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Intergenerational Service Topic Bibliography

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Intergenerational Service Topic Bibliography

By

**Robin C. Vue-Benson
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Introduction

This topic bibliography is produced in response to numerous requests from service and education practitioners for information on intergenerational issues and programs. Additional records have been added in this most recent revision. The primary source for the below citations and annotations is the Educational Resources Information Center's (ERIC) database of Resources In Education and Current Index to Journals in Education. This material is supplemented by references from a draft bibliography by Generations United as well as some resources abstracted by the National Information Center for Service-Learning. Records from each source are indicated by ERIC, GU, and NICSL, respectively, following the abstract.

Citations are divided among three sections. Section One contains records which provide an overview of intergenerational issues or background information on intergenerational service. Section Two lists sources useful in developing programs such as guidelines, research and models. Finally, Section Three contains sources which describe a variety of intergenerational service programs.

Acquiring and Ordering Publications

A goal of this topic bibliography is not only to provide interested researchers and practitioners with a list of citations but to aid in making the actual sources available in their full form for use. To this end, each record contains availability information which should enable everyone to locate and use the item.

In general, the easiest and least expensive way to have access to the publications is through your local library. Even if you are not near a university research library, most smaller libraries have interlibrary loan (ILL) agreements at no or little cost to their patrons. The alternative to libraries is to go through commercial document reproduction and delivery services. These offer a convenient way to get copies of serial articles and other documents for those willing to pay for the service. The different forms of publications mean there are variations in how to get a copy to use.

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Serial and Journal Articles

For the journal and serial articles listed in this topic bibliography, full source citations are provided in the "AVAIL." field. This information is sufficient for use in finding the article at your library or in requesting it through interlibrary loan. In addition, numerous private commercial article reprint services exist. The two major ones are provided by University Microfilms International (UMI) and UnCover (see your reference librarian for others). Which service, if any, an article is available from is indicated in the "AVAIL." field following the original source citation. We relied on information in the ERIC Current Index to Journals in Education to see if an article was available through UMI. The UnCover database was checked to see if UnCover provides reprints from the journal where the article originally appears. Further information can be obtained by calling or writing:

UMI Article Clearinghouse
300 North Zeeb Road
P.O. Box 1346
Ann Arbor, MI 48106-1346
1-800-521-0600 ext. 2888

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3801 E. Florida, Suite 200
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sos@carl.org

(\$10 per article plus copyright fees; or, Telnet to "database.carl.org" to place an order yourself and the cost is \$8.50 plus copyright)

Section One: Overviews and Background Information

AUTHOR: American Association of Retired Persons

TITLE: Resourceful Aging: Today and Tomorrow. Conference Proceedings

YEAR: 1990

AVAIL.: EDRS: ED 344038 / PC05. Original: American Association of Retired Persons, Fulfillment, 601 E Street, N.W., Washington, DC 20049.

NOTES: 109 p.

ABSTRACT: This document contains 19 papers on volunteerism presented at a conference on aging. The papers, grouped into themes of trends and implications, resourceful roles, resources, and an agenda for the future, include the following: "Demographic Potential and the Quiet Revolution" (Opening Remarks by Robert A. Harootyan); "Volunteers in the 1990s" (Keynote Address by George Romney); "Resourceful Aging: Mobilizing Older Citizens for Volunteer Service" (Executive Summary and Commentary by Cynthia B. Costello); "Volunteerism by Elders: Demographic and Policy Trends, Past and Future" (Susan M. Chambre); "Volunteerism: Resourceful Opportunities" (Judith V. Helein); "Overview: Trends and Implications" (James Sugarman); "Resourceful Security Team Volunteers" (Jose Castro); "Intergenerational Programs: A Manual for Success" (Ramona Frischman); "Volunteering Business Expertise" (David C. Buffam, Sr.); "Volunteers for a Healthy Lifestyle" (Fran Freedman); "Older Adults: Volunteer Resources" (Maria P. Smith); "Retirees; Community Service Resources" (Donna Anderson); "Volunteerism Legislation" (Thomas M. Kelley); "United Way and Senior Volunteerism" (Karen Heller); "Our Hope for the Future: America's Renewable Resource" (Trudy Cross); "Volunteerism in the Future: Service Credit Banking" (Hunter McKay); "Volunteerism: An Agenda for the Future" (Marian Heard); and "Volunteerism: Developing an Agenda for the Future" (Theodora Jackson). A directory of 32 programs and resources is included, as are the tables of contents of the other 4 conference volumes. (ERIC--ED 344038)

AUTHOR: Angelis, Jane.

TITLE: Intergenerational Service-Learning.

YEAR: 1990

AVAIL.: EDRS: ED 339005 / PC03

NOTES: 65 p.

ABSTRACT: This report presents the feelings, ideas, and recommendations of 349 individuals in Illinois who attended Circle of Helping meetings, seven regional meetings held in early 1990 to create momentum for intergenerational program development, to increase awareness of the benefits of intergenerational programs, and to emphasize the interdependence of generations. A summary of the meetings focuses on such issues as generational conflict and harmony, aging education, getting started, intergenerational communication, and public relations. A section on strategies for the future considers the possibility of schools in the future including older adults as an integral part of all educational levels. A total of 13 recommendations are made in the areas discussed in the summary section. One important aspect of the Circle of Helping meetings was to highlight model intergenerational programs already in operation; a section on intergenerational service-learning model programs briefly describes such programs in the areas of national intergenerational programs, day care, nursing home visiting, career days, adopt-a-grandparent/child, reading and literacy, tutoring, students serving seniors, latchkey programs, pen pals, mentoring, library programs, special events, guest lectures, oral history/interviewing/storytelling, patient simulation, social clubs and camps, drug abuse prevention, pregnancy prevention, advocacy, delinquency prevention, the arts, and health. Education model programs for the aged are also described. Relevant materials are appended. (ERIC--ED 339005)

AUTHOR: Firman, James et al.

TITLE: Intergenerational Service-Learning: Contributions to Curricula.

AVAIL.: Educational Gerontology v9 n5-6 p405-15 Sep-Dec 1983 (Reprint: UnCover)

ABSTRACT: Reports findings from a national demonstration project involving the National Council on the Aging (NCOA) and 13 colleges. Studied 39 courses in which students were involved in service-learning in aging and described the range of demonstrably feasible adaptations, what students learned, and faculty perceptions of their benefits and costs. (ERIC--EJ 299138)

Overviews and Background Information

AUTHOR: Freedman, Marc; Jaffe, Natalie
TITLE: Elder Mentors: Giving Schools a Hand.
YEAR: 1993
AVAIL.: NASSP Bulletin v76 n549 p22-28 Jan 1993 (Reprint: UMI, UnCover)
ABSTRACT: Discusses a specific type of mentoring: matching retired, older persons with young people enduring a crisis period in their lives. Programs such as the Teaching Learning Communities (T-LC) Mentoring Program in Ann Arbor, Michigan, assign elders as mentors and tutors to junior high school students in danger of dropping out. Strong elder-youth bonds positively affect youngsters' daily lives. (ERIC--EJ 457249)

AUTHOR: Freedman, Marc
TITLE: Fostering Intergenerational Relationships for at-Risk Youth.
YEAR: 1989
AVAIL.: Children Today v18 n2 p10-15 Mar-Apr 1989 (Reprint: UMI, UnCover)
ABSTRACT: Discusses results of a study of five initiatives which promote intergenerational relationships for at-risk youth. Discusses factors involved in the success of the initiatives, the relation between elder mentors and youths, and implications for policy. (ERIC--EJ 394063)

AUTHOR: Freedman, Marc
TITLE: Partners in Growth: Elder Mentors and At-Risk Youth.
YEAR: 1988
AVAIL.: Public/Private Ventures, 399 Market Street, Philadelphia, PA 19106-2178.
NOTES: 95p.
ABSTRACT: This study examines the relationships developed between elder mentors and at-risk youth in the following exemplary intergenerational programs: (1) IUE/The Work Connection (Saugus, Massachusetts); (2) Teen Moms (Portland, Maine); (3) School Volunteers for Boston (Massachusetts); (4) Teenage Parent Alternative Program (Lincoln Park, Michigan); and (5) Teaching-Learning Communities (TLC) Mentors Program (Ann Arbor, Michigan). Information was obtained from site visits, a conference, interviews with professionals in the field of adolescent development, a review of the literature on adolescent institutions, and a brief review of intergenerational programming. Summary findings include the following: (1) primary and secondary relationships between elders and youth will form in programs designed for that purpose; (2) primary relationships are characterized by attachments approximating kinship, while secondary relationships maintained more emotional distance; (3) both elders and youth cited benefits from the relationships; (4) the most effective elders were those who had not lived what would be considered "successful" lives; (5) intergenerational bonds form because of shared emotional needs; and (6) programs were most effective when elders were placed in nonprofessional roles, given on-going support, and contact was structured. The appendices include a directory of the programs studied, a list of reviewers and the experts interviewed, and a topic guide used in interviewing the older people. A 75-item list of references is also included. (ERIC--ED 303561)

AUTHOR: Gelfand, Donald E.; Firman, James P.
TITLE: Developing and Implementing Service-Learning in Aging.
AVAIL.: Educational Gerontology v7 n2-3 p191-203 Sep-Oct 1981 (Reprint: UnCover)
ABSTRACT: Discusses potential benefits of service-learning in aging--to students, university, and community. Examines opportunities for service-learning using examples from the current Intergenerational Service-Learning Project of the National Council on Aging. The complexity of initiating and gaining acceptance of service-learning in aging projects is explored. (ERIC--EJ 254834)

AUTHOR: Howe, Howard,
TITLE: Voluntary Services for Young Americans.
YEAR: 1989
AVAIL.: EDRS: ED 310182 / PC01
NOTES: 12 p. Remarks to the National Association of Partners in Education (Baltimore, MD, March 21, 1989).
ABSTRACT: Volunteers can make significant contributions in service to children and youth both by working on behalf of education and by augmenting the learning that schools provide. The merger of the National School Volunteer Program and the National Symposium on Partnerships in Education to form the National Association of Partners in Education is seen as an important development for voluntary activity and advocacy for youth. This presentation addresses four major

Overviews and Background Information

points. First, the gap between adults and young people, due in part to changes in family structure and the inability of schools to cope with complex problems, calls for increased intervention and initiatives by volunteers. Second, mentoring programs can position volunteers to assist the educational enterprise by providing tutorial, social, and personal support; the role of caring adults is seen as increasingly important in the lives of young people. Third, fundamental principles underlying volunteer work with schools and young people include the notions of responsibility to the community and "interconnectedness," and voluntarism should promote commitment to helping others, as well as academic success, as integral to growth to maturity. Fourth, voluntarism in the schools must be expanded to other aspects of the lives of children and youth through links to the family and community. (ERIC--ED 310182)

AUTHOR: Kingson, Eric R.

TITLE: The Social Policy Implications of Intergenerational Exchange.

AVAIL.: Journal of Children in Contemporary Society v20 n3-4 p91-99 1989 (Reprint: UnCover)

NOTES: Theme issue with the title "Intergenerational Programs: Imperatives, Strategies, Impacts, Trends."

ABSTRACT: Intergenerational programs and policy approaches are needed for the following reasons: (1) the interdependence of generations; (2) the aging of the population; (3) the imperative of community participation and service; (4) changes in family structure and caregiving; and (5) stereotypes of intergenerational conflict and competition. Intergenerational exchange can contribute significantly to contemporary American society. (ERIC--EJ 394571)

AUTHOR: Struntz, Karen A.; Reville, Shari.

TITLE: Growing Together: An Intergenerational Sourcebook.

YEAR: 1985

ABSTRACT: This sourcebook provides a broad base of information about intergenerational research, activities and programs. It incorporates the three major approaches to intergenerational involvement -- service with elders, by elders, and to elders -- and focuses on a number of settings from schools and colleges to recreational parks to libraries and museums to nursing facilities. There is an annotated bibliography included for further study. (GU)

AUTHOR: Styles, Melanie B.; Morrow, Kristine V.

TITLE: Understanding How Youth and Elders Form Relationships: A Study of Four Linking Lifetimes Programs.

YEAR: 1992

AVAIL.: Public/Private Ventures, 399 Market Street, Philadelphia, PA 19106-2178.

NOTES: 102p.

ABSTRACT: As part of a 4-year research initiative on adult/youth relationships programs, this study assessed relationships between elders and at-risk youth at the following four Linking Lifetimes intergenerational mentoring demonstration sites developed by Temple University's Center for Intergenerational Learning in Philadelphia (Pennsylvania): (1) Neighborhood Youth Association in Los Angeles (California); (2) Metro Dade Department of Youth and Family Development in Miami (Florida); (3) Porter Leath Children's Center in Memphis (Tennessee); and (4) Corporation for Public Management in Springfield (Massachusetts). Elders were 55 years old and older, and youth were 12 to 17 years old. Using 26 pairs of 1 youth and 1 elder, the study examined pair activities, the relationship formation process, and effective and ineffective practices in the relationships. Elders met between 4 and 10 hours a week with youth and received stipends and reimbursements for expenses. Separate face-to-face semistructured interviews with all subjects were conducted at two times. Seventeen pairs were satisfying and 9 pairs were dissatisfying to the participants. The pairs' particular activities did not determine satisfaction. Differences existed in participants' interaction styles. Elders in satisfying relationships allowed the content and timing of the relationships to be youth-driven. Included are 5 tables, 33 references, and 2 appendixes describing the Linking Lifetimes initiative and study methodology in 2 tables. (ERIC--ED 348425)

AUTHOR: Ventura Merkel, Catherine; Freedman, Marc.

TITLE: Helping At-Risk Youth Through Intergenerational Programming.

AVAIL.: Children Today v17 pp. 10-13 1988 (Reprint: UnCover)

ABSTRACT: In recent years, a number of programs have been introduced to increase cooperation, interaction, and exchange between generations. The programs range from federally funded efforts like the Foster Grandparent programs and established school volunteer programs to grass-roots projects. They may involve seniors working with teenage mothers, juvenile offenders, disadvantaged youth, or high school drop-outs. Some current intergenerational programs are described. (GU)

Section Two: Program Development

AUTHOR: American Association of Retired Persons

TITLE: Becoming A School Partner: A Guidebook for Organizing Intergenerational Partnerships in Schools.

YEAR: 1992

ABSTRACT: This guidebook, along with its companion video, is meant to offer direction for those interested in planning an intergenerational school partnership program. It leads the reader through a twelve-step process. The guide will help the reader consider the needs of all participants in the program including the student, the teacher, the school, the community, and the older volunteer. A list of additional resources to enhance the program is provided at the end of the manual. (GU)

AUTHOR: Angelis, Jane

TITLE: Bringing Old and Young Together.

YEAR: 1990

AVAIL.: Vocational Education Journal v65 n1 p19,21 Jan-Feb 1990 (Reprint: UMI, UnCover)

ABSTRACT: Intergenerational programs bring older volunteers into classrooms to share skills and experiences with students. Program development has seven steps: needs assessment, job description, recruitment, screening, orientation and training, recognition, and evaluation. (ERIC--EJ 401909)

AUTHOR: Connecticut State Dept. of Education, Hartford.

TITLE: Health/Home Economics Classroom Activities for Secondary Schools. Schools in an Aging Society.

YEAR: 1992

AVAIL.: EDRS: ED 369775 / PC05.

NOTES: 108p.

ABSTRACT: As the fastest-growing segment of society, older adults can be valuable resources for schools. The intent of this guide is to promote education for, with, and about older adults; to confront stereotypic images; and to present an accurate and balanced view of aging. The manual consists of 21 lesson plans for secondary teachers of health and home economics. Suggested activities are designed to address existing curricular objectives, promote interdisciplinary instruction, help students develop healthy attitudes toward their own aging, realize the lifelong importance of decisions they make as young adults, and understand the interdependence of all age groups. Lesson plans are divided into five sections. The first section, "Attitudes about Aging," addresses children's attitudes toward old people. The lessons in section 2, "Normal Aging Process," focus on physical and sensory changes in later life, psychological facts on aging, and myths about memory loss. Section 3, "Making Healthy Life Choices," deals with skin care, exercise, nutrition, healthy lifestyles, and alcohol abuse. The fourth section, "Intergenerational Issues," covers similarities between young and old, diversity in families, and stressful life events. The final section, "Home and Community Awareness," provides a home safety checklist and health and social service programs that help older adults in meeting their needs. Each lesson plan includes an introduction, objectives, key terms, materials, procedures, and extension activities. (ERIC--ED 369775)

AUTHOR: Couch, Larry

TITLE: Let Us Serve Them All Their Days: Younger Volunteers Serving Homebound Elderly Persons.

YEAR: 1992

AVAIL.: EDRS: ED 356995 / PC07

NOTES: 172 p.

ABSTRACT: This book is offered as a guide for persons interested in beginning a project where young people volunteer to work with the frail, homebound elderly. The guide presents examples of successful intergenerational projects, the lessons learned from those projects, the elements needed for a successful project, and a step-by-step approach for initiating new projects. Profiles of selected projects along with the names and phone numbers of project directors are provided. The projects profiled are organized into the following categories: help/maintenance projects, meal delivery projects, home service projects, telephone reassurance projects, and other service projects. The guide also contains the views of leaders in the field of intergenerational projects on initiating and expanding projects. A list of resource persons also is included. (ERIC--ED 356995)

Program Development

AUTHOR: Everett, Pat.
TITLE: Middle Level Spirit/Service Projects.
YEAR: 1992
AVAIL.: National Association of Secondary School Principals, Division of Student Activities, 1904 Association Drive, Reston, VA 22091-1537.
NOTES: 54 p.
ABSTRACT: Designed to encourage students to become involved with their school and community, this handbook presents a compilation of service and school spirit activities developed by the Meadow Park Intermediate School in Beaverton, Oregon. Information about how to organize a spirit or service club is presented, and three school spirit projects (locker decorations, morning announcements, and posters) are outlined. Nineteen in-building service projects are described, including assembly set-up and clean-up, courtyard maintenance, litter patrols, student tutors, and teacher aides. Several out-of-building service projects are also presented, including intergenerational activities, nursing home pen pals, and serving meals to the elderly. Sample forms for a field trip notice, field trip request, projects, and evaluation are appended. (ERIC--ED 354099)

AUTHOR: Firman, James P.; Stowell, Anita M.
TITLE: Intergenerational School Projects: Examples and Guidelines.
YEAR: 1980
AVAIL.: Media and Methods v16 n6 p19,42 Feb 1980 (Reprint: UMI, UnCover)
ABSTRACT: Reports on school programs throughout the United States that are devoted to fostering a link between the young and the old. Lists six principles for operating such a program. (ERIC--EJ 215900)

AUTHOR: Kaye, Cathryn Berger
TITLE: Community Service--With a Smile.
AVAIL.: School Safety p4-7 Spr 1989
ABSTRACT: School-based youth community service programs are helping students develop individual and social responsibility, and build intergenerational bonds. Elements necessary to reap maximum benefit are described followed by five examples of nationally recognized programs. Project ideas and factors for success are offered. (ERIC--EJ 398970)

AUTHOR: Matters, Lorine
TITLE: Intergenerational Relations: Older Adults and Youth. County Extension Program Guide.
YEAR: 1990
AVAIL.: ED 349138 / PC01
NOTES: 24 p.
ABSTRACT: This guide describes intergenerational programs and provides ideas for initiating and implementing informal and formal interaction between youth and senior adults. Intergenerational programs can help dispel negative stereotypes that youth and older adults may have about each other. Successful programs provide rewarding experiences for both generations and opportunities for sharing skills, knowledge, experience, and promoting friendships between youth and older adults. In addition, gaps in the service network of private and public social agencies can be identified and filled through intergenerational volunteers. This guide discusses a program development process that addresses the following topics: (1) identification of top priority community needs and resources; (2) identification of a program sponsor and mobilization of volunteer resources; (3) forming a planning and advisory committee; (4) developing a plan for the program sponsor; (5) operational considerations; (6) types of projects (youth initiated, older-person initiated, and joint youth and older-person initiated); (7) project evaluation; and (8) recommendations for planning effective intergenerational programs. Also provided are suggestions for working with senior adults and involving minorities in developing programs for the elderly. A 25-item bibliography on intergenerational relations is included. (ERIC--ED 349138)

Program Development

AUTHOR: Melcher, Joseph.

TITLE: Caring is the Key: Building a School-based Intergenerational Service Program.

YEAR: 1991.

AVAIL.: PennSERVE 1304 Labor and Industry Building, 7th and Forster Streets, Harrisburg, PA 17120.

ABSTRACT: This manual provides information that will help teachers, administrators, and students to create programs which promote the joys and benefits of intergenerational connections through service. A variety of options for doing rewarding intergenerational service are outlined. The authors also show the readers how to start, maintain, and evaluate an intergenerational service program. For further detail, four short case studies of activities in several Pennsylvania schools are described. (GU)

AUTHOR: Murphy, Mary-Brugger

TITLE: A Guide to Intergenerational Programs.

YEAR: 1984

NOTES: 80 p.

AVAIL.: EDRS: ED 252481 / PC04 . Original: National Association of State Units on Aging, Suite 208, 600 Maryland Avenue, S.W., Washington, DC 20024 (\$10.00).

ABSTRACT: This report provides information on the content, impact, and characteristics of over 50 model intergenerational programs across the United States. It is organized along a continuum starting with programs involving the most physically capable and mobile persons and moving toward those in which the older person is in increasing need of support and service. The report provides (1) ideas for types of intergenerational programs that might be appropriate responses to local needs, (2) models of sound practice, (3) information about individuals, organizations, and clearinghouses that provide expertise in special program areas, and (4) resources on program development. Programs in the first section describe complementary ways in which the need for suitable child care has been met by older persons needing stimulation, social contact, and/or added income. Fifteen programs incorporating intergenerational programs into elementary, secondary, and higher education are described in the second and third sections. The fourth section focuses on the supportive role played by many older persons in their relationships with children and youths who are "vulnerable" (e.g., abused and/or neglected children, juvenile delinquents, and runaways). Subsequent sections describe programs involving older persons in political action and community planning; arts, humanities, and enrichment; home sharing; grandparenting; chore services and employment; and informal family and community supports. A final section on the role of state units on aging in stimulating and promoting intergenerational programs is followed by an index of projects by title. (ERIC--ED 252481)

AUTHOR: Scannell, Tess; Roberts, Angela

TITLE: Young and Old Serving Together: Meeting Community Needs Through Intergenerational Partnerships.

YEAR: 1994

AVAIL.: Generations United, c/o CWLA, 440 First St. NW, Suite 310, Washington DC 20001 (\$15.00)

NOTES: 110 pages.

ABSTRACT: Describes the rationale for intergenerational community service programs, defined as those that team young and old side-by-side to serve their communities. Discusses service-learning, benefits, civic responsibility, and education as a lifelong process. Includes step-by-step program development and implementation guidelines and criteria for best practice. Also contains highlights of intergenerational community service programs, funding information, tips from experts, annotated bibliography, program development contact list, and contacts for multicultural organizations. (GU)

AUTHOR: Zuccolotto, David E.; Scott, Trey.

TITLE: Guided Memories: The Intergenerational Program for Youths and Seniors.

AVAIL.: Curriculum/Planning materials and information available through R&Z Publishing Company, 245-M. Mt. Hermon Rd. #280, Scotts Valley, CA 95066.

Section Three: Program Descriptions

AUTHOR: Bringle, Robert G.; Kremer, John F.

TITLE: Evaluation of an Intergenerational Service-Learning Project for Undergraduates.

AVAIL.: Educational Gerontology v19 pp. 407-416 1993 (Reprint: UnCover)

ABSTRACT: An appropriate objective within a liberal arts approach to education is enhancing students' awareness of attitudes toward their own aging. A combined intervention of intergenerational experience and didactic instruction had a favorable effect on student's view of their own later lives. Additional positive consequences are discussed, and suggestions for running similar curricular components are presented. (Authors)

AUTHOR: Cherry, Debra L.

TITLE: Intergenerational Service Programs: Meeting Shared Needs of Young and Old.

AVAIL.: Gerontologist v25 n2 p126-29 Apr 1985 (Reprint: UnCover)

ABSTRACT: Describes an intergenerational service program designed to use the skills of each generation to meet the needs of the other. Reviews screening, training, and a variety of placements for the teenage and older adult participants and discusses ongoing program benefits. (ERIC--EJ 319578)

AUTHOR: Davis, Richard H.; Westbrook, Gerald Jay.

TITLE: Intergenerational Dialogues: A Tested Educational Program For Children.

AVAIL.: Educational Gerontology v7 pp. 383-396; 1981.

ABSTRACT: Children's attitudes about growing old and about the elderly themselves are in large part influence by negative images projected by the media and through lack of actual experience in interacting with older people. To counter this situation and to provide an opportunity for positive attitude shift, an educational program has been developed by 10- and 11-year-old students. Growing Up-Growing Older is a developed unit of instruction relying on a package of software including film and printed support materials. A strong experiential component is provided through structured intergenerational dialogues, facilitated by visiting older volunteers. The program was field tested using both a treatment and control population. Survey methodology was used to determine pre- and post-experience stages of attitude awareness and understanding of the elderly. Although the study populaiton did not demonstrate the level of negative attitude we had anticipated from the literature, post-experience testing indicated a postive shift. More significant is the demonstrated increase in level of awareness of aging issues and of older persons as a result of the educational experience. Finally, the treatment population increased significantly the percentage of old people they interacted with outside the classroom. This increased familiarity and awareness of the elderly can be expected to continue to produce attitudes based more on fact than on fancy. (Authors)

AUTHOR: Duggar, Margaret Lynn; And Others

TITLE: Intergenerational Programs: Weaving Hearts and Minds.

YEAR: 1993

AVAIL.: Division of Vocational, Adult, and Community Education, Bureau of Career Development and Educational Improvement, Florida Education Center, Tallahassee, FL 32399-0400.

NOTES: 28p.

ABSTRACT: This publication spotlights the success and diversity of Florida's many intergenerational programs. It describes what intergenerational programming is and the three community needs that intergenerational programs address. Statistics on older persons as well as youth and families in Florida are followed by a listing of what intergenerational programs can do. The challenge of bringing people together to support each other, to learn, and to share learning experiences is set forth. Eight programs that represent a sample of some of Florida's intergenerational activities are profiled. They reflect diversity in scope of the programming, administrative complexity, and funding sources. Each program profile consists of some or all of these components: name of intergenerational program, agency, address, contact person, telephone number, program description, year program began, goals, program strengths and weaknesses, hours of service provided per month, special events/projects, materials developed, and comments. These programs are included: Academy of Senior Professionals at Eckerd College, Rainbow Intergenerational Child Care, School Mentors, My Favorite Older Person Essay Contest, Bridge Building, Hands Across the Ages, Sunshine Singers Intergenerational Chorus, The Silver Liners, Foster Grandparent Programs, and Rockin' Readers. Information on how to get involved is provided. (ERIC--ED 364724)

Program Descriptions

AUTHOR: Henkin, Nancy Z.; Minkin, Rosalie

TITLE: Full Circle: Linking the Generations Through Improvisational Theatre.

YEAR: 1985

AVAIL.: Children Today v14 n6 Sept-Oct 1985 p 23-26 (Reprint: UnCover)

ABSTRACT: The Full Circle Intergenerational Theatre Troupe brings teens and older persons together to develop improvisational theatre skills and learn about life span issues. The project goal is to increase understanding of common issues and potential conflicts. Performances are given to many varied audiences. A sidebar briefly describes seven other projects of the Center for Intergenerational Learning in Philadelphia. (NICSL)

AUTHOR: Matters, Lorine

TITLE: Seniors and Youth: Learning and Sharing. An Intergenerational Project Created and Conducted with the Tama County Iowa 4-H Clubs, Mesquaki Indian Settlement School, and the Cedar Falls Public Schools (1983-88).

YEAR: 1989

AVAIL.: EDRS: ED 350126 / PC01

NOTES: 24 p.

ABSTRACT: This document describes the intergenerational project conducted in the Cedar Falls Public School System (Iowa) that involved senior citizens and youths in a learning and sharing process. The county-based extension service supported by faculty at Iowa State University assisted in the recruitment and training of senior citizen volunteers. Implemented intergenerational activities include: (1) students developing interviewing skills by interviewing three senior volunteers; (2) celebrating Black History Month by inviting three Black senior citizens to tell students about their family histories; and (3) learning about pioneer days by involving senior volunteers in teaching students about whittling, candle dipping, genealogy, Indian history, Black history, quilting, and other traditional arts and crafts. Evaluation of the project indicated that 20 senior volunteers contributed more than 407 hours to the project. Over 600 students in grades 4-7 took part with 2,229 contact hours of teachers with students. Nine schools were involved, along with 3 principals, and 19 teachers. Recommendations for successful replication of this project include organizational guidelines such as creating an advisory board and conducting meetings with school administrators; suggestions for alternative subject-matter topics for intergenerational projects; and suggestions for financial resources. Appendices include documents such as program announcements and project evaluation forms. (ERIC--ED 350126)

AUTHOR: Minnich, Brenda S.

TITLE: 4-H Intergenerations Project. A Summary Report.

YEAR: 1978

AVAIL.: EDRS: ED 171964 / PC01

NOTES: 18 p.

ABSTRACT: This project was conducted as an experiment in the implementation of the guidelines set up by the agents' manual of the Texas study, SKILLS (Seniors and Kids Involved in Learning Life's Skills). Objectives of the intergenerational program included the following: (1) to further the work started by the SKILLS study, (2) to offer a variety of opportunities for helping the young and "young at heart" to develop new modes of communication, (3) to offer opportunities for interaction in a learning and helping atmosphere in a two-way relationship, (4) to develop guidelines for a learning laboratory, (5) to increase community involvement in the Cooperative Extension Service, (6) to enhance the spirit and mental well-being of older adults, (7) to develop an advisory planning committee, and (8) to identify and catalog the senior citizen organizational network within Prince George's County. Guidelines and recommendations are given for compiling the senior citizen network guide, contacting 4-H teenagers, contacting senior citizens, and bringing each together for some type of activity. (The SKILLS program description and questionnaires used by the project are appended.) (ERIC--ED 171964)

AUTHOR: Newman, Sally et al.

TITLE: The Development of an Intergenerational Service-Learning Program at a Nursing Home.

AVAIL.: Gerontologist v25 n2 p130-33 Apr 1985 (Reprint: UnCover)

ABSTRACT: An intergenerational service-learning model to improve well-being of elderly nursing home residents involved 10 college students visiting 20 elderly nursing home residents and interacting with them socially. Interaction resulted in substantial improvements in the residents' psychosocial and physical conditions and in students' perceptions of aging. (ERIC--EJ 319579)

Program Descriptions

AUTHOR: Parsons, Cynthia

TITLE: SerVermont--The First Year. 1986.

YEAR: 1987

NOTES: 60 p.

AVAIL.: EDRS: ED 290846 / PC03. Original: Vermont Schoolhouse Press, P.O. Box 516, Chester, VT 05143 (\$8.00 plus \$1.25 postage).

ABSTRACT: SerVermont is a volunteer program for high school students. The program stresses public service in the community and is intended to teach students the value of personal volunteer service to their local communities. During SerVermont's first year of operation, 11 high schools were awarded minigrants to be used in developing programs in which student volunteers would work to improve their local communities. The following programs were initiated: a program in which teams consisting of high school students and a senior citizen or faculty member organized annual spring and autumn clean-ups of senior citizens' yards and houses; a program in which special education students took part in improving a local outdoor recreation area; a program to clean up the community common; a seat belt education campaign; a community service auction; a program in which high school students staged a musical performance for local senior citizens; a project in which woodshop students are making welcome signs for their town; a leadership forum to honor senior citizens who have made some important contribution to their town in the past; a student-sponsored combination art exhibit, concert, and luncheon for senior citizens; a library aide program to help other students improve their study and research skills; a local history presentation to help elementary school children become familiar with their town and learn the alphabet at the same time; an intergenerational school luncheon program; and a greeting card and letter writing program in which students correspond with senior citizens on special occasions. (Appendixes comprising two-thirds of the document include miscellaneous programs memos, a sample program inventory sheet, a list of SerVermont minigrant winners and contacts, a program announcement and application, an expenditures memo, and assorted news articles about SerVermont.) (ERIC--ED 290846)

AUTHOR: Smilow, Peri

TITLE: How Would You Like to Visit a Nursing Home?

YEAR: 1993

AVAIL.: Equity and Excellence in Education v26 n2 p22-26 Sep 1993 (Reprint: UMI, UnCover)

ABSTRACT: Describes the MAGIC ME program in which urban middle school students visit and form relationships with the elderly in nursing homes. The importance of meaningful long-term service is demonstrated through anecdotes of the interaction between students and older adults. MAGIC ME has a history of success in many communities. (ERIC--EJ 476927)

AUTHOR: Stout, Betty et al.

TITLE: Youth Exchanging with Seniors: Service + Education + Commitment. Preventing Rural School Dropouts.

YEAR: 1990

AVAIL.: EDRS: ED 338470 / PC01

NOTES: 10 p. Paper presented at the Rural Education Symposium of the American Council on Rural Education and the National Rural and Small Schools Consortium (Tucson, AZ, March 18-22, 1990)

ABSTRACT: Texas ranks among the top 10 states for school dropouts with an annual dropout rate of about 30%. Some dropout prevention programs are incorporating community service components as a means to counter the alienation and low self-esteem frequently seen among dropouts and at-risk students. Significant adults other than school personnel provide youth with linkages to a community's heritage and culture. The Youth Exchanging with Seniors Project (YES) is a pilot project designed to link youth with rural elderly through community-based service programs in 20 West Texas counties. With few human services available in this sparsely populated area, innovative grass-roots projects must be initiated to address the long-term care needs of aging frail elders. The group of age 60 and over comprises 15-23% of the population in 16 of these counties. YES proposes to organize members of 4-H and Future Homemakers of America. The project will provide the elderly with services such as housekeeping, yard and garden maintenance, minor home repair, grocery shopping, errands, and pet care. Participation in the project will give youth the opportunities to develop a better sense of self, meaningful social and community awareness, and positive attitudes toward the elderly. Project services also will help the frail elderly to maintain an independent living style. As a result, the YES project may provide a model for linking at-risk youth with significant adults through community service. (ERIC--ED 338470)

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