



Ideas for *Intergenerational Living*

Penn State Intergenerational Initiatives Advisory Group

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Newsletter Production

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From the Editor:

Lots of things are happening in the intergenerational field – innovative program models, new and exciting curricular resources, new research findings, and conferences.

This newsletter, put out by Penn State Cooperative Extension, aims to keep you informed about developments unfolding in this new and dynamic area. In this issue, you'll read about several intergenerational programs, including: a new continuing care retirement community initiative, an intergenerational communication luncheon program, an intergenerational summer camp program, and Homeshare International (an international program based in London).

Also included in this issue: research findings on the value of reminiscence, a book review on intergenerational

programming from an international perspective, information about a new journal—the first devoted exclusively to intergenerational studies and practice, some ideas for grandparents on how to engage their grandchildren, and several upcoming events such as the Generations United Conference (October 15-18, 2003) and Intergeneration Day/Week (September 29 - October 5, 2003).

As always, we welcome your suggestions for items to include in future issues.

Matt Kaplan, Associate Professor
Intergenerational Programs & Aging
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Let's Talk! Generation to Generation Roundtable (Senior Center, Waynesboro, PA)

*By Mary Ann Oyler, Family and Consumer Science Agent,
Penn State Cooperative Extension, Franklin County*

On Monday, October 7, 2002, a special lunch was held at which 26 older adults and high school students had the opportunity to really talk with each other and get acquainted. Held as a joint effort between Waynesboro Communities that Care and the Healthy Communities Partnership of Greater Franklin County, the luncheon had the purpose of improving communication among participants, promoting an attitude of acceptance on the part of both groups, and HAVING FUN.

Groundwork was laid with each group through a preliminary planning meeting to address concerns and logistical questions.


As part of the luncheon format, individuals were paired up and a series of questions were used to move from general information gathering, e.g., "How long have you lived in Waynesboro?" to more focused discussions, e.g., "What's it like for you to live in this community?" and personal conversations, e.g., "If you had one thing you'd like to say to me and my friends, what would it be?" Afterwards, the whole group summarized what they learned from each other.

Conversation was animated. Judging by the closing discussion, some real connections were made, sometimes to the surprise of both groups of participants. One pair realized they both had an avid love of art; another pair shared a keen interest in the history of their community.

Attendees agreed it had been a good experience and felt similar events should be organized in the future. A second luncheon is being considered for the spring.

An indication of the camaraderie developed was shown in a young man's response to the question, "What would you like to say to me and my friends?" He said, "Don't judge us all as a group, get to know me." Without hesitation, his senior partner responded, "That goes for me, too!"

For more information, please contact: Healthy Communities Partnership, Jan Crudden, 717-264-1470.



A young man said, "Don't judge us all as a group; get to know me." Without hesitation, his senior partner responded, "That goes for me, too!"

Generations Mix - An Intergenerational Summer Camp for Teens and Elders

By Maureen Statland, Youth Development Educator,
University of Illinois Extension,
Cook County/North Suburban Unit

Rolling Meadows High School in suburban Chicago was the site of a special intergenerational camp in June of 2002. The program was a cooperative effort of University of Illinois Extension, Rolling Meadows High School, and the Rolling Meadows Golden Years Council. A group of eight high school students and twelve older adults met for three consecutive afternoons to share common experiences and learn from and with each other.

They shared stories of their family history, taught each other new skills, created a cooperative mural, learned

about their personality styles, and had a very enlightening discussion about their attitudes and feelings toward aging and grower older.

The elders identified their concerns about today's youth, and the students described what they look forward to about growing older. Both students and elders learned how much they had in common with each other. At the end of the camp, one student commented, "they were once just like us!"

Facilitators:

Maureen Statland, Youth Development Educator, University of Illinois Extension, Cook County/North Suburban Unit & Chair, Chicago Metropolitan Intergenerational Committee

Molly Hofer, Family Life Educator, University of Illinois Extension & Secretary, Chicago Metropolitan Intergenerational Committee

Photo: Bill Soto and Brett Olsen (RMHS)



Foxdale Village - A Generation Station

By William James, Executive Director, Foxdale Village
Continuing Care Retirement, State College, PA



Charles Grossman, a resident at Foxdale Village, and Matthew Olivia, a student at the Friends School, share a quiet moment of reading together.

Photo: Mary Ann Curren, Director of Therapeutic Recreation, Foxdale Village.

Opportunities for a fulfilling lifestyle at Foxdale Village are plentiful. The woodshop, painting studio, needlework room, library, computer room, café, gift shop, exercise room, game room, and auditorium are some of the places where the life of this community abounds.

In addition, we are working closely with the State College School District, Penn State, and other organizations to create linkages between our residents and the young people of the State College area. We are proud of the accomplishments thus far and look forward to continued growth of these programs.

A strengthening working relationship with the State College Friends School has brought the wonderful socializing skills of their kindergarten and first grade classes to our community for sharing of songs, games, and reading. The second and third grade classes have a regular connection with many of our residents in the study of countries and religions of the world. The community service approach brought by the seventh and eighth grade classes has connected residents with these young adults in developing biographies, special projects, and sharing of knowledge.

A few of the many examples of connections include a high school student sharing her wonderful artistic talents in our painting studio, the Penn State Golf Team members offering a clinic on our lawn, communications students filming the community and interviewing our residents, plus landscaping students working with our gardening committee while exploring our beautiful grounds as they develop their design skills. We also offer numerous internships for university students. In several cases these interns have become employees.

(Continued on page 10)

What is Homeshare?

By Nan Maitland, Director, Homeshare International

Homeshare is an exchange of housing for help – an intergenerational program for the mutual benefit of old and young alike. Older people give what they have to a younger person – spare accommodation and the wisdom accrued from a long life – in return for some practical household help, companionship, the security of a night-time presence and perhaps a small rent.

The magic and the practical benefits of Homeshare are beautifully captured in a recent video produced by Homeshare Victoria, Australia. It depicts three heart-warming vignettes of real-life Homeshare matches: a young couple living with an elderly disabled gentleman, a Chinese male student sharing with an older Australian lady, and a young woman whose presence and companionship has saved her householder from residential care and a parting from her beloved dog. Anyone who doubts the potential riches and benefits of such an intergenerational relationship need only view this video. We hear the views of the Householders, the younger Homesharers, the social workers, the families and the program coordinators. This is the classic win-win scenario!

Another recent and valuable addition to the Homeshare resource list is a book entitled, “Homeshare Europe: A Guide to European Homeshare Programs,” Kreickemeier, Anne-Lotte and Roman, Maria Asuncion Martinez, University of Alicante. ISBN 84-699-5766-X.



Two years ago, the EU provided funding for a group of European Homeshare leaders to develop “pathways to future co-operation.” With these funds, we created our Web site www.homeshare.org. Also, Professor Maria Asuncion Martinez Roman of the University of Alicante in Spain (founder of Homeshare in that city), and Professor Anne-Lotte Kreickemeier of the University of Darmstadt (who also founded Homeshare in Germany) undertook to research every program known to exist in Europe, and to create the first-ever directory of European programs. The resulting book, published by the University of Alicante, lists every program and

More on Homeshare International and its partners:

There are approximately 100 Homeshare programs in the U.S. To contact individual programs, look at the Homeshare International Web site www.homeshare.org, go into programs USA, and then to the U.S. site. Here, you will find a directory of U.S. programs.

The Homeshare International Web site highlights the National Shared Housing Resource Center (NSHRC), a volunteer membership organization which works to promote shared housing on a national level in the United States. It was established in 1981 by Gray Panther activist, Maggie Kuhn, who saw the need for an organization that would support shared housing programs throughout the country. NSHRC provides a clearinghouse of housing information for housing professionals, sponsors, researchers, consumers, government officials, and the media. The center is a referral service, maintaining a directory of shared housing programs and shared living residences. Visit www.nationalsharedhousing.org for information.

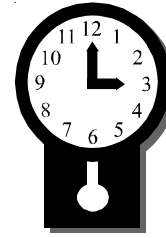
provides information about each one. It also explains the role of Homeshare International, and the way Homeshare programs operate in different countries. Copies of this publication reside in the U.S. Library of Congress and the British Library. Click here to read more <http://www.homeshare.org/english/news/index.html>. If you are interested in obtaining the video or the book, please contact me.

*Nan Maitland, Director
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Note: This article is adapted from one that appeared in the December 2002 issue of the International Consortium of Intergenerational Programs newsletter.

Time with Grandparents

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



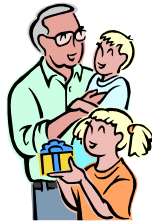
Being Successful

One of the best ways to help children be successful is by your playing with them! Sounds pretty simple and it is. Playing helps them develop and you to be: physically, mentally, socially, and emotionally active. Here are a few ideas that may help your grandchildren be “successful.”

Two year olds - love to hear the same thing over and over. Books can be a great way to develop these little minds. You can add sounds and motions to the stories and have even more fun together.

Four and five year olds - Games are great learning tools. Throw in some running and jumping, and they will get lots of exercise and grow physically as well as mentally.

Six and seven year olds - The ground work for self-esteem is laid at an early age. Now is a good time to support and build on the child’s emerging self-confidence. Together, do some creative projects and make sure you compliment the efforts - not just the end product.



Eight and nine year olds - Friends are important to this group, so why not host one of those sleepovers with a cousin or two who is about the same age. That way you get to enjoy two grandchildren for the “price of one.”

Ten to twelve year olds – Children at this age are usually computer wizards. Many grandparents have computers and this is a perfect opportunity to get free lessons from the “experts.” If you don’t have a computer, take a trip to the library and have them use the computer to order books you both might enjoy.

Thirteen to fifteen year olds – “Independent” describes this age. You may feel you don’t have a role in their lives now, but you do. You are helping them connect to the past and are helping mold the future. Make sure you stay connected emotionally -- ask about what’s “IN” and avoid criticizing the way they dress. It will be fun to get out the family album and perhaps look at what you wore as a teen and what their parents wore. You know how fashions repeat themselves.

Sixteen to twenty year olds – This is a time of major growth — physically, socially, and emotionally. They feel ready for the world. There will be challenges in most of the house rules and conflicts particularly as this age group prepares to leave home. You can be the extra set of ears and reassure them they will be successful in what they do. After all, they are your grandchildren!

Children Can Be Successful

- Physically: building strong muscles and healthy bones
- Mentally: learning how to think and develop reasoning skills
- Socially: learning to play and work together in the family
- Emotionally: understanding their feelings and emotions

Doing It Together

Fun with Wind and Air

Spring brings lots of opportunities for being outside and enjoying the fresh air. Speaking of air, why not help your grandchildren learn a little about science while the two of you play together?

- ◆ Make streamers from crepe paper or give your grandchild a scarf to hold in the wind. A scarf for you doubles the fun. Talk about what happens to the paper or scarf when the wind increases and decreases.
- ◆ Make your own **GIANT BUBBLES**

To make the biggest ever, you'll need:

- a wire clothes hanger
- pliers
- electrical or duct tape
- cotton twine (optional)
- a shallow bowl
- bubble solution:
 - 2 cups thick dish soap
 - 6 cups water
 - $\frac{3}{4}$ cup of corn syrup



Bend the hanger into a circle, making sure that the loop fits neatly into your bowl that will contain the soap solution. With pliers, twist the remaining wire into a handle and wrap with tape. This mega-wand is now ready for action. For even larger bubbles, tightly wrap the hoop with cotton twine, which acts as a soap-holding wick.

Combine dish soap, water, and corn syrup by gently stirring in a large shallow bowl.

Dip the wand into the soap and gently blow or wave the wand in the air.

Paper Plate Kites

Purchased kites are lots of fun and easy to build, but for the younger age group, making their own kites will also be fun. An advantage to making homemade kits is that there won't be two alike.

What you will need:

- paper plate (1 per kite)
- ribbon:
 - 3 pieces, each 30 inches long
 - 1 piece 48 to 60 inches long
 - (suggest ribbon is at least $\frac{1}{2}$ inch wide)
- Optional: 6-8 feet long piece of crepe paper
- Crayons or magic markers for decorations

Decorate the top and bottom of the plate in any design the child would like.

Make three holes, equally spaced, in the bottom of the paper plate. Place each end of the 30 inch ribbons through a hole in the plate. Tie the ends together, and bring together the six ends of ribbon on the bottom of the plate and tie them in a knot. Attach the longer ribbon in a secure knot.

Your grandchild can hold the ribbon and run to make the kite fly in the wind. For windy days, staple the pieces of crepe paper to the paper plate to fly the kite in the wind.

(Source: Kids in the Outdoors, Better Kid Care, Penn State University, 1995)





Upcoming Events

Generations United 12th International Conference Alexandria, VA October 15-18, 2003

Generations United (GU) will hold its 12th International Conference, "Uniting Generations to Build a Better World" at the Hilton Old Town Alexandria, Virginia, on October 15-18, 2003. Generations United is a Washington D.C. based membership organization focused solely on promoting intergenerational strategies, programs, and policies.

The annual conference attracts practitioners, advocates, researchers, students, retirees, managers, and administrators and allows an excellent opportunity to network with international, national, and local experts. The latest information concerning intergenerational mentoring, grandparents and other relatives raising children, intergenerational shared sites/resources, and elders as community resources will be presented from experts around the world.

The cost of the conference in US dollars is \$225 (Members), \$255 (Non Members), and \$120 (Students/Retired Members) if registration is postmarked by September 4, 2003.

Conference registration fees include access to all sessions, Hill Day, materials, refreshment breaks, receptions, and the annual awards dinner.

The conference registration brochure and additional information are available on GU's Web page at www.gu.org, or can be obtained by contacting GU at 202-638-1263.

Intergeneration Day/Week September 29 - October 5, 2003

*Message from Sonal Modisetta, Executive Director,
Intergeneration Foundation*

Dear Colleagues:

"Because you know the importance of intergenerational relationships, I want to extend an early invitation to you to participate in Intergeneration Day, culminating Intergeneration Activities Week (September 29 - October 5, 2003). Intergeneration Foundation is dedicated to connecting generations through communication, education, and celebration.

We believe that individual, family, and community success will increase by connecting generations. Encouraging individuals, families, and organizations to incorporate age-integrated activities into their lives is one of our goals.

This year, we are introducing our new IG Message contest to connect generations!

We are encouraging individuals of all ages to send messages to people of other generations. We will publish these messages on our Web site and potentially in an anthology. Visit our Web site at www.intergenerationday.org to see the message contest details.

Please begin considering how your participation or endorsement of Intergeneration Day/Week can benefit your organization. We would be honored to have you as a participant working to connect generations for the benefit of all ages.

For more information on Intergeneration Day, culminating in Intergeneration Activities Week, please visit our Web site at www.intergenerationday.org. There is a form on the Web site you can print and fax, mail or email back to me indicating your intent to participate or endorse.

If you are interested in further information about endorsement, please email me, and I can forward a document to you specifying what endorsement means.

I also have free banners, brochures, and media packets on Intergeneration Day/Week that can be provided on request."

Sonal Modisetta

Executive Director, Intergeneration Foundation

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Colorado Springs, CO 80921

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Book Review - *Linking Lifetimes: A Global View of Intergenerational Exchange**Reviewed by Elizabeth Larkin, Ed.D., Associate Professor, University of South Florida***Overview**

The book, *Linking Lifetimes: A Global View of Intergenerational Exchange*, edited by Matt Kaplan, Nancy Henkin and Atsuko Kusano, contains many long-awaited international studies, models, and conceptual frameworks for understanding the importance of an intergenerational approach to social issues. This compilation of cultural perspectives provides an insightful comparison of how some societies are struggling to maintain their rich heritage of beliefs and traditions typically passed along through familial connections, while others hope to re-establish bonds that have been lost through increasing institutionalizing and segregating of the generations. This work is an important contribution to the field, filling an obvious gap in the literature about the essence of intergenerational exchange, its powerful consequences, and an emerging body of knowledge about effective programming from a broad perspective. By identifying different stages of social change with regard to intergenerational relationships, the editors have provided us with insights into positive ways that future social policies might be directed. The different cultural concerns and models shed light on the biases of our own assumptions about why and how intergenerational strategies are necessary.

**Comments on 12 of the Book's 18 Chapters:**

- ◆ **Chapter 1 - *A Conceptual Framework for Cross-Cultural Comparisons of Intergenerational Initiatives*** (Matthew Kaplan, Nancy Henkin, and Atsuko Kusano) This cultural framework chapter is extremely important and sets up the critical nature of looking at culture from a global perspective when considering the issue of intergenerational relationships.
- ◆ **Chapter 2 - *Challenging Stereotypes Across Eastern and Western Cultures*** (Howard Giles, Robert McCann, Hiroshi Ota, and Kimberly Noels) This chapter illuminates many points about how eastern and western cultures view the process of aging, and intergenerational relationships. It is pithy, informative, and a major contribution to the field.
- ◆ **Chapter 3 - *Strengthening Intergenerational Bonds Through Volunteerism: A Global Perspective*** (Anne O'Sullivan) Very interesting regarding how different cultures view the whole notion of volunteerism.
- ◆ **Chapter 4 - *Employing Proverbs to Explore Intergenerational Relations Across Cultures*** (Matthew Kaplan) A fascinating premise that compares beliefs and biases about youth and aging embedded in language. Wonderful metaphors telegraph ideas about how a society looks upon the wisdom of elders and the potential of youth.
- ◆ **Chapter 5 - *Advancing an Intergenerational Agenda in the United States*** (Nancy Henkin and Donna Butts) Useful background information for making comparisons with other cultures.
- ◆ **Chapter 6 - *Intergenerational Teaching and Learning in Canadian First Nations Partnership Programs*** (Jessica Ball, Alan Pence, Martina Pierre, and Valerie Kuehne) Another valuable contribution to the field that builds on the necessity of IG connections in maintaining cultural traditions in teaching and learning. The model is a powerful idea that should inspire others, and it highlights the key role of an IG Coordinator as intermediary.
- ◆ **Chapter 7 - *Intergenerational Programs and Possibilities in Hawaii*** (Matthew Kaplan) Useful background information and program models for comparison to other cultural milieus.
- ◆ **Chapter 8 - *Intergenerational Initiatives in Singapore: Commitments to Community and Family Building*** (Leng Leng Thang) Very interesting chapter about a culture that is based on a strong familial context for intergenerational relationships. Provides a peek at how a society that is moving toward a more industrialized, institutional way of life is losing critical ties among generations and what critical cultural capital, as well as social cohesion, can get lost along the way.

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- ◆ **Chapter 9 - Intergenerational Initiatives in the Marshall Islands: Implications for Promoting Cultural Continuity** (*Hilda Heine*) Again, a rich cultural heritage is endangered by rapid social change (driven by economics), and this culture is struggling to maintain essential elements of continuity and intergenerational connection through programmatic interventions. One important thread here is the role of women in this culture.
- ◆ **Chapter 11 - Intergenerational Community Building in the Netherlands** (*Kees Penninx*) Another powerful model for others to contemplate – especially the idea of creating Guilds in every community to pool resources. Particularly interesting is the fact that this is a society with an extensive social infrastructure, and yet 63% of older people have no contact with the young. Thus, they are ripe for an intergenerational perspective on social policy and community building to address shared concerns.
- ◆ **Chapter 12 - Intergenerational Engagement in the UK: A Framework for Creating Inclusive Communities** (*Gillian Granville and Alan Hatton-Yeo*) The whole issue of class brings another dimension to intergenerational exchange that is taken up in this chapter. Problems with ageism merely aggravate the underlying problem of class exclusion. Questions of political power and social change through an intergenerational approach are clearly presented, and a convincing case is made for bringing older and younger perspectives together.
- ◆ **Chapter 13 - German Pupils and Jewish Seniors: Intergenerational Dialogue as a Framework for Healing History** (*Toshio Ohsako*) Wow! This presentation of an intergenerational model of healing history is extraordinarily moving. It is so immediate and specific that this heartfelt need convinces us of the critical nature of intergenerational exchange more than any other. If we didn't recognize the nature of cultural continuity, of understanding among generations, of constructive social change, before - then surely we can see it after reading this chapter.

More information is available on the book from the publisher. Book can be purchased at a 20% discount on-line: <http://www.univpress.com>.

“Research Corner”

Some Positive Functions of Reminiscing



The following is an excerpt from the Positive Aging Newsletter, Thursday, March 28, 2002. Editors: Kenneth and Mary Gergen

Does reminiscing about the past serve positive personal functions? Researchers Philippe Cappeliez and Norm O'Rourke believe so. As well, these functions may be different depending on one's personality. To explore these possibilities, they gave a group of 89 older adults a series of personality measures, and assessed the extent to which they reminisced. They also carried out personal interviews in which they explored issues of self-understanding, unresolved personal losses and struggles from the past, the meaning of life, and preparing for death. In large degree, the results showed that reminiscing could be very valuable.

First, people who were extraverted enjoyed reminiscing as a form of social activity. For them it was a stimulating way to provide food for conversations, and it was also a way in which they maintained intimate connections to departed loved ones. By

telling a story of a husband who had died, for example, a widow could momentarily bring him back to “life,” while simultaneously bringing friends closer and even amusing them. People who scored high on openness to experience also were more prone to reminisce. For them, reminiscing was important for thinking about profound existential questions, such as the meaning of life and death. The research also suggests that troubled people also tend to reminisce. It is a way in which they try to bring greater order and tranquility to their lives. There were cautions: evidence suggested that sometimes reminiscing substituted for active engagement in present day events.

From: Personality traits and existential concerns as predictors of the functions of reminiscence in older adults by Philippe Cappeliez and Norm O'Rourke. Journal of Gerontology, Psychological Sciences, 2002, 57B, p116-123.

New Resources

Crossing the Generational Divide in the Workplace (2003) - An educational program developed by Penn State Cooperative Extension

This is a new educational program that focuses on how people of different generations think about and approaches the world of work. It is designed for 1-2+ hour community presentations conducted by extension educators. Through structured discussions and group exercises, participants learn how to assist people in the workplace to more effectively communicate and understand fellow coworkers with different generational backgrounds. Includes PowerPoint presentation notes, overheads, and handouts. Developed by Mike Conti (Associate General Manager, Penn State Hospitality Services), Matt Kaplan (Intergenerational Programs & Aging Specialist, Penn State Cooperative Extension), and Nike Liu (Grad student, Department of Agricultural and Extension Education, Penn State University).

For more information, contact Matt Kaplan: msk15@psu.edu.

Conference report from the First ICIP (International Consortium for Intergenerational Programs) International Conference is now available.

This conference, called *Connecting Generations - A Global Perspective*, took place on April 2-4, 2002 at Keele University, England. The conference was held in partnership with The UNESCO Institute of Education and the Beth Johnson Foundation. The conference report is on-line at: <http://www.centreforip.org.uk/eventsitems/eventsitem12.htm>.

Journal of Intergenerational Relationships is now available:

For information on all aspects of the journal, including how to submit articles, go to the following Web site: <http://jir.ucsur.pitt.edu/front.htm>.

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Our fulfilling lifestyle is enhanced by residents sharing their wealth of knowledge, depth of experience, and years of wisdom with the youth of State College. Resident involvement enriches not only our Foxdale Village community but also the lives of our next generation. What a wonderful opportunity!

Note: Reprinted from the Spring 2002 edition of Foxdale Village's newsletter.

Since 2001, Penn State Cooperative Extension has been working with Foxdale Village to pilot an intergenerational strategy for retirement communities called "Generation Station." Rather than focus on a specific activity or partner, the emphasis is on establishing program links with a wide variety of local children and youth organizations. The main benefit of such an approach is that it results in a broader range of intergenerational activity options for residents. It also helps to identify new ways in which the retirement community facility can contribute to the surrounding community.

Matthew Kaplan, Ph.D.

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

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