family that could benefit from services that their Weatherization unit provides, they could just pull off the weatherization forms from the Web site rather than wait for the forms to come in the mail. The web site could be more of a one-stop shop for employees and clients of NTCAC in the four-county area.

In conclusion, we feel that we have developed a project that could be replicated at a very low cost. From our perspective, the keys to success are as follows:

- Be clear about program mission. In our case, we articulated a dual mission – i.e., to provide young people with IT training and to conduct community service projects.
- Have people on hand who could resolve unanticipated technical difficulties.
- Encourage the group to have and cherish those great “Aha” moments that come when learning new technologies. My favorite was, “Oh, now I know why some people choose to save their work every five minutes!”

If you have any questions or suggestions to share, please don't hesitate to contact me at: Penn State Cooperative Extension, McKean-Potter Unit, P. O. Box 1504, Smethport, PA 16749-0504 Phone: (814) 887-5613, e-mail: rlk16@mail.psu.edu.



The Chester County 4-H Fashion Revue Goes Intergenerational

*Toni M. Stuetz, Extension 4-H Agent
Penn State Cooperative Extension/ Chester County*

The Chester County 4-H Fashion Revue is an annual program for local youth participating in the 4-H clothing and textiles program. The program provides 4-H members with an opportunity to exhibit and be judged on their sewing projects; winners are selected to compete in Regional Fashion Revue and a chance to go on to the State Fashion Revue. Since the mid-1990's, Chester County 4-H has been holding their Fashion Revue at a nursing home and life care community facility. This provides an opportunity for 4-H members and area seniors to spend a day together, learn a little about one another, and have fun together.

By having the program at a senior community, we are able to plan an entire morning of intergenerational activities. During these activities, the youth are pulled one at a time from the group to be judged by a panel of judges on garment construction as it affects outward appearance. Other activities have included various crafts, cooperative games, bingo, singing, and storytelling. (The residents love to share stories of their youth with the participants.) After a

morning of activities with the seniors, the group reconvenes in an auditorium or meeting area in the retirement community in which residents, family, and friends come to enjoy a fashion show put on by the youth. Following the fashion show, the results from the judging are announced. The residents always invite the youth back and many of the 4-H clubs have returned to the community during the year to visit with the residents.

When Chester County began holding Fashion Revue at the senior community, the primary goal of the leaders was to find a comfortable facility that could accommodate our space needs. However, we soon realized that there were also many other benefits — for the youth as well as for the seniors — that came with making this an intergenerational event. For one thing, the youth get an opportunity to provide a needed community service; they know that the senior residents really look forward to seeing them and spending the morning together. Furthermore, the seniors help with the Fashion Revue itself; some seniors participate as judges in the 4-Her's modeling workshop and practice sessions leading up to fashion show.

All in all, the program creates a win-win situation. The youth fashion experts-in-training benefit from having an accessible, highly encouraging audience, and the residents benefit from these positive, caring, high energy visits.



Announcements

Relatives as Parents Program/ Pennsylvania's Kinship Care Network Statewide Meeting

Tuesday, December 3, 2002, 9:30 a.m. to 3:00 p.m.
(Lunch included)

Toftrees Resort & Conference Center
One Country Club Lane
State College, PA

This is the first statewide meeting of Pennsylvania's kinship care advocates and service providers. It will also serve to launch a statewide Kinship Care Network.

Participants will:

- Learn more about the state of kinship care in Pennsylvania.
- Learn about innovative kinship care programs.
- Get a chance to discuss a variety of kinship care models and efforts.

Invited speakers include:

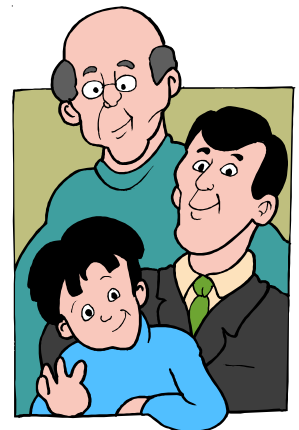
- Sandra Cross, Grand Central, Philadelphia
- Michele Daley, Family and Community Service of Delaware Count
- David Fetterman, Generations Together, Pittsburgh
- Matt Kaplan, Penn State Cooperative Extension Service, Penn State University

Registration can be done online. Contact Michele at mibell@state.pa.us for a copy of the form. **Registration deadline: November 27, 2002.** Directions to Toftrees Resort and Conference Center are available at www.toftrees.com.

An Invitation to Join the International Consortium for Intergenerational Programs (ICIP)

The International Consortium for Intergenerational Programs (ICIP) is an international membership organization focused on promoting intergenerational programs, strategies, and public policy from a global perspective. One of its aims is to develop a systematic approach to understanding why intergenerational programs and practices work. ICIP's successful first international intergenerational conference, *Connecting the Generations - A Global Perspective* was hosted by The Beth Johnson Foundation on April 2-4, 2002 at Keele University in the United Kingdom. For more information on the conference, visit the Web site: <http://www.centreforip.org.uk/newsitems/newsitem6.htm>.

Members of ICIP enjoy discounts on subscriptions to the new *Journal of Intergenerational Relationships: Programs, Policy and Research*, and on attendance to its international conferences. To receive a membership package which contains details of ICIP's aims, structure, member benefits, and membership fees, send an e-mail to generations@bjf.org.uk.



Generations United International Conference October 15-18, 2003 in Alexandria, Virginia

Generations United is currently seeking proposals for their next International Conference. You can download a copy of the Call for Proposals on the Generations United Web site at www.gu.org. Submissions must be mailed to GU by December 30, 2002. International participants may submit proposals via e-mail. Contact Sheri Steinig at ssteinig@gu.org for more information. Don't miss this great conference!

**For more information on the Penn State Intergenerational Program, please check our Web site:
<http://intergenerational.cas.psu.edu>**

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