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# Intergenerational Service Topic Bibliography

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## Intergenerational Service Topic Bibliography

By

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February 1995

Updated August 1997

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The National Service-Learning Cooperative is a collaborative project between the National Youth Leadership Council, the University of Minnesota and thirteen other organizations and institutions, funded by the Corporation for National Service under Cooperative Agreement No. CA-001.

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## **Introduction**

America is changing. More of our citizens are moving into the "senior" portions of their lives. Within twenty years, a significant segment of our population will be retired or nearing retirement. With this retirement comes a tendency to live in retirement communities, separated from mainstream society. At the same time, our youth are experiencing greater isolation from adult life and from interaction with older individuals. Because of our mobile population, many children grow up today without regular contact with a grandparent or an older adult.

This scenario suggests that there is perhaps no greater need in our society than to connect young people with older Americans. Both have needs that can be served by the other, and together, they can serve the needs of the nation. Yet, developing effective intergenerational programs involves more than simply connecting the two groups.

The literature that follows provides important information about the issues and practices to be addressed as we implement high quality intergenerational programs. There is much that has been learned about the nature of good programs and how effective pairings begin and grow. Using this knowledge will enable us to develop one of the most important service-learning initiatives for the future.

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## Section One: Overviews and Background Information

**AUTHOR:** American Association of Retired Persons, Cornell University, Department of Rural Sociology  
**TITLE:** Resourceful Aging: Today and Tomorrow. Conference Proceedings Arlington, VA; Oct 9-10, 1990) Volume II.  
**YEAR:** 1990  
**AVAIL.:** ERIC # ED344038  
**ABSTRACT:** This paper 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 SecuriTeam Volunteers" (José Castro); "Intergenerational Programs: A Manual for Success" (Ramona Frischman); "Volunteering Business Expertise" (David C. Buffman, Sr.); "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 table of contents of the other 4 conference volumes.

**AUTHOR:** Angelis, Jane  
**TITLE:** Intergenerational Service-Learning.  
**YEAR:** 1990  
**AVAIL.:** ERIC # ED339005

**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.

**AUTHOR:** Carnegie Corp. of New York  
**TITLE:** Turning Points: Preparing American Youth for the 21st Century. The Report of the Task Force on Education of Young Adolescents.  
**YEAR:** 1989  
**AVAIL.:** ERIC # ED312322

**ABSTRACT:** This report examines the condition of America's young adolescents and how well middle grade schools, health institutions, and community organizations serve them. In its plan for action, the Task Force on Education of Young Adolescents of the Carnegie Council on Adolescent Development makes recommendations for new structures for middle grade education. A 15 year-old who has been well served in

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the middle years of schooling will be the following: (1) an intellectually reflective person; (2) a person en route to a lifetime of meaningful work; (3) a good citizen; (4) a caring and ethical individual; and (5) a healthy person. The report reviews the following recommendations for transforming middle schools: (1) create small communities for learning; (2) teach a core academic program; (3) ensure academic success for all students by shaping the educational program to fit the needs of students; (4) empower teachers and administrators to make decisions about the experiences of middle grade students; (5) staff middle grade schools with teachers who are expert at teaching young adolescents; (6) improve academic performance through fostering health and fitness; (7) re-engage families in the education of young adolescents; and (8) connect schools with communities. Eight figures provide various statistical data on adolescents. The following appendices are included: (1) a list of commissioned papers; (2) a list of working papers; (3) a list of consultants and their affiliations; (4) a list of their workshops and attendees; and (5) biographical sketches of task force members.

**AUTHOR:** Firman, James et al.

**TITLE:** Intergenerational Service Learning: Contributions to Curricula.

**YEAR:** 1983

**AVAIL.:** Educational Gerontology; v9 n5-6 p405-415, 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 the benefits and costs.

**AUTHOR:** Freedman, Marc; Jaffe, Natalie

**TITLE:** Elder Mentors: Giving Schools a Hand.

**YEAR:** 1993

**AVAIL.:** NAASP 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 (TLC) 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.

**AUTHOR:** Freedman, Marc

**TITLE:** Partners in Growth: Elder Mentors and At-Risk Youth.

**YEAR:** 1988

**AVAIL.:** ERIC # ED303561

**NOTES:** 95p

**ABSTRACT:** This study examines the relationships 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

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experts interviewed, and a topic guide used in interviewing the older people. A 75-item list of references is also included.

**AUTHOR:** Freedman, Marc; Public/Private Ventures

**TITLE:** Seniors in National and Community Service: A Report Prepared for the Commonwealth Fund's Americans Over 55 at Work Program. Executive Summary.

**YEAR:** 1994

**AVAIL.:** ERIC # ED373178

**ABSTRACT:** National service offers and appealing vehicle for engaging senior citizens to respond to unmet needs in education, health care, public safety, the environment, and other essential areas. Involving seniors in national service will help alleviate the country's pressing domestic problems, enhancing participants' personal development, and bolstering the nation's flagging sense of community. A partial system of national service for seniors that began during the Kennedy administration demonstrated that seniors can provide essential community service, benefit through serving, and play an important role in service. Programs such as the Foster Grandparent Program and Senior Companions Program have also made it clear that senior service is not cheap and that obstacles and questions regarding key issues related to senior service persist. Despite the strides that have been made during the past 30 years regarding involving seniors in national and community service, the gap between promise and practice remains substantial. Achieving a vision of senior service that is substantially, but not exclusively, intergenerational requires action on the following fronts: strengthen the three programs currently providing the vast majority of senior service opportunities, embark on a period of innovation and experimentation, and build infrastructure at the national and local levels.

**AUTHOR:** Gelfand, Donald E.; Firman, James P.

**TITLE:** Developing and Implementing Service-Learning in Aging..

**YEAR:** 1981

**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.

**AUTHOR:** Howe, Howard

**TITLE:** Voluntary Services for Young Americans.

**YEAR:** 1989

**AVAIL.:** ERIC # ED310182

**NOTES:** 12p. 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 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 and 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.

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**AUTHOR:** Kingson, Eric R.

**TITLE:** The Social Policy Implications of Intergenerational Exchange.

**YEAR:** 1989

**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.

**AUTHOR:** McGowan, Thomas G.

**TITLE:** Intergenerational Experience and Ontological Change.

**YEAR:** 1989

**AVAIL.:** Educational Gerontology; v20 n6 p589-604 (Reprint: UMI InfoStore)

**ABSTRACT:** Change in self-understanding is used in this paper to structure an analyses of the experiential impact of a college-based, semester-long service learning project. Content analysis of students' journals indicated that they experienced four temporally distinct types of experiences, most of which revealed their prior assumptions to be inaccurate in guiding their interactions with older persons. Students had to reevaluate their understanding of themselves and their role in the intergenerational relationships and identify changes they could make to improve their relationships.

**AUTHOR:** Sagawa, Shirley; Halperin, Samuel

**TITLE:** Visions of Service: the Future of the National and Community Service Act.

**YEAR:** 1993

**AVAIL.:** ERIC # ED353453

**ABSTRACT:** This publication contains 36 short essays on the re-authorization of the National and Community Service Act. It begins with 2 introductory papers: "Visions of Service: The Future of the National and Community Service Act" (Sagawa, Halperin) and "Historical Background: An Overview" (Sagawa). Section I, Why Service?, contains 15 essays: "A Mandate for Liberty" (Barber); "The Challenge of Community Building" (Dirks); "Large Scale Community Service: Two Considerations" (Etzioni); "A Source of New Leaders" (Myers); "How the National and Community Service Act Can Help Advance Education Reform" (Gomez); "Needed: A More Compelling Mission and Stronger State Organizations" (Kielsmeier); "It's a Worrisome Thing..." (Parsons); "Making Service Learning the Center of the Debate on School Reform" (Townsend); "Moving in from the Margins" (Wutzdorff); "Our Vision of Youth Service" (Young People for National Service); "America 2000 and Service Learning: A Promising Partnership" (Youth Service America Interns); "Youth Service: Pervasive, Local, Empowered, Positively Driven, Personally Invested" (Calhoun); "Youth Service is Also About Changing Adults" (Halperin); "Educating for Service" (Hesburgh); and "The Heroic Search" (Sawyer). Section II, What is Service?, has 3 essays: "What is Wrong with This Picture?" (Chi); "The Critical Link Between Service and Advocacy" (Hausner); and "Youth Service: The Best Solution Strategy Around" (Wolf). Section III, Who Shall Serve?, consists of four essays: "Community Service and Student Financial Aid" (Gupta); "Linking Young and Old through Intergenerational Service Programs" (Scannell); "A Vision of Opportunity and Diversity" (Schmiegelow); and "Challenging Conventional Wisdom about Racial and Social Class Integration in Service Programs" (Stoneman). 5 essays are found in Section IV, Where Are We Headed?: "Summer and Service: Transforming Youth Service into a Movement" (Briscoe); "Youth Service: Building Community" (Burkhardt); "Toward National Service as an Institution" (Eberly); "Community Service and the Transformation of the American University" (Harkavy); and "Not Only Bowls of Delicious Soup: Youth Service Today" (Karasik). Section V, How Shall We Get There?, contains 9 essays: "A More Connected and Empowered Approach to Service" (Basl); "National and Community Service: Strengthening the Next Phase" (Clark); "On Advancing Community Service" (Cooledge); "A Critical Look at Educational Effectiveness" (Kong); "Incandescent Youth" (Landrum); "A Step in the Right Direction" (Quinn); "Incentives for High Quality in Service Learning" (Schine); "The

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Second Half of the American Dream" (Sherraden); and "Bookends of a Strong Democracy: The National Service Trust Fund and the Social Security Trust Fund" (Brown).

**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.:** ERIC # ED348425

**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 semi-structured 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 relationship to be youth-driven. Included are 5 tables, 33 references, and 2 appendixes describing the Linking Lifetimes initiative and study methodology in 2 tables.

**AUTHOR:** Tice, Carol H.

**TITLE:** Perspectives on Intergenerational Initiatives: Past, Present and Future.

**YEAR:** 1985

**AVAIL.:** UnCover

**ABSTRACT:** Describes some of the early thoughts on intergenerational issues and directions. Discusses the relationships of aging and youth, and the historical concept of merging the old and young as a service model. Describes early programs in organizations.

**AUTHOR:** University of Massachusetts School of Education

**TITLE:** Equity and Excellence in Education. Special Issue vol 26 no 2.

**YEAR:** 1993

**AVAIL.:** UMI InfoStore

**ABSTRACT:** Theme issue is devoted to community service learning. Sixteen articles discuss concepts and program standards, describe programs, and list resources. Explores the role of service learning in curriculum and in promoting service, citizenship, youth leadership, intergenerationalism, lifelong learning and professional enrichment for teachers. See also abstracts for individual articles

**AUTHOR:** Ventura Merkel, Catherine; Freedman, Marc

**TITLE:** Helping At-Risk Youth Through Intergenerational Programming.

**YEAR:** 1988

**AVAIL.:** Children Today; v17 p10-13, 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 establishes school volunteer programs to grass-roots projects. They may involve seniors working with teenage mothers, juvenile offenders, disadvantaged youth, or high school dropouts. Some current intergenerational programs are described.

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## 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.

**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.

**AUTHOR:** Angelis, Jane

**TITLE:** Creating Intergenerational Coalitions.

**YEAR:** 1992

**AVAIL:** Illinois Intergenerational Initiative (see resource section 4, this document)

**ABSTRACT:** Based on the premise that coalitions must be built if we want to move toward a society that involves all generations. Discusses the Illinois state model. Suggests that this needs to spread. Chapters include building coalitions to strengthen society, a chronology of the Illinois experience and coalition development in other states. Chapter IV discusses six reasons to start programs and build networks and V talks about the nuts and bolts of a statewide initiative and opportunities for linkage. There is a separate publication containing guides to Appendix material. The table of contents of the appendix lists 5 areas: beginning event, an invitational retreat; momentum; expanding coalitions; media and news and accomplishing objectives. Each section of the appendix contains discussion, figures, surveys and documents to help create the coalitions.

**AUTHOR:** Clay, Rebecca

**TITLE:** Intergenerational Projects Idea Book.

**YEAR:** 1993

**AVAIL:** American Association of Retired Persons #D15087; 601 E Street NW, Washington, DC 20049; Ph: 202/434-6070; E-mail: member@aarp.org; URL: <http://www.aarp.org/index.html>

**ABSTRACT:** Profiles 74 programs. Highlights programs ranging from basic tutoring projects to corporate-based day care center. Emphasis on replicable programs involving mutually beneficial exchanges. Grouped by subject, profiles include programs targeting both young and old. Most profiles conclude with a list of resources available from the program's originator. Contact persons are provided for further information. Resource section provides more general information and indices help with finding profiles. Recommended use as a guidebook to develop new intergenerational programs, expand or improve existing programs.

**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)

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**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.

**AUTHOR:** Interages

**TITLE:** Closing the Gap: An Intergenerational Discussion Model Guide for Replication.

**YEAR:** 1989

**AVAIL:** Interages; 9411 Connecticut Avenue, Kensington, MD 20895; Ph: 301/949-3551, Fax: 301/949-3190

**ABSTRACT:** A replication guide and model discussion project which brings high school students and older adults together in a classroom setting. Developed and implemented by Interages in collaboration with Montgomery County, Maryland Public Schools. Goals include structuring intergenerational activities over time to support the development of ongoing relationships among participants, to emphasize the equal involvement of each age group by providing opportunities for discussion and sharing and promoting new understandings and positive attitudes; to meet the expressed needs of each age group; and to support and enrich the existing educational curricula by using intergenerational; to enrich the classroom environment.

**AUTHOR:** Kaye, Cathryn Berger

**TITLE:** Community Service--With a Smile.

**YEAR:** 1989

**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.

**AUTHOR:** Kinsley, Carol W.; Springfield Public Schools, MA

**TITLE:** Whole Learning through Service: A Guide for Integrating Service into the Curriculum. Kindergarten through Eighth Grade.

**YEAR:** 1991

**AVAIL:** Community Service Learning Center, 333 Bridge St, Ste 8; Springfield, MA 01103, Phone: 413-734-6857, Fax: 413-747-5368

**ABSTRACT:** Community service learning was implemented in the Springfield Public Schools to develop and instill in all students an awareness, understanding, and appreciation of community, citizenship, and the responsibilities each citizen has to help others. The first section establishes links between community service learning and specific academic curriculum and then outlines a method of developing a program. The next five sections present model programs based on five themes: intergenerational, homeless or hungry, citizenship, community health and safety, and environment. Each model includes an overview and examples of how service experiences can become the focus of an activity in school and in the community. Each example details learning objectives and outcomes, potential service recipients, curriculum activities, reflection activities, and supporting resources.

**AUTHOR:** Kinsley, Carol W.; McPherson, Kate; Association for Supervision and Curriculum Development

**TITLE:** Enriching the Curriculum through Service Learning.

**YEAR:** 1995

**AVAIL:** Association for Supervision and Curriculum Development, 1250 N Pitt St., Alexandria, VA 22314-1453; Ph: 703-549-9110, Fax: 703-549-3891

**ABSTRACT:** In this practical guide to service learning, 21 contributors describe specific service-learning projects that have enhanced the curriculum in schools across the United States and that have improved student learning in the process. In the Foreword, U.S. Secretary of Education, Richard W. Riley, encourages schools to incorporate service learning into the curriculum. An introduction, "Changing Perceptions to Integrate Community Service Learning into Education" (Kinsley, McPherson) describes the roots of service. Part I on

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community service learning as a vehicle for active learning contains four chapters: "Literature in Language Arts: Quilting Lessons in the School Curriculum" (Keenan); "Inclusion and Community Service Learning: A Partnership" (Chamberlain); "Social Studies Moves into the Community" (Fellows); and "The need to Consider Service Learning in Developing Future Vocational Education Programs" (Silcox). Five chapters in Part II focus on changing the culture of the school through service learning: "Community Service Learning Is a Foregone Conclusion at the Lincoln Elementary School" (Boorstein); "Creating a School and Community Culture to Sustain Service Learning" (Allam); "How Do We Make a Difference in Our School and Community?" (Solo); "High School: Service Learning and a Caring School Community" (Reeder); and "Service Learning Honors Cultural Diversity" (Roberts-Weah). Part III has three chapters on service experiences that encourage teachers to facilitate learning: "Middle School: Intergenerational Experiences Support Teaching and Learning" (Laplante); "Enhancing Peer Mediation through Community Service Learning" (Messina); and "Students Take the Lead in AIDS Education" (Coar). Part IV focuses on the school as community partner: "Vision for the 21st Century: Seamless Relationship between School and Community" (Negrone); "Schools and Business Benefit Mutually through Service Learning" (Bookey); "Schools and Community Based Organizations: Partnerships Based on History" (Jackson); and "Youth Corps Makes Middle School Connection" (Harkavy). Part V on reflection contains two papers: "Reflection as a Tool for Turning Service Experiences into Learning Experiences" (Toole, Toole) and "Conclusion: Challenges for the Future" (McPherson, Kinsley). Part VI contains these service learning resources: lists of community service learning centers, national organizations, and resource books and other materials; description of "The Service Learning Planning and Resource Guide"; and standards of quality for school based service learning.

**AUTHOR:** Matters, Lorine; Missouri University, Columbia. Center on Rural Elderly.

**TITLE:** Intergenerational Relations: Older Adults and Youth. County Extension Program Guide.

**YEAR:** 1990

**AVAIL:** ERIC # ED349138

**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 friendship 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.

**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

**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.

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*Program Development*

**AUTHOR:** Stephens, Lillian S.

**TITLE:** Complete Guide to Learning through Community Service.

**YEAR:** 1995

**AVAIL:** Longwood Division, Allyn and Bacon Order Processing; PO Box 10695; Des Moines, IA 50381-0695

**ABSTRACT:** The introduction and first part reviews the history of service, defines service learning, reviews related research, and discusses how to organize and implement a project. Part II describes activities for curriculum in language arts, social studies, science, environmental science, health and safety, mathematics and creative arts. Part III describes activities which support interdisciplinary themes of seniors or poverty, hunger, and homelessness. Part IV discusses related practices, covering multicultural activities, students with special needs resolving conflict, school partnerships, career exploration, critical thinking. A summary of the authors reflections follows. Appendices list books for students, resources for teachers, provides examples of program forms and a general index.

## Section Three: Description of Service Programs and Examples

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

**TITLE:** Evaluation of Intergenerational Service-Learning Projects for Undergraduates.

**YEAR:** 1993

**AVAIL:** Educational Gerontology; v19 p407-416 (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 circular components are presented.

**AUTHOR:** Cherry, Debra L.

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

**YEAR:** 1985

**AVAIL:** Gerontologist; v25 n2 p126-129 (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 participants and discusses ongoing program benefits.

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

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

**YEAR:** 1981

**AVAIL:** Educational Gerontology; v7 p383-396

**ABSTRACT:** Children's attitudes about growing old and about the elderly themselves are in large part influence (sic) 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 films 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 population did not demonstrate the level of negative attitude we had anticipated from the literature, post-experience testing indicated a positive 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.

**AUTHOR:** Ediger, Marlow; Barbara S. Hamilton

**TITLE:** Community Service Promotes Student Awareness.

**YEAR:** 1993

**AVAIL:** UMI InfoStore, UnCover

**ABSTRACT:** Community service links the school with society and should be part of the middle level curriculum. Ediger's article describes three sixth grade community service projects involving a nursing home entertainment program, the police department, and a trash awareness project. Hamilton and Hanna describe a "points of light" project involving middle school students' ongoing assistance to elderly nursing home residents.

*Description of Service Programs and Examples*

**AUTHOR:** Hammack, Barbara  
**TITLE:** Self-Esteem Through Service: An Intergenerational Service-Learning Experience for At-Risk Students and Isolated Senior Adults.  
**YEAR:** 1993  
**AVAIL:** Interages  
**ABSTRACT:** Self-Esteem Through Service, or SETS, is an intergenerational service-learning model designed to enhance the self-esteem of at-risk middle school students and isolated and frail adults. Gives rationale, staff requirements, selection criteria, and all steps in program development and evaluation. Funding considerations are discussed briefly and conclusions as well as recommendations are given.

**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 p23-26  
**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.

**AUTHOR:** Herrity, Joseph P. ; Iowa State Dept. of Education, Des Moines  
**TITLE:** Resource Guide for Doing Service Learning.  
**YEAR:** 1995  
**AVAIL:** Office of Educational Services for Children, Families, and Communities, Iowa State Department of Education; Grimes State Office Bldg; Des Moines, IA 50319-0146; Phone: 515-281-3290  
**ABSTRACT:** Describes the state of Iowa's goals for service learning programs and defines an effective program. Outlines national priorities for Learn and Serve America programs. Reviews ten principles of good practice in combining service and learning. Outlines outcomes of youth service, strategies for implementing programs, and ideas for community service projects. Introduces intergenerational program goals and provides project ideas. A final section lists resources.

**AUTHOR:** Matters, Lorine  
**TITLE:** Seniors and Youth: 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:** ERIC # ED350126  
**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

*Description of Service Programs and Examples*

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; (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

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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.

**AUTHOR:** McIver, Nancy; Bourassa, Darcy

**TITLE:** Bridge the Gap: A Resource Guide Geared Toward Intergenerational Learning.

**YEAR:** 1996

**AVAIL:** New Hampshire State Department of Education, Service-Learning Program Coordinator, State Office Park South, 101 Pleasant Street, Concord, NH 03301; Ph: 603/271-3719, Fax: 603/271-1953

**ABSTRACT:** Resource Guidebook to help develop a community service-learning program. Contains definitions of service-learning school based and community based and direct, indirect and advocacy roles of community service. Simple, easy to read, large type, contains reflection guidelines, rationale, and process used to develop this program. Contains worksheets and evaluation sheets, rubric and references

**AUTHOR:** Minnich, Brenda S.; National 4H Club Foundation, Washington, DC

**TITLE:** 4H Intergenerations Project. A Project Support.

**YEAR:** 1978

**AVAIL:** ERIC # ED171964

**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 4H 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.)

**AUTHOR:** Newman, Sally et al.

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

**YEAR:** 1985

**AVAIL:** Gerontologist; v25 n2 p130-133 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 the students' perceptions of aging.



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**AUTHOR:** Parsons, Cynthia

**TITLE:** SerVermont--The First Year. 1986.

**YEAR:** 1987

**AVAIL:** ERIC # ED290846

**NOTES:** 60 p.

**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 program 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.)

**AUTHOR:** Reece, Carolyn

**TITLE:** Older Volunteers and Youths with Disabilities Team Up to Find Jobs.

**YEAR:** 1988

**AVAIL:** Children Today; v17 n1 p14-15 Jan-Feb 1988 (Reprint: UMI, UnCover)

**ABSTRACT:** Describes an innovative intergenerational pilot project, Team Work, in Northern Virginia in which older adult volunteers help disabled young people progress toward secure competitive employment.

**AUTHOR:** Rolzinski, Catherine A.; Youth Service America

**TITLE:** Adventure of Adolescence: Middle School Students and Community Service.

**YEAR:** 1990

**AVAIL:** ERIC # ED330469

**ABSTRACT:** This book presents 7 case studies of middle school youth service programs that challenge their participants to change from takers to givers and from observers to active members of the community. Chapter 1 discusses new ways for responding to the needs of middle school youth and promoting community service. Chapter 2 describes a tutoring program in which Hispanic at risk middle school students tutor Hispanic at risk elementary school students. Chapter 3 describes a combined academic and community alternative for potential dropouts. Chapter 4 describes a program that helps keep middle school youth from being recruited into gangs. Chapters 5, 6 and 7 describe, respectively, programs that bring youth into nursing homes to enrich the lives of the elderly and to increase the understanding of the old by the young; involve junior high school students in community service projects; and place students in a school based community service program. Chapter 8 describes the integration of community service with learning in 40 schools; while Chapter 9 discusses lessons learned from the case studies in terms of youth services issues and new directions for middle school students. The book contains 2 brief forewords by Senator Dave Durenberger and Senator Edward M. Kennedy respectively. Related materials and a directory of case study programs are appended.

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*Description of Service Programs and Examples*

**AUTHOR:** Scannel, Tess; Roberts, Angela

**TITLE:** State and Local Intergenerational Coalitions and Networks; A Compendium of Profiles.

**YEAR:** 1992

**AVAIL:** Generations United

**ABSTRACT:** A resource guide can be used as an introduction to community service-learning, describes how several programs in New Hampshire were planned and implemented. Easy to use, has workbook pages and self-evaluation sheets, journal-entry prompts and weekly log pages.

**AUTHOR:** Sitka Community Schools, SASSY Program

**TITLE:** Intergenerational Partnerships: Ties that Bind.

**YEAR:** 1994

**AVAIL:** Sitka Community School, Seniors and Sitka Sound Youth (SASSY) Program; 601 Halibut Point Rd; Sitka, AK 99835; Phone: 907-747-8670, Fax: 907-747-8329

**ABSTRACT:** Describes the intergenerational program "Seniors and Sitka Youth" (SASSY) developed by Sitka Community Schools in Sitka, Alaska. SASSY strives to build bridges of understanding between generations through shared service activities. Project activities, goals and outcomes are described by students, teachers, advisory board members, and youth and elder volunteers. Discusses collaborations with community agencies and seven steps to a successful program. A printed guide accompanying the video also reviews these steps. Lists organizations offering resources for intergenerational programs. Play time 24 minutes.

**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.

**AUTHOR:** Stout, Betty et al.

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

**YEAR:** 1990

**AVAIL:** ERIC # ED338470

**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 rates 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.

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*Description of Service Programs and Examples*

**AUTHOR:** Wisconsin Department of Public Instruction

**TITLE:** Light the Way for Kids School Volunteer Resource Guide.

**YEAR:** 1996

**AVAIL:** ERIC # ED382326

**ABSTRACT:** This guide to implementing a school volunteer program was developed for the 1995 Wisconsin Volunteer Action project, which was intended to encourage individuals, schools, organizations, and corporations to volunteer time to youth and education. Part 1 contains a timeline for the implementation of the project, a description of how to participate, pledge forms for schools and volunteers, and a reproducible certificate of appreciation. Part 2, *Adult Volunteers in the School*, includes information on how to start, design, and organize a volunteer program; contains a sample school board policy on school volunteers, and includes a teacher's guide to using and recognizing volunteers, ideas for involving retired persons, and planning intergenerational programs, and a discussion of risk management and resources for volunteer risk management. Part 3, *Youth Service Learning*, discusses service learning contracts, the elements of effective service learning activities, ways to integrate service learning into the curriculum, and other ideas for organizing community service projects. Part 4 contains eight appendices: A Family Community Schools Partnership Framework; a checklist for schools; a sample survey of interest for volunteers; a sample volunteer screening reference letter; a sample volunteer's emergency information form; a sample volunteer's evaluation of short term school program form, and a sample of a school volunteer's evaluation program form.

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## Section Four: Website Resources

### *Family and Community Partnerships Office*

<http://goldmine.cde.ca.gov/cyfsbranch/lsp/famhome.htm>

California Department of Education

The mission of the Office is to support student learning by assisting local educational and community agencies to develop and sustain partnerships with parents, families and community members. They provide consultation related to parent involvement, prevention and intervention programs for pregnant and parenting students, community service and service learning.

### *Generations Together*

<http://www.pitt.edu/~gti/>

Generations Together is an intergenerational program in the University of Pittsburgh's Center for Social and Urban Research (UCSUR). At the forefront of intergenerational thought and practice, GT utilizes two complimentary approaches to the intergenerational movement: (1) the development of the intergenerational human services field and (2) the development of intergenerational studies as an academic discipline. They offer technical assistance, evaluation of program models, materials for program replication and more.

### *Generations United*

<http://www.gu.org/>

E-mail: [gu@cwla.org](mailto:gu@cwla.org)

CWLA

440 First Street, NW, Suite 310

Washington, DC 20001-2085

Ph: 202/662-4283; FAX: 215/204-6733

A website with an overview of intergenerational programming and selected listing of books, manuals, and medial resources. Answers questions such as, "What are intergenerational programs?" "Why are intergenerational programs important?" Lists key components of programs, and information from those areas in a selected bibliography. Comprehensive website, with many links.

### *Illinois Intergenerational Initiative*

<http://www.siu.edu/offices/iii/index.html>

Southern Illinois University

III Mailcode 4341

Anthony Hall, Room 110

Carbondale, IL 62901

The Initiative is a coalition of individuals and organizations committed to enhancing education through intergenerational efforts, involving young and old in solving public problems and promoting communities through service and learning. The website contains current events, how to start an intergenerational program or coalition, ideas and model programs and how to raise funds.

*Website Resources*

*Temple University Center for Intergenerational Learning*

<http://www.temple.edu/CIL/>

E-mail: [mikesonk@astro.ocis.temple.edu](mailto:mikesonk@astro.ocis.temple.edu)

1601 North Broad Street, Room 206

Philadelphia, PA 19122

Ph: 215/204-6970; FAX: 215/204-6733

The Center was created in 1980 to foster intergenerational cooperation and exchange. Through the development of innovative cross-age programs, the provision of training and technical assistance, and the dissemination of materials, the Center serves as a national resource for intergenerational programming. There are materials available from the Center as well as an on-line newsletter ("Interchange") and links to other resources for intergenerational programs.