



Ideas for *Intergenerational Living*

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From the Editor:

The Penn State “Ideas for Intergenerational living” newsletter aims to provide current information about recent developments taking place in the intergenerational arena. One of the key themes in this issue is caregiving. Also highlighted in this issue: an intergenerational initiative in Philadelphia spear-headed by the Judaic Studies Program at Drexel University, an article on intergenerational drama activities, more information about the new Journal of Intergenerational Relationships, and a host of announcements about new publications, events, and Web sites.

Let me also take this opportunity to announce that the Penn State Intergenerational Program Web site has a new look. Please check it out at: <http://intergenerational.cas.psu.edu> and let us know what you think. We are constantly adding material and would appreciate your contributions and suggestions.❖

Outline of the Penn State Intergenerational Web site:

- Overview
- Curricula & Activities
- Major Program Areas
- Article Series
- Newsletters
- Program Presentations
- Links & Resources
- Upcoming Meetings & Events
- Feedback
- Research Corner

Matt Kaplan, Associate Professor
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Living Jewish History: An Intergenerational Conversation

By Rakhmiel Peltz, Ph.D., Professor of Sociolinguistics,
Director of Judaic Studies, Drexel University

From its inception five years ago, the Judaic Studies Program at Drexel University has dedicated itself to intergenerational education. College students through their classes and the larger University community have been involved in a variety of multi-tiered educational projects in which community members of different ages from Jewish day schools, synagogue schools, senior day centers, and community centers pursue joint learning experiences. Funded in part by the Robert Saligman Foundation and the Jewish Federation of Greater Philadelphia, the Judaic Studies Program has established the Saligman Program on Intergenerational Ethnic Education.

Two years ago, the Judaic Studies Program at Drexel University initiated a project called “Living Jewish History: An Intergenerational Conversation.”



Olga Zamuchowski of the Stiffel Center shares her memories of growing up Jewish in Cuba with Perelman students while Drexel student Gabriel Vasquez looks on.
Photo: Jessica Pearl

Drexel University students, older adults in the JCC's Stiffel Senior Center in South Philadelphia, and children in the Perelman Jewish Day School came together on five occasions to share ideas, knowledge, and memories. The primary goal of the program was to promote interest in Jewish history, though the intergenerational meetings also gave seniors and young people a chance to find other commonalities and begin creating new relationships.

Kindergarteners and seniors discussed favorite Jewish holidays, and how each spent their days as 5-year olds. Fourth graders studying Jewish immigration to America received personal accounts from seniors and told their own ancestor's histories through first-person

(Continued on page 3)

(Continued from page 2)

monologues. Sixth graders both interviewed the seniors on family immigration stories, and created historical timelines on favorite objects selected by the senior citizens.



Stiffel Center members and Perelman sixth graders light Shabbat candles together. Photo: Jessica Pearl

In addition, the sixth grade class visited a special exhibit at the National Museum of American Jewish History in Philadelphia about the lives and memories of the South Philadelphia seniors called, "Still Home: The Jews of South Philadelphia." Later, the entire sixth grade entertained the Stiffel Center members with an outstanding Purim performance. All groups came together on a fifth occasion to experience an improvisational drama enacted by the Full Circle Theatre of the Center for Intergenerational Learning at Temple University about differences and similarities between generations. Drexel University students from both Jewish and non-Jewish backgrounds enrolled in the History course, Contemporary Jewish Life, observed interactions and relationships during all five occasions, and then compiled ethnographies on what they saw and heard.

All groups involved reported having learned much, having had fun, and have been set to thinking about what other generations have to offer, especially in terms of a shared ethnic heritage. It has been gratifying that in subsequent years, the Stiffel Center and Perelman School have continued their relationship, through pen pal letters, visits of the senior citizens to the kindergarten class and yearly Purim performances by the sixth graders at the senior center.❖

For more information, contact Dr. Peltz at Drexel University. Phone: (215) 895-1499, E-mail: rp27@drexel.edu.

Intergenerational Drama

By Ellen Williams, 4-H Extension Agent, Rutgers Cooperative Extension of Monmouth County

The goal of intergenerational drama is to promote greater understanding between youth and elders by engaging them in activities that dramatize mutual issues of concern and interest. In role plays, for example, youth and elders enact scenarios which challenge stereotypes of aging. They explore what the different generations have in common, and what makes each unique.

Through techniques such as role reversal, they develop greater empathy towards each other's experiences. Another aspect of intergenerational drama is the dramatization of an individual's life story; this is often done in conjunction with projects in which youth interview older adults to obtain their oral histories. Following the interviews, the life stories are brought to life by an intergenerational drama group which reenacts the life stories. Intergenerational drama can be conducted as an informal group activity, or can be developed for public performances.❖

For more information, contact Ellen Williams at Rutgers Cooperative Extension of Monmouth County. Phone: (732) 431-7266, E-mail: williams@aesop.rutgers.edu.



Intergenerational Caregiving Receives National Attention: Special Panel Convenes in Washington, DC

WASHINGTON—With the “typical” family quickly becoming a thing of the past, new ways to provide care across the lifespan and between all generations must be explored. To discuss the impact of intergenerational caregiving and other related issues, the



Johnson & Johnson/Rosalynn Carter Institute Caregivers Program hosted a panel of national and international experts July 8-9, 2003 at the Willard Intercontinental Hotel in Washington, DC.

“This topic could not be more timely,” said Ronda C. Talley, Ph.D., executive director of the Rosalynn Carter Institute for Human Development (RCI), based at Georgia Southwestern State University in Americus, GA. “With increasing numbers of grandparents raising grandchildren and non-family members being asked to take on more responsibilities for the well-being and safety of friends and neighbors, the issue of care across the life span for all generations is a growing topic of interest.”

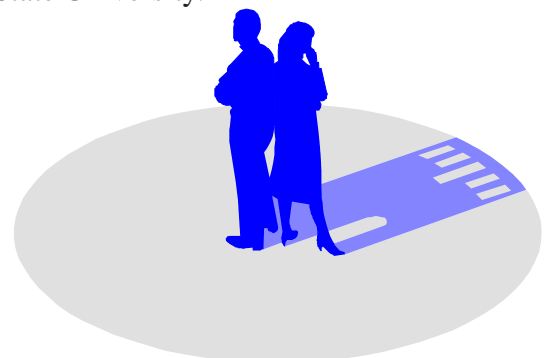
“Not only are people living longer and more productive lives, families are having fewer children and living farther apart,” added Laura J. Bauer, project director of the Johnson & Johnson/ Rosalynn Carter Institute Caregivers Program. “Additionally, the number of women employed outside the home continues to rise. These societal changes are creating a caregiving crisis that necessitates looking outside the nuclear family for assistance.” “If all generations of people freely and abundantly give care to others and to our world, we will have an eternal source of love and hope that fulfills the needs of all ages,” said honorary panel co-chair, Mattie J. T. Stepanek. The other co-chair of the panel was former First Lady Rosalynn Carter.

Expert panel member Eric R. Kingson, Ph.D., professor at Syracuse University’s School of Social Work, said giving care to others is an expression of core religious and societal values. “But public policies do

not provide adequate support for caregiving—such as that given from parents to young children, from adult children to their aged parents, and from grandparents to grandchildren,” Kingson said. “Consequently, the costs of giving care—loss of employment opportunities, reduced income, increased expenses and stress—fall heavily and sometimes overwhelm those who give most generously of themselves. The caregiving functions of families and communities are prerequisite to economic development, education, national defense, public health, and public safety. Societal advancement requires that support of caregiving take its rightful place as an explicit and central public policy concern.”

The RCI was formed in honor of former First Lady Rosalynn Carter in 1987. Through research, education, and training, the RCI promotes the mental health and well-being of individuals, families, and professional caregivers; delineates effective caregiving practices; builds public awareness of caregiving needs; and advances public and social policies that enhance caring communities. Beginning in 2000, Johnson & Johnson joined forces with the Rosalynn Carter Institute to host a series of panels on critical caregiving issues. The intergenerational caregiving panel is the eighth in the series. A caregiving book series is being developed from the findings of each expert panel.

Pennsylvania was heavily represented in the intergenerational caregiving panel. Participants included: Nancy Henkin, Executive Director of the Center for Intergenerational Learning at Temple University; Sally Newman, Editor of the Journal of Intergenerational Relationships, which is based at University of Pittsburgh; and Matt Kaplan, Associate Professor of Intergenerational Programs and Aging at Penn State University.❖



Time with Grandparents

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



Kids Ask the Darndest Things

You're sitting around just enjoying the beautiful sunset when all of sudden your five year old grandchild comes running up and asks, "Where do babies come from?" Now, what do you say?!

Children are naturally curious about most everything in life. At the first stages of development, children tend to put everything in their mouths to explore how things feel and taste. Then they are crawling around to find out just how far their world really goes.



This also applies to talking. We can't wait for those first audible words and are excited to hear "nanny" or "papa" from those sweet lips. But, then discover the word, "WHY?" and their curiosity continues.

By asking questions, children find out what they can and cannot do. They also gain valuable information like just how far they can push the rules at your house, and who gives the best answers. You can also bet that Maria or Jamall know that by asking one question will lead to two and then more time with you. Kids also ask questions to get attention.

Recently, I watched a five year old sit quietly with some adults at a banquet. She appeared to be a little bored, but her grand-mother was too busy visiting with others. So what better way for the little girl to get what she needed than by asking a



question to the woman sitting on the other side of her? "Do you know where babies come from?" she pleasantly asked the lady. My daddy says they come from Toledo. "It was truly amazing see how quickly the little girl's grandmother was able to give the little girl her full attention!"

Adolescents do the same thing, except their questions often have a higher shock value. For example, your fourteen year old grandson comes waltzing in and asks, "Would you be mad if I told you I skipped school last week, told the corner store guy to put my purchases on your bill, and drove your car around the block?" Naturally, you yell YES! He replies, smiling "Gotcha." Then he asks, "Can I have \$10.00 to go to the movies tonight?" With great relief you hand over the ten dollars and whisper how grateful you are he didn't skip school, charge anything or drive anywhere!

Kids will ask lots of questions throughout their lifetime. Some of them will be challenging like, "Where do babies come from?" or "Why is your hair gray?"

Questions keep us connected. The first sign of being disconnected is when children don't ask questions. So, listen carefully and be ready for whatever your grandchildren ask you.



Doing It Together

Carnival Time

In August and September, many communities hold fairs and carnivals. There are games that all ages enjoy. Why not set up a little carnival in your own back yard or include some of these activities at the next family reunion?

Tennis Ball Design

You'll Need:

- Either shallow boxes or cookie sheets with sides a little larger than 9 x 11
- Construction paper or heavy weight paper
- Paint in squirt bottles like for ketchup – 5-6 colors
- 5-6 tennis balls

Activity

To make a TENNIS BALL DESIGN, select a piece of paper, put it in the box or cookie sheet, and squirt paint on the paper, rolling the ball around the box and through the paint. Be careful not to tip the box or pan too quickly, causing the ball to fall out. Use a different tennis ball for each color.



Guess What's In the Box

You'll Need

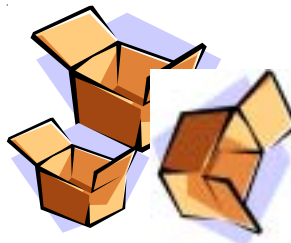
- Shoe boxes
- Small items that will fit in the boxes

Activity

Cut a hole in the top of the shoe box making sure you can put your hand inside. Add tape around it if the edges are rough. Place one or more items in the shoe boxes and tape the lid shut. For a more carnival atmosphere, decorate the boxes with paint or wallpaper.

Have the children put their hands inside the boxes and guess what is inside.

Those with the most correct guesses could win a prize.



No Home Run Baseball

You'll Need:

- A paper towel roll
- A large box
- Several ½ sheets of newspaper



Activity

Crumple up several half sheets of newspaper and place the "tight" baseballs in a box. With a rope, make a circle as the batter's box. Next, pace off 2 feet, 4 ft., 5 ft., 6 ft., and 10 ft.; marking each one with a piece of rope.

Using the paper towel roll as a bat, have the children toss a paper ball into the air and see how far they can send the ball. Give prizes* to those who can hit it the farthest.

Boxes and Balls

You'll Need:

- 5-8 assorted sizes and shapes of boxes
- A variety of smaller type balls

Activity

In an open area, put all the boxes together with their sides touching in any sort of configuration. Have one or more children sit around the boxes. With balls in a bucket, have them toss them into the boxes giving points for any ball that stays in the box. To make the game more challenging, have the children sit further and further away. Various size buckets can also be used in place of boxes. Prizes* can be given to those with the highest score.

***Prizes** – Children enjoy receiving prizes, but it isn't necessary. For inexpensive ideas, check your local party stores for small game prizes.

The Journal of Intergenerational Relationships: A New Forum for Intergenerational Research and Discussion

By Richard Goff, Editorial Assistant, *JIR*

As we move into the 21st century, it is clear that our world is aging. The elderly population is growing faster than any other age group leading to an unprecedented global “generation gap.” Alongside this stratification has emerged the “intergenerational notion”—referring to possibility and the necessity of cross-generational interaction among the young and the old. As a result of this notion, practitioners, academics, and policy analysts involved in social programming have become increasingly interested in devising intergenerational approaches to a multitude of social issues. Moreover, people from around the globe have become increasingly aware of the importance of intergenerational bonds that exist both within the family and within the community. The new *Journal of Intergenerational Relationships* is a forum for scholars, practitioners, policy makers, educators, and advocates to stay abreast of the latest intergenerational research, practice methods, and policy initiatives. This is the only journal focusing on the intergenerational field integrating practical, theoretical, empirical, familial, and policy perspectives.

The *Journal of Intergenerational Relationships* places intergenerational practice in a multi-cultural and international context that washes across many disciplines and addresses many social concerns. The charter issue of *JIR*, published April 2003, reflects a cultural diversity and varied content that we hope to sustain in each issue. In the charter issue, we have papers and articles written by authors from seven countries. Works include papers on program development in Asia, the UK, and the Netherlands; policy papers related to intergenerational equity and community; research on shared site programs, standards and guidelines for intergenerational work; and finally a comprehensive paper that reviews the current status of intergenerational research. Informal articles include program profiles from Australia and Singapore and a forum discussion on “What Motivates Intergenerational Practice in Your Country?” from India, South Africa, and New Zealand. We are excited with the

quality of the written material we present in the charter issue of *JIR*.

The strengths of *JIR* lay, not only in its multi-cultural, intergenerational orientation, but also in its desire to bridge the gap between the “ivory tower” of academia with the real world applications of intergenerational theory and concepts. *JIR* accepts articles from authors with a variety of professional backgrounds in order to stimulate thought and action along intergenerational lines. Additionally, *JIR* places formal scholarly research and theory alongside less formal papers “From the Field” authored by programmers and practitioners which deal with ongoing programs and issues of intergenerational interest. Our commitment is to making *JIR* more than just another specialized journal, but a practical guidebook for the application of intergenerational concepts.

Forthcoming issues of *JIR* will go further in expanding the “intergenerational notion.” Our soon to be published issues will explore the intergenerational implications of the HIV/AIDS pandemic in Sub-Saharan Africa, the increasingly common phenomenon of grand-parented headed households, and the relationship between Family Studies and Intergenerational Studies. It is our hope that the *Journal of Intergenerational Relationships* can contribute to a growing dialogue that seeks to create a world in which the young and old are treated with dignity and respect and all generations are considered equal and essential parts of the community.

We hope readers of the *Ideas for Intergenerational Living* newsletter will become part of this quarterly journal in a variety of ways—as contributors, as subscribers, and as reviewers of articles. Specifically, we hope that you will suggest books and media for review, submit program profiles, and respond to our quarterly forum questions (available on the journal Web site). We encourage you to visit the Web site, <http://jir.ucsur.pitt.edu>, and to contact us directly if you have some comments or questions related to the journal and any role you can play in this unique project. Furthermore, we welcome your articles as well as information on potential authors. Please contact our Editorial Office: Richard Goff, Editorial Assistant, jirassistant@yahoo.com or Sally Newman, Editor, snewman@pitt.edu, 412-648-7155.❖

Program Highlights

CyberSeniors/CyberTeens

CyberSeniors/CyberTeens is a collaboration between CyberSeniors.org, 4-H, the AARP National Retired Teachers Association, Veterans Affairs, and the National Institutes of Health National Library of Medicine to bridge the digital and generational divide. To learn about CyberSeniors/CyberTeens, go to: http://www.cyberseniors.org/artman/publish/cat_index_12.shtml. CyberHealth is an intergenerational, web-based computer training program designed to promote health literacy and healthy lifestyles among elders and young people. To learn more about this online course visit <http://www.cyberseniors.org>. ❖



Learning About Aging Through Film

Aging and Cinema: For an edited list of films relevant to issues in aging and important ideas about the human life-course visit: <http://aging.ufl.edu/apadiv20/cinema.htm>. ❖

Web sites Recommended by the Intergenerational Longevity Center - USA

The following Web sites were recommended in the July 1, 2003 edition of the Human Values in Aging Newsletter, published by the International Longevity Center - USA, H. R. Moody, Editor.

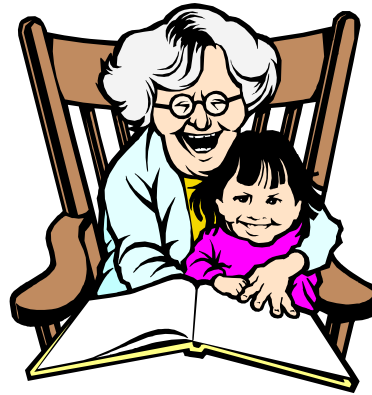
Intergenerational Films: Robert E. Yahnke has compiled an outstanding annotated list of feature films dealing with intergenerational relationships. Available at: http://www.gen.umn.edu/faculty_staff/yahnke/aging/intergen.htm.

Senior Volunteers: A new report published by Civic Ventures, "America's Senior Volunteers," can be found at: <http://www.independentsector.org/pdfs/SeniorVolun.pdf>.

Oral History: Information about the International Oral History Association is available at: http://www.ioha.fgv.br/boletin_in7.htm. ❖

Intergenerational Foundation Holds Storytelling Contest

Purpose: The contest's goal is to recognize storytelling as a way to connect different generations. An age-old tradition to inform, educate and entertain, storytelling can be the glue that brings us closer together.



Prizes:

- 1st-\$100
- 2nd-\$50
- 3rd-\$25

per category, plus possible publication.

Deadline: June 30, 2004

Eligibility: Open to any writer. Two age categories: over 18, and 18 and under.

Rules: Write a story (fiction, non-fiction, or a combination) that you think will increase intergenerational unity and understanding. Feature characters from at least two different generations. The story should not exceed 750 words. Must be original, unpublished work. Include name, address and **age**, plus optional e-mail address. Entries will not be returned, so keep a copy for yourself. Submission grants Intergeneration Foundation permission to republish entries. Age will be considered when judging. Judging of the writing contest will be done by the Trustees of Intergeneration Foundation and their appointed representatives. Winners will be announced around IG Day (Intergeneration Day) 2004.

Mail Submissions to:

Intergeneration Foundation
5265 Lanagan Street
Colorado Springs, CO 80919

Or E-mail to: contest@intergenerationday.org.

Or Fax to: (719) 481-8099.

More Questions? Call Lisa Miller at (719) 282-8190 or e-mail above. ❖

(Program Highlights continued on page 10)

Announcements

Call for Proposals for Conference on “Preparing Compassionate Caregivers: Gerontological Pedagogy at Faith-Based Colleges and Universities”



A Conference is to be held at Messiah College, Grantham, PA, from June 3-5, 2004, to address the question: How can we best prepare the students at our faith-based institutions to provide compassionate care to the elders with whom they will work in their various contexts?

Topics to be addressed may include, but are not limited to: innovative multidisciplinary pedagogical and curricular resources, opportunities and challenges posed by faith-based institutions, ethical and moral issues on caring for elders, experiential programs such as intergenerational programs and service-learning, and community partnerships. Send electronic submission of proposed session, objectives, and a 100- to 200-word abstract, to rhamon@messiah.edu by November 15, 2003.

Messiah College is located in Grantham, Pennsylvania; ten miles southwest of Harrisburg. Conference registration fee of \$75 will cover lodging and three meals for both days of the conference.✧

Still Not Too Late for “Early Bird” Registration for the Next Generations United Conference

Generations United (GU), a Washington D.C. based membership organization focused solely on promoting intergenerational strategies, programs, and policies, 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.

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 approaches to environmental education, 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. After that date, registration fees are \$275 (Members), \$305 (Non Members), and \$140 (Students/Retired Members). 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.✧

Messiah Village Hires New Intergenerational Coordinator

Nicole Saylor was recently hired as the new Intergenerational Coordinator for the Children’s Family Center, located on the campus of the Messiah Village Retirement Community and Nursing Home in Mechanicsburg, PA. Messiah Village is home to one of the oldest and most established intergenerational



programs in Pennsylvania. The Children’s Family Center has been an active part

of the Messiah Village Campus since 1978. They now have 100 children and over 600 seniors connecting on a daily basis. Every month there are over 60 formally scheduled intergenerational activities in their Nursing Care and Assisted Living areas, and many more informal interactions. In addition, they have “Grandbears” (senior volunteers, usually from Residential Independent Living) who give many hours of their time working with the Children’s Family Center. The Grandbears serve on the Children’s Family Center’s Board of Directors, rock the babies, read to the children, help out on the playground, and chaperone field trips.

Nicole’s contact information: Phone: 717-697-5126, Ext. 408, E-mail: NSaylor@messiahvillage.com.✧

New Publications on Caregiving

- *Stories of Family Caregiving: Reconsiderations of Theory, Literature, and Life*, by Suzanne Poirier and Melinda Myers (Center Nursing Publications, 2002). This publication explores the experiences of giving life-sustaining care to family members through a narrative approach that draws on stories from fiction, autobiography, and interviews with family caregivers themselves. Attention to theories of care in feminism and nursing. For details, see: <http://www.nursingsociety.org/publications/caregiving.html>.
- The National Center for Creative Aging has a new publication, called *Legacy Works*, which is a training manual for caregivers who work with homebound elders. Legacy Works, a program of Elders Share the Arts, reduces social isolation in homebound elders by training their volunteer or professional caregivers to conduct simple but stimulating reminiscence exercises and to validate these reminiscences by documenting them in works of visual art. The manual guides readers step-by-step through the Legacy Works model. To purchase or for more information, contact: ncca@creativeaging.org. ❖

(Program Highlights continued from page 8)

The *University of Wisconsin's Grandparents University* program gets national attention. This model program was written up in the July 30, 2003 edition of the Christian Science Monitor. The article is posted on-line at: <http://www.csmonitor.com/2003/0730/p11s02-lifp.html>. Grandparents University is sponsored by the University of Wisconsin Extension Family Living Programs and the Wisconsin Alumni Association. ❖

New Publication for Early Childhood Professionals Interested in Intergenerational Programs



Developing an Intergenerational Program in Your Early Childhood Care and Education Center: A Guidebook for Early Childhood Practitioners is the title of a new Penn State Cooperative Extension publication. The guidebook is posted on-line at: <http://intergenerational.cas.psu.edu/Site/Intergen.pdf>. Copies of the guidebook can be purchased for \$10 each; go to <http://intergenerational.cas.psu.edu/Site/flyer.htm> for a registration form. Web-based resources, including instructional activity modules that illustrate program development principles presented in the guidebook can be found at <http://intergenerational.cas.psu.edu/Site/activities.htm>. ❖

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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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