



***LaST*** - Building intergenerational connections - face to face and online  
[www.learningandsharingtogether.org.uk](http://www.learningandsharingtogether.org.uk)

# Getting Started with ***LaST***

Information and guidance about setting up and running a ***LaST*** Intergenerational Programme





# Getting Started with *LaST*

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## Aims

The **LaST** Intergenerational Programme provides children and older people with the opportunity to meet up and enjoy learning together **and** learning from one another. Through a wide variety of shared activities, the Programme aims to:

- 1) Develop and foster greater understanding and empathy between the generations *(by building relationships between young and old and breaking down misconceptions and stereotypes)*
- 2) Build self-esteem and confidence in all participants *(by learning new things, through involvement in shared activities and by valuing everyone's contributions)*
- 3) Help to build a caring and connected community *(thereby reducing loneliness and social isolation and improving individuals' well-being and sense of belonging)*
- 4) Make history come alive for the children and help develop their awareness and understanding of their local area
- 5) Provide an opportunity for older people to remember and celebrate special times in their lives whilst creating new memories for old and young

***Be clear about your aims before you start and build them into your evaluation process from the outset***

## Key Features of **LaST** Intergenerational Programme

The **LaST** Intergenerational Programme is based on 21 years' experience in Burnham, Buckinghamshire. Below is a description of the Programme as it has traditionally operated in Burnham. We have found this approach works very well but appreciate that you may need to modify some aspects for your particular circumstances.

To find out how the Programme can be adapted when face to face meetings are not possible see **The **LaST** Guide to delivering Virtual Intergenerational Projects.**

- Each week 6 to 8 children from Years 5 or 6 at St Peter's Primary School meet with a similar number of older people at Perry House sheltered housing scheme in Burnham.
- The children walk to and from Perry House accompanied by 1 or 2 teaching assistants (Approximately 10 minutes' walk).



- Each session lasts one and a half hours from 1.30pm to 3pm.
- In Burnham each session has traditionally been led by a member of the Burnham Health Promotion Trust Team who acts as Programme Co-ordinator. A teacher or activities organiser or an adult volunteer could take this role.
- In Burnham the teaching assistant/s play/s an active part in every session, joining in all activities and assisting any child/children with special needs.
- Whenever possible we have another adult helper or a student volunteer.
- For most activities the children and older people are split into groups of two to three adults and two to three children.
- Activities vary according to the topic but generally involve reading, discussion, writing, drawing and often a quiz. Occasional activities include singing, acting, board games, card games and crafts.
- We generally study a different topic each week often related to the time of year. Sometimes we choose a theme for the term, taking a different aspect each week. Topics are chosen and activities designed to be of interest to old and young alike.
- The range of topics and varied activities complement and reinforce classroom learning, helping to deliver on many specific requirements of the National Curriculum, particularly with regard to language and literacy (see **Benefits**).
- Worksheets, quizzes and children's and adults' writing and drawings are presented to the school at the end of the year as a lasting record.
- Refreshments are an important part of each session, providing an opportunity for the children to help out and to practise good manners and sharing. We are mindful of the importance of introducing healthier alternatives to biscuits!
- St Peter's School has one form entry (30 children per year group) so in the course of a school year all the children in Years 5 and 6 are able to take part. The children currently visit Perry House twice in Year 5 and four times in Year 6 with their final visit in Year 6 being an end of year celebration party.

At any one time about 10 older people are involved in the Programme. The majority attend each week unless they are unwell or on holiday for example. Some have been attending for several years providing valuable continuity to the Programme.

## **Before you start – what you will need**

**1) Children and older people!** - From our experience we have found that sessions generally work very well with a total of six to eight children and a similar number of older people. This size of group and age balance helps to ensure that everyone is able to participate without things getting too noisy or overwhelming for quieter members. We have developed this programme for children aged 9 to 11 (in Years 5 and 6 of primary school). In our experience children in this age group generally have the reading and writing skills to participate very well with a wide range of activities. Also, very importantly, we have found they are generally happy and relaxed in the company of older people and their peers, whilst also having the capacity to be sensitive to the needs and feelings of others.

**For Schools wishing to set up an Intergenerational Programme** – You may already have a link with a nearby residential home or retirement housing scheme or a local older people's club – if so, is there scope to further develop this link? Residential homes often have an Activities Organiser who would be a good first point of contact. If you don't currently have any suitable links, your local Social Services Department, Library or Surgery should be able to provide contact details. Alternatively, there may be grandparents or great grandparents of your pupils who have useful contacts.

**For residential homes or older people's groups wishing to set up an Intergenerational Programme** – Do you already have links with any local primary schools – if so, could these be developed? Your residents and/or staff or your club members may well have knowledge and/or links with local schools through their grandchildren or great grandchildren. Find out as much as you can about these schools and contact the head teacher/s.

**2) A warm and comfortable local venue** – You will need a suitably sized warm and comfortable room with sufficient tables and chairs and access to toilets and a kitchen. This could be within a residential unit or day centre or older people's club and ideally should be within walking distance of the school.

We suggest that it is best for the children to travel to meet the older people rather than the other way around. Not only is this likely to be easier from a practical point of view but from our experience in Burnham we consider that there are particular benefits for the children if the sessions take place away from school.

Visiting Perry House is often the children's first experience of seeing inside a residential unit for older people. They may have preconceptions of what it will be like but soon discover that it is much nicer than they have imagined, so much so that over the years many of the children have declared that they want to move in when they are older!

Here are some comments from some of the children who visited in 2018 and 2019.

*"I loved the atmosphere of Perry House, always colourful and bright"*

*"As soon as I walked into Perry House they all looked lovely and they were"*

*"I haven't ever been to an older people's home before. I thought it would be a bit dull. But I thought it was really nice that it was nicely decorated. It started off the conversation and it was memorable"*

Another important benefit from holding the sessions away from school is the effect that it very often has on the children's behaviour. The teaching assistants who accompany the children to Perry House are often surprised and delighted to see how those children who have a tendency to be troublesome in the classroom, engage positively with the older people and with their classmates within the different environment.

**3) Programme Co-ordinator and assistant** – You will need a minimum of two adults i.e. a Programme Co-ordinator and an assistant at each session. One of these roles could be filled by a member of the school staff as the children will need to be accompanied at all times by a teacher or teaching assistant. If the Programme is being run in a residential home there may be an Activities Organiser willing to act either as Project Co-ordinator or assistant or you may be fortunate enough to find a suitable volunteer to take one or other of these roles.

From our experience it's ideal if you also have a third adult helper or a student volunteer. We have successfully used local sixth formers as volunteer helpers.

For more detailed information see **"Roles and Responsibilities" (Pages 21-22)**.

**4) A start date and end date for your programme** – Do allow yourself sufficient time to make all the necessary arrangements. Schools have to plan timetables a long way ahead so in order to start an Intergenerational Programme in September you will need to be arranging dates several months beforehand. Take account of half term and holiday dates and check if there are any other dates which you should avoid in the school year. Confirm agreed dates in writing with all involved and remember to set a date towards the end of the summer term for a celebration party.



## 5) Basic Equipment – To get started you will need

A4 Paper (lined and plain)

A4 card (white and coloured)

Pencils, coloured pencils, pencil sharpener and erasers

Rulers

Scissors and glue sticks

Clipboards (very useful when the children are “interviewing” the adults)

As your Programme develops you will probably start to add lots of other things to this list such as books, games and playing cards. But along with the contents of this Toolkit the list above should be all you need to get started.

You will see there is no mention of computers or mobile phones on the above list! This is deliberate because in our experience they are not essential – in fact we have found that they can detract from the interpersonal connections which are at the heart of this Programme.

However do always have a phone or camera ready to record the very special moments – having obtained permission first of course!



## Before the first session – what you should do

**1) Risk Assessment** – For your particular project you will need to identify anything that might cause harm to any of the participants and identify the measures you can take to minimise the risk. You should include travel arrangements for participants, possible dangers within the venue and potential risks associated with any of the activities that the participants will be involved in e.g. craft activities, refreshments etc. The Health and Safety Executive website has more information <https://www.hse.gov.uk/risk/casestudies/>

Ensure that appropriate public liability insurance is in place and ensure that staff and adult volunteers have undertaken Safeguarding Training and have an Enhanced DBS check. More information from

<https://www.gov.uk/government/organisations/disclosure-and-barring-service>

At least one member of the staff team should have an up to date First Aid certificate. See **“Sample Risk Assessment”** and **“Sample Safeguarding Checklist” (Pages 23-26)**

**2) Agree the “ground rules”** – the Programme co-ordinator and assistant and any other staff or volunteers should discuss and agree the ground rules in advance of the first session. In Burnham our “ground rules” come from our underlying values which focus on kindness and encouragement and respect for all. In practice this means ensuring that everyone’s voice is heard and that everyone’s contribution is valued. It also means being alert to, and responding appropriately, to any situation where a child or adult says or does something which gives any cause for concern. See **“Dealing with difficult situations” (Page 17)** and **“Sample Safeguarding Checklist” (Page 26)**.

**3) Obtain Parental permission** - Schools will need to obtain parental permission for the children to participate in the Programme. Use this opportunity to provide parents with some information about the Programme and the sorts of things that the children will be doing. Encourage parents to talk to their children about their involvement with the Programme. At the same time obtain parental permission for photography, filming and recording, making it clear how any images or recordings may be used in the future. See **“Sample Letter to Parents” (Page 27)**.

**4) Meet with the older people** – It is important to have a meeting with the older people prior to the first session with the children. This is an opportunity for you to start to get to know one another and for you to find out if anyone has any health or mobility issues or personal matters which may need to be taken into consideration. It will also enable you to explain more about the Programme, the sorts of activities you have planned and the underlying “ground rules” - see 2) above.



At this meeting you can also agree how the older people would like to be addressed. In our experience we have always found that the older adults are happy for the children to call them by their first names. At this meeting you should also obtain people's permission for photography, filming and recording, making it clear how any images or recordings may be used in the future. See **"Sample Letter to Older People" (Page 28)**.

**5) Talk to the children** – We have found it works well for the teacher or teaching assistant who will be accompanying the children to talk to them before their first meeting with the older people to explain more about the Programme and the underlying "ground rules - see 2) above. Now that the Burnham project is so well established many of the children have already heard about it from their older siblings or friends and they eagerly await their first visit to Perry House.

**6) Decide on theme and activities and prepare resources** – This Toolkit contains all the material you will need to run 30 different sessions. Topics fall broadly into two categories i) Through the year and ii) Sharing Memories. See **"Index of Topics" (Pages 11 -12)**.

In addition the Toolkit contains suggestions for icebreakers, anytime activities and themed topics which could extend over several weeks. Whether you decide on a one-off topic or a theme for the term, make sure you are fully prepared for each session with enough activities and resources to fill the time available. It is always better to have too much to do than not enough!

In our experience we have found it works well to choose a theme for the term for Year 6 with each group learning about different aspects of the subject. All the work produced in the sessions is put into a folder which is given to the school at the end of term. With the Year 5 children we generally look at a different topic each week.

There will be occasions when it is appropriate to choose a topic that overlaps with the school curriculum where it is felt that the Programme can add value. This will be the case for example where the older people have particular knowledge or experience that will bring an extra dimension to what is being taught in the classroom. For example, when we began the Programme in 2002, the Second World War was a major part of the History Curriculum for Key Stage 2 so the children were able to learn at first hand from those who had served in the Armed Forces or who had grown up with rationing, evacuation and fear of the Blitz. There will be other occasions when the children can act as "teachers", sharing what they have learned in the classroom or on a school trip for example.

But there is also much to be said for the children and older people having the chance to learn something new together. In our experience the real value of the Programme is not so much the particular topic studied but the interaction that takes place between young and old and the connections that are made through shared activities.

Here are the sorts of activities that we have enjoyed in Burnham over the years:

- Reading
- Interviews and discussions
- Quizzes
- Wordsearches and crosswords
- Drawing
- Reading poetry and writing our own poems
- Creating timelines
- Board games and card games
- Singing
- Charades
- Cross stitch and knitting
- Making Christmas decorations

And here are some of the things that the children have said about the activities:

- *“One of my favourite things were the quizzes – they were so enjoyable”*
- *“One of my favourite memories is playing festive Christmas games”*
- *“I enjoyed talking to the older generation about their childhood – there were interesting differences between theirs and ours”*
- *“It’s a good project because we learn at first hand from the older people’s memories, not second hand from books”*
- *“Making Christmas decorations together was really fun. And they all got sold at our School Fair!”*



***Making Christmas decorations for the School Fair, 2003***

## Index of Topics

The **LaST Toolkit** contains everything you need to run an Intergenerational Programme of your own for a school year (based on 3 terms of 10 weeks each). See **Page 13** for a suggested plan for a school year. For each of the 30 topics we have created a module containing all the material you should need for a 90 minute session including a session plan, worksheet and/or quiz, puzzles and games.

***In addition for each session you are likely to need some or all of:***

A4 Paper (lined and plain) and A4 card (white and coloured)

Pencils, coloured pencils, pencil sharpener and erasers

Rulers, scissors and glue sticks

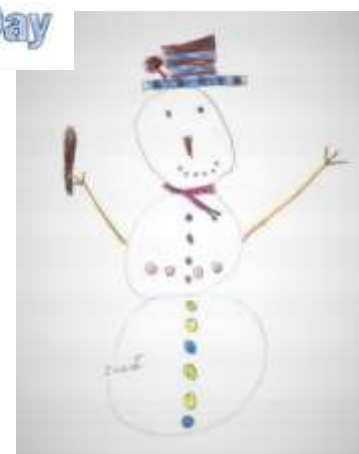
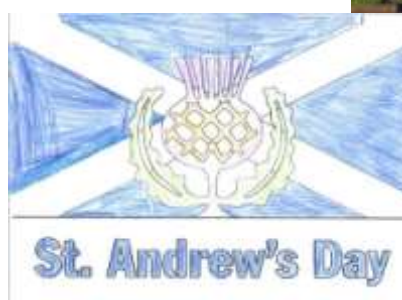
Clipboards (very useful when the children are “interviewing” the adults)

The individual session plans indicate if anything additional is required.

The Topics fall into two broad categories i) Through the Year and ii) Sharing Memories

1) **Through the year** - These topics provide the opportunity for the children and older people to learn together about nature, history and traditions associated with different times of the year. There are 18 topics in this section divided into 4 sub-sections:

Months of the Year
January
May
June
October
Seasons
Spring
Autumn
Saint's Days
St David's Day
St Patrick's Day
St George's Day
St Andrew's Day
Special Events and Celebrations
Burns Night
Chinese New Year
Pancake Day
Easter
Guy Fawkes and Bonfire Night
Remembrance Day
Christmas Traditions
Christmas Games and Songs



2) **Sharing memories** - These 12 topics provide the opportunity for the children and older people to share thoughts and memories and learn from each other's experiences

Our Favourite Books
Our Favourite Poems
Our Favourite Things
Our Favourite Toys and Games
Our Homes
Christmas Memories
New Year Celebrations
School Days Memories
Memories of our working lives
Summer Holidays
Holiday Memories
Great Sporting Moments



The Toolkit also includes ideas for other activities that we have found to work well e.g.

Getting to know you Bingo
Card games, board games and pencil and paper games
Craft activities
Getting to know the local area
Through the decades
Anniversaries



**REGISTER** to receive a sample module OR **JOIN** the *LaST* Network to receive 30 modules, ideas for other activities, *LaST* updates and other membership benefits.

**Developing additional resources** - Once you get started, we are sure that you will quickly begin to introduce other topics and will wish to develop additional resources of your own. For example, there are many other special celebrations, religious festivals or local traditions which you may wish to include in your programme. As a starting point, to help you plan your own timetable of sessions, we have included a list of some key dates for school years 2022/23 and 2023/24. See **“Key Dates during the school year”**(Page 14)

The internet has been invaluable in the development of our resources, in particular:  
<http://projectbritain.com/> for information and photographs particularly about British history and traditions

[https://en.wikipedia.org/wiki/Main\\_Page](https://en.wikipedia.org/wiki/Main_Page) for variety of information and photographs

<https://wordmint.com/> for creating puzzles and games

<https://printablefreecoloring.com/> for drawings and picture



## A sample plan for a school year



This is a suggested plan for an Intergenerational Programme for a school year (September to June/July) based on 30 sessions of up to one and a half hours each. Using this plan and based on six children attending per session, a total of 60 children could each attend three sessions, during the course of a school year. Following this timetable each group of children would have at least one “Sharing Memories” session and one or two “Through the Year” sessions.

Session	Category	Topic
1	Sharing Memories	Holiday Memories
2	Through the Year	Autumn
3	Sharing Memories	Our Favourite Poems
4	Sharing Memories	School Days Memories
5	Through the Year	October
6	Through the Year	Guy Fawkes and Bonfire Night
7	Through the Year	Remembrance Day
8	Sharing Memories	Our Favourite Toys and Games
9	Through the Year	St Andrew's Day
10	Through the Year	Christmas Traditions
11	Sharing Memories	Christmas Memories
12	Through the Year	Christmas Games and Songs
13	Sharing Memories	New Year Celebrations
14	Through the Year	January
15	Through the year	Burns Night
16	Through the year	Chinese New Year
17	Through the year	Pancake Day
18	Sharing Memories	Our Favourite Things
19	Through the year	St David's Day
20	Sharing Memories	Our Favourite Books
21	Through the year	St Patrick's Day
22	Through the year	Easter
23	Sharing Memories	Great Sporting Moments
24	Through the year	St George's Day
25	Through the year	Spring
25	Sharing Memories	Memories of our working lives
27	Through the year	May
28	Sharing Memories	Our Homes
29	Through the year	June
30	Sharing Memories	Summer Holidays

## Key dates during the school year

In addition to the topics within the **LaST** Toolkit, there are of course many other special celebrations, religious festivals or local traditions which you may wish to include in your intergenerational programme. As a starting point, to help you plan your own timetable of sessions, here are some key dates for school years 2023/2024 and 2024/2025

	<b>2023/2024</b>	<b>2024/2025</b>
International Day of Peace	21 <sup>st</sup> September 2023	21 <sup>st</sup> September 2024
Black History Month	October 2023	October 2024
National Poetry Day	5 <sup>th</sup> October 2023	3 <sup>rd</sup> October 2024
World Teacher Day	5 <sup>th</sup> October 2023	5 <sup>th</sup> October 2024
World Food Day	16 <sup>th</sup> October 2023	16 <sup>th</sup> October 2024
Diwali (Festival of Lights)	12 <sup>th</sup> November 2023	1 <sup>st</sup> November 2024
Bonfire Night/ Guy Fawkes	5 <sup>th</sup> November 2023	5 <sup>th</sup> November 2024
Remembrance Day	11 <sup>th</sup> November 2023	11 <sup>th</sup> November 2024
Gurpurab (Guru Nanak's birthday)	27 <sup>th</sup> November 2023	15 <sup>th</sup> November 2024
World Children's Day	20 <sup>th</sup> November 2023	20 <sup>th</sup> November 2024
National Tree Week begins	27 <sup>th</sup> November 2023	25 <sup>th</sup> November 2024
St Andrew's Day	30 <sup>th</sup> November 2023	30 <sup>th</sup> November 2024
Hanukkah begins	7 <sup>th</sup> December 2023	25 <sup>th</sup> December 2024
Christmas Day	25 <sup>th</sup> December 2023	25 <sup>th</sup> December 2024
New Year's Day	1 <sup>st</sup> January 2024	1 <sup>st</sup> January 2025
Burns Night	25 <sup>th</sup> January 2024	25 <sup>th</sup> January 2025
Chinese New Year	10 <sup>th</sup> February 2024	29 <sup>th</sup> January 2025
Shrove Tuesday/Pancake Day	13 <sup>th</sup> February 2024	4 <sup>th</sup> March 2025
St David's Day	1 <sup>st</sup> March 2024	1 <sup>st</sup> March 2025
World Book Day	7 <sup>th</sup> March 2024	6 <sup>th</sup> March 2025
Ramadan begins	10 <sup>th</sup> March 2024	1 <sup>st</sup> March 2025
St Patrick's Day	17 <sup>th</sup> March 2024	17 <sup>th</sup> March 2025
First day of Spring	20 <sup>th</sup> March 2024	20 <sup>th</sup> March 2025
International Day of Happiness	20 <sup>th</sup> March 2024	20 <sup>th</sup> March 2025
Holi (Festival of Colours)	25 <sup>th</sup> March 2024	14 <sup>th</sup> March 2025
Easter Sunday	31 <sup>st</sup> March 2024	20 <sup>th</sup> April 2025
International Day of Sport	6 <sup>th</sup> April 2024	6 <sup>th</sup> April 2025
Eid al-Fitr	9 <sup>th</sup> /10 <sup>th</sup> April 2024	30 <sup>th</sup> /31 <sup>st</sup> March 2025
Vaisakhi	13 <sup>th</sup> April 2024	13 <sup>th</sup> April 2025
Passover begins	22 <sup>nd</sup> April 2024	12 <sup>th</sup> April 2025
St George's Day	23 <sup>rd</sup> April 2024	23 <sup>rd</sup> April 2025
May Day	1 <sup>st</sup> May 2024	1 <sup>st</sup> May 2025



# The first session and beyond!

See the “**Suggested Timetable for a session**” (Page 18)

**1) At the start of each session** – In our experience it works best if the older people arrive before the children. This gives the opportunity for the Programme Co-ordinator (\* see below) to gauge how they are feeling and/or to find out if they have any issues which may be concerning them. These might be health or personal matters or related to something that has arisen during the previous session for example. If the older people arrive first it also means that they can be sitting comfortably ready to welcome the children. Encourage them to leave seats in between for the children.

For most activities we have found it works well to divide into three groups with two or three children sitting at a table with two or three of the older people. The teacher or teaching assistant’s knowledge of the children will be invaluable both in terms of knowing which children might work best together and also in providing support to any child with special needs. Begin each session with everyone introducing themselves. The Programme Co-ordinator then describes the activity for the session and hands out the appropriate resources.

\* See “**Suggested allocation of tasks** ” (Page 22) for suggested procedure if Co-ordinator will be arriving later with the children

**2) During the session** – Ideally there will be a Programme Co-ordinator, an assistant and one other adult or student helper present throughout. One of these roles can be taken by the teacher or teaching assistant who has accompanied the children. This ratio of “staff” to participants means that each group of children and older people can receive the support required to ensure everyone gets the most out of each session. We realise it may not always be possible to provide three “staff” but there must always be a minimum of two adults, in case of any unexpected situation.

There may be times when a “staff member” may need to gently intervene if it is apparent that any member of the group is either very quiet or very dominant or if someone becomes unhappy or upset. On occasions it is possible that a particular topic may trigger sad or painful memories, for example, an elderly lady in her 90’s became unexpectedly sad when we were discussing events in the 1960’s because this had been a decade when several members of her close family had died.

**3) Refreshments** - We always include refreshments as part of each session. This is a very important part of the session and gives the children the opportunity to help out and to practise good manners by serving the older people first for example. It is lovely to watch the interaction between the children and older people as they chat in a more relaxed way and there is often a lot of laughter! Usually we offer tea or juice and biscuits or small pieces of cake. Sometimes we have fresh fruit instead of biscuits. For certain sessions we

might have themed refreshments e.g. mince pies at Christmas time, pancakes on Shrove Tuesday. We have even had vegetarian haggis for Burns Night!



*"I absolutely loved how we could sit and talk over a cup of tea and a biscuit. It felt so lovely listening to their interesting tales"*

An 11 year old girl, 2020

**4) Three E's and three F's!** – Remember each session should be **Engaging**, **Educational** in a broad sense, and, above all, **Enjoyable** for everyone. Whilst it is very important to have a clear plan for each session be responsive to the contributions that the children and older people make even if it means you do not always get through everything you have planned! Remember it is the interaction and **Friendship** between the children and older people that is the most important aspect. Be prepared to be **Flexible** and be prepared to have **Fun**!

*"The quizzes we had were really interesting and I learned many new facts. The activity I enjoyed most was at Christmas time when we had to guess what everyone had drawn. It was immense fun and I really enjoyed it."*

An 11 year old girl, 2020

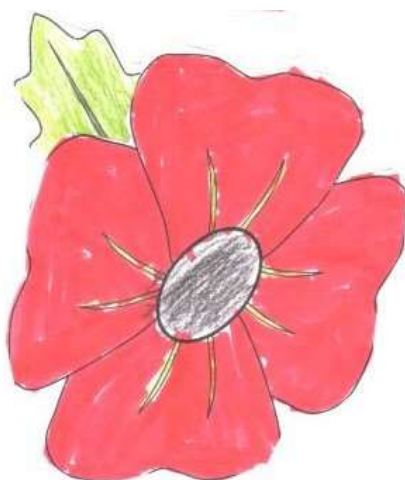
*"I loved it when we did lots of challenges - they were hard but lots of fun"*

An 11 year old boy, 2020

**5) At the end of the session** – A few minutes before the end of the session you may like to explain what you have planned for the next session. This gives everyone the opportunity to be more prepared and, if appropriate, to bring photographs or other memorabilia. The children should leave first. Just as it is helpful to have time with the older people before the children arrive, we have found it is also important for a member of "staff" and the older people to have a few minutes together at the end. This is an opportunity to talk about the session and discuss any highlights or address any issues of concern.

**6) Dealing with difficult situations** - Over many years in Burnham we have only experienced a handful of situations which have given us cause for concern. These have included an incident where an older person reprimanded a child and an occasion where an older person was critical of a child's work. In both cases we checked that the child was not hurt or upset and informed the teaching assistant of what had happened. After the session the Programme Co-ordinator spoke to the older person concerned and discussed more appropriate ways that the situation could have been handled. There was also an occasion where a child revealed some potentially worrying personal information during a group discussion. After the session this was brought to the attention of the Headteacher by the Programme Co-ordinator. See also **"Sample Safeguarding Checklist" (Page 26)**

Inevitably there have been sad times over the years when an older person is unable to carry on attending sessions due to ill health. There have also been some occasions when we have had to tell the children that someone has died. In our experience we have found that the children show great sensitivity and compassion at these times and over the years many kind words have been spoken and many beautiful Get Well or sympathy cards have been created.



**Suggested timetable for a session** - See also “Roles and Responsibilities”  
(Pages 21- 22)

<b>13.00</b>	Programme Co-ordinator and/or Assistant arrives to set up room
<b>13.15</b>	Older people arrive and sit 2 or 3 per table
<b>13.15 – 13.30</b>	Opportunity for older people to share information or raise any issues with Co-ordinator / Assistant and vice versa
<b>13.30</b>	Children arrive accompanied by teacher or teaching assistant and sit in small groups with older people (2 or 3 children per group with a similar number of older people)
<b>13.35</b>	Welcome and introductions – Co-ordinator welcomes everyone and asks everyone to introduce themselves
<b>13.40</b>	Co-ordinator explains the programme for the afternoon and hands out Topic information sheets or introduces other activity
<b>13.40 – 14.10</b>	Small Group activity time – For example children and older people take it in turns to read the information sheet and discuss it in their groups. The groups will probably take different amounts of time to do this so as groups finish hand out another activity such as a wordsearch or crossword related to the topic. Alternatively give out paper and pencils for children (and older people if they wish) to do a drawing related to the topic
<b>14.10</b>	Topic Information sheets collected in and quizzes handed out
<b>14.30</b>	Quiz answers / Refreshments served
<b>14.45</b>	Continue with Drawing or activity such as Wordsearch or crossword
<b>14.55</b>	Before the end of the session you may like to explain the topic or activity that is planned for the following week
<b>15.00</b>	Children leave accompanied by teacher or teaching assistant
<b>15.00 - 15.15</b>	Opportunity for Co-ordinator and/or Assistant to talk to older people about the session and discuss any highlights or address any issues of concern
<b>15.15</b>	Older people leave
<b>15.15 – 15.30</b>	Co-ordinator and/or Assistant /Volunteer washes up and tidies room

## The end of the Programme

Think about how you will mark the end of the Programme. Each summer we celebrate with a party for the older people and all the Year 6 children. It's always a very special occasion with lots of singing and laughter and often a few tears as thankyou's and goodbyes are said and good luck wishes exchanged.

The end of Year 6 is an important time of transition for the children as they prepare to leave primary school and move on to different secondary schools and the party is an opportunity to recognise and mark this important stage in their education and increasing independence.



## Evaluation

Be clear about your aims and build in your evaluation methods from the outset.

- What are the outcomes you wish to achieve?  
(Are they the same for all the participants or different for different age groups?)
- How and when will you measure outcomes?
- What is your timescale for your project?
- Keep written and photographic records from the outset
- Review your aims and objectives as your project develops
- Celebrate your achievements!

In Burnham we have kept our evaluation methods quite simple and based on:

**Outputs** – e.g. written work, drawings, crafts etc produced by children and adults

**Anecdotal evidence** – in particular:

- i) Observations of Programme staff and volunteers about interactions between the children and older people
- ii) Observations of school staff about impact of Programme on children's behaviour, understanding, knowledge and specific learning outcomes
- iii) Verbal and written comments from participants - children and older people -

See **"Sample Evaluation Letters"** (Pages 29 -30)

Based on the above evidence the Burnham Intergenerational Project has demonstrated many benefits for old and young including:

- Increased understanding and empathy between the generations
- Increased knowledge and sense of history as an ongoing, living process
- Increased understanding and awareness of the local area
- Increased sense of wellbeing, confidence and self-esteem
- A greater sense of community

Go to **Benefits section of website** for i) Impact - examples of comments from children, older people and staff ii) Endorsements for **LaST** iii) Links with the National Curriculum

### For more information on evaluation methods:

Evaluating Intergenerational Projects: A Practical Guide to Useful Resources

- Beth Johnson Foundation November 2009 [https://www.lasell.edu/Documents/talk-of-ages/Evaluating%20Intergenerational%20Projects Practical%20Guide%20to%20Resources.pdf](https://www.lasell.edu/Documents/talk-of-ages/Evaluating%20Intergenerational%20Projects%20Practical%20Guide%20to%20Resources.pdf)

Intergenerational Programmes Evaluation - Mariano Sánchez (Director)

- Spanish National Institute for Older Persons and Social Services – First English Edition 2009  
<https://generationsworkingtogether.org/downloads/5841b1a4032fa-Intergenerational%20Programmes%20Evaluation.pdf>



## **Roles and responsibilities**

You will need a minimum of two people i.e. a **Programme Co-ordinator** and a **Programme Assistant** at each session. From our experience it's ideal if you also have an **additional helper**.

One of these roles can be taken by the teacher or teaching assistant as the children will need to be accompanied by a member of the school staff at all times.

Either the Programme Co-ordinator and/or the Programme Assistant should have an up to date First Aid certificate.

Ensure that appropriate public liability insurance is in place and ensure that all staff and adult volunteers have undertaken Safeguarding Training and have an Enhanced DBS check.

### **Programme Co-ordinator**

*Who could fill this role –*

- A teacher or teaching assistant from the school
- An activities organiser from the residential home
- An adult volunteer

### **Programme Assistant**

*Who could fill this role –*

- A teacher or teaching assistant from the school
- An activities organiser from the residential home
- An adult volunteer

### **Additional helper**

*Who could fill this role –*

- A teacher or teaching assistant from the school
- An adult volunteer
- A sixth form student

## Suggested Allocation of Tasks

Before during and after every session there are certain tasks to be completed. Tasks marked with an \* will need to be completed by the Programme Assistant if a Teacher or Teaching Assistant is acting as the Programme Co-ordinator (*unless another member of school staff is available to escort children to and from the venue*). The following suggested allocation of tasks is based on our experience of what has worked well in Burnham.

Task	Who is responsible
Overall responsibility for setting up the Programme, planning and running all sessions	Programme Co-ordinator
Ensure all equipment is available and resources are prepared for each session	Programme Co-ordinator
Set up room as required *	Programme Co-ordinator or Programme Assistant
Welcome older people *	Programme Co-ordinator or Programme Assistant
Accompany children from school	Teacher or teaching assistant
At start of session welcome everyone and introduce the topic and associated activities	Programme Co-ordinator
Oversee the small group activities – spending time as required with different groups and offering additional activities as required	Programme Co-ordinator
Assist with small group activities	Programme Assistant and Volunteer Helper
Prepare and serve refreshments	Programme Assistant and Volunteer Helper
Be alert to any issues that arise during the session – for example if anyone becomes unwell or upset for example and take appropriate action	Programme Co-ordinator with assistance of Programme Assistant and Volunteer Helper as appropriate
At end of session thank everyone for attending	Programme Co-ordinator
Accompany children back to school	Teacher or teaching assistant
Talk to older people about the session*	Programme Co-ordinator or Programme Assistant
Washing up and tidying room*	Programme Co-ordinator or Programme Assistant and Volunteer Helper
After session complete an evaluation for the session	Programme Co-ordinator with input from Programme Assistant and Volunteer Helper

**Sample Risk Assessment and Safeguarding Checklist** - The information below regarding health and safety issues and safeguarding is given for information purposes only to assist with the safe set-up and running of an intergenerational partnership. All parties involved should satisfy themselves that they are operating to the highest level and following their own procedures, standards and policies in this regard. Neither the author of the Toolkit nor the Burnham Health Promotion Trust can accept any responsibility for any failure of any third party in this regard.

**Sample Risk Assessment** - This is a sample risk assessment. For your particular project you should identify if there is anything else that might cause harm to any of the participants and identify the measures you can take to minimise the risk. The Health and Safety Executive website has more information <https://www.hse.gov.uk/risk/casestudies/>

What are the hazards?	Who might be harmed and how?	What are you already doing?	What further action is necessary?	Action by who?	Action by when?
Accident en route to/from venue	Children and, if applicable, older people travelling to or from venue	Children are accompanied at all times by member of school staff	Head teacher to be contacted in event of accident	Co-ordinator	As soon as possible after incident
		If applicable ensure older people have suitable transport arranged. Encourage use of walking aids if appropriate	If applicable, Programme Co-ordinator to hold older people's emergency contact details	Co-ordinator	As soon as possible after incident

<b>What are the hazards?</b>	<b>Who might be harmed and how?</b>	<b>What are you already doing?</b>	<b>What further action is necessary?</b>	<b>Action by who?</b>	<b>Action by when?</b>
Fire	Children, older people, staff and volunteers	Co-ordinator and Assistant to familiarise themselves with venue's Fire Safety procedures and exit points	Be vigilant throughout session	Co-ordinator and Assistant	Throughout session
Slips, trips and falls e.g. uneven floor surface, wet floors etc.	Children, older people, staff and volunteers - may suffer injuries such as fractures or bruising if they trip over objects or slip, e.g. on wet floor	When setting up room ensure there are no trailing cables or other trip hazards.  Co-ordinator to familiarise themselves with location of cleaning equipment	Be vigilant throughout session. Ensure walking sticks, zimmer frames etc are put in a safe place  Ensure spillages are cleaned up immediately	Co-ordinator and/or Assistant  Co-ordinator and/or Assistant	Throughout session  Throughout session
Spillage of hot/cold drinks	Children, older people, staff and volunteers could be burned by hot drinks or slip on spilt drinks	Refreshment trolley taken to each table to minimise distance drinks are carried	Ensure children and older people are sitting down when drinks are being served	Co-ordinator and/or Assistant	Throughout session

What are the hazards?	Who might be harmed and how?	What are you already doing?	What further action is necessary?	Action by who?	Action by when?
Sudden illness	Children and older people e.g. allergic reaction or asthma attack	Check before first attendance whether anyone has an allergy or medical condition which may require urgent attention	<p>Ensure their medication is always available</p> <p>For children: accompanying teacher or teaching assistant will supervise medication</p> <p>For older people: member of care home staff to supervise medication if applicable. If older person is responsible for own medication, they should take it under supervision of Co-ordinator</p>	<p>For children: Teacher / teaching assistant</p> <p>For older people: Care home staff if applicable or Co-ordinator</p>	Throughout session
Accident with craft activities	Children and older people could hurt themselves with equipment	<p>Scissors, needles etc to be used under supervision</p> <p>First Aid kit to be available at all times</p>	<p>In the event of accident First Aid only to be administered by trained individuals.</p> <p>Accident / Incident forms to be completed after event</p>	At least one member of the team to be designated as First Aider	Throughout session

**Sample Safeguarding Checklist** - Participating in an intergenerational project should be a safe and enjoyable experience for all concerned. Below is an example of a checklist of actions to help ensure this is the case. Please also see Page 23.

**Safeguarding Training and DBS checks** - All staff and adult volunteers will require an Enhanced DBS check and should have undertaken appropriate safeguarding training for working with children and older people.

**Insurance** – Check with your insurance provider that you have appropriate insurance in place to cover all aspects of the project

**First Aid** – At least one member of the team should have a current First Aid certificate. Make sure there is an up to date First Aid Kit available and check it regularly

**Venue** - Take care to ensure that the venue is warm and comfortable with suitable furniture and access to toilets and kitchen facilities. Be alert to any potential hazards such as steps or uneven floor levels

**Seating** - Think about seating arrangements before the session starts to avoid unnecessary moving of furniture and/or people

**Activities** - Plan activities carefully. Will they be suitable for the children and older people? Be prepared to be flexible and be ready to intervene and offer an alternative if an activity proves to be too difficult or causes distress for example

**Illness** – Children, older people and staff should be advised not to attend if unwell

**Staffing** – You will need a minimum of two staff or two adult volunteers to run each session. Do **not** go ahead with the session if only one person is available

**Supervision of children and older people** – At all times ensure that at least one member of staff or one adult volunteer is in the room with the children and older people. The second person may leave the room to prepare refreshments for example but should be contactable immediately if needed

**Disclosure of personal information** – It is possible that children or older people may share sensitive or distressing information during discussions and activities. This will need careful handling. Older people and children should be made aware that they should not disclose sensitive information about one another outside the sessions

**Risk of abuse or neglect** - The Programme Co-ordinator must ensure that appropriate safeguarding policy and procedures are followed in the event of an older person or child disclosing information which indicates they may be at risk of abuse or neglect



## Sample permission letter to parents

Date

Your address and contact details

Dear Parents

### Name of Project

During this term the children from Year..... will be taking part in the name of project. Each day of week a small group of children accompanied by a teaching assistant will be visiting name of meeting place to meet some of the residents and to share a variety of activities, discussions, games and refreshments.

This Project is organised by name of organisation. It provides a very special opportunity for the children and the older people to spend time together and to learn from one another. The older people love seeing the children and really look forward to their visits. We do hope that your son or daughter will enjoy being involved and we hope they will talk to you about their visits to name of meeting place.

From time to time we would like to film or take photographs of the children and older people and we would be very grateful if you could read the statement below. If you are in agreement, please return the attached permission slip to the School. If you would like any more information about this, or any other aspect of the name of project, please contact us by phone or email

With best wishes

Your name

### Name of Project

#### PHOTOGRAPH AND RECORDING PERMISSION SLIP

From time to time we would like to take photographs of the children participating in name of Project. Images will be stored securely to be kept as a record of the Project and may be used to promote and celebrate the Project. To this end they may be used in our printed publicity material, displayed on the name of website and/or our name of social media pages and may occasionally be shared with the press. We may also occasionally record / video children for our use and for possible future media use. Please complete the details below if you agree for your child to be photographed, filmed or recorded for the purposes described above.

Name of Child (PLEASE PRINT)..... School Year.....

Parent/guardian's name (PLEASE PRINT).....

Parent/guardian's signature .....Date.....

## Sample permission letter to older people

Date

Your address and contact details

Dear .....

**Name of Project**

We would like to invite you to join our very special project which will be starting on **date**. Each **day of week** from **start time to end time** a small group of children from **name of school** will be visiting **name of venue** to meet with residents and friends and to share a variety of activities, discussions, games and refreshments. This project provides a very special opportunity for children and older people to enjoy spending time together and to learn from one another.

From time to time we may take photographs and/or video recordings of the sessions. We would be very grateful if you could read the statement below. If you are in agreement please complete the attached permission slip and return it to me at the first session. If you would like any more information about this, or any other aspect of the **name of project**, please contact us by **phone or email**

We do hope you will join us.

With best wishes

**Name of Project Organiser**

.....  
**Name of Project**

### PHOTOGRAPH AND RECORDING PERMISSION SLIP

From time to time we would like to take photographs of the adults and children participating in **name of project**. Images will be stored securely to be kept as a record of the Project and may be used to promote and celebrate the Project. To this end they may be used in our printed publicity material, displayed on the **name of website** and/or our **name of social media pages** and may occasionally be shared with the press. We may also occasionally record / video adults and children for our use and for possible future media use. Please complete the details below if you agree to be photographed, filmed or recorded for the purposes described above.

Your Name (PLEASE PRINT).....

Your Signature .....Date.....

## Evaluation - Sample letter to children

Date

Your address and contact details

Dear Children

We do hope you all enjoyed your visits to ..... We would love to hear from you about what you learned, what you enjoyed and if there was anything that wasn't so good.

What do you remember most about your visits to .....?

What did you enjoy most about your visits?

Were there some things that you didn't enjoy? Please tell us what they were.

Please tell us about any ideas you have for other subjects and/or activities that children and older people could enjoy together at .....

Please describe your visits to ..... in one sentence

Thank you very much. We look forward to seeing you all at the end of year party.

Best wishes

Your name

## Evaluation - Sample letter to older people

Date

Your address and contact details

Dear

Thank you very much for being part of the .....Intergenerational Project.

It would be very helpful for us if you could answer a few questions.

What do you remember most about the children's visits?

What topics or activities did you particularly enjoy?

Were there any topics or activities that you didn't enjoy? Can you say why?

Do you think the children generally enjoy their visits to .....? Yes / No

Do you think the children benefit from their visits to .....? Yes / No

If Yes, can you say how?

Do you think that you benefit from the children's visits to .....? Yes / No

If Yes, can you say how?

Apart from the children from ..... School do you spend time with other children e.g. grandchildren or great grandchildren? (please circle your answer)

Regularly

Occasionally

Never

Do you have any other comments about the Project or any suggestions as to how it could be improved?

Thank you very much for taking the time to complete this evaluation and for supporting .....Intergenerational Project

Best wishes

Your name