

150729

3-7-95

MFI

150729

# A HELPING HAND

BOYS & GIRLS CLUBS OF AMERICA  
1230 W. PEACHTREE STREET, NW  
ATLANTA, GA 30309-3494  
(404) 815-5762

GRANT NUMBER #90AM0587  
PROJECT DIRECTOR, KELVIN DAVIS

This project was supported, in part, by grant number 90AM0587, from the Administration on Aging, Department of Health and Human Services, Washington, DC, 20201. Grantees undertaking projects under government sponsorship are encouraged to express freely their findings and conclusions.

150729

U.S. Department of Justice  
National Institute of Justice

This document has been reproduced exactly as received from the person or organization originating it. Points of view or opinions stated in this document are those of the authors and do not necessarily represent the official position or policies of the National Institute of Justice.

Permission to reproduce this ~~document~~ material has been granted by

Public Domain/U.S. Dept. of  
Health and Human Services

to the National Criminal Justice Reference Service (NCJRS).

Further reproduction outside of the NCJRS system requires permission of the ~~copyright~~ owner.

# TABLE OF CONTENTS

NCJRS

NOV 2 1994

INTRODUCTION	page 3
ACQUISITIONS	
METHODOLOGY	page 5
- Starting Up	
- Involving Teens	
- Involving Local Agencies on Aging	
- Pilot Sites	
PROGRAM ACTIVITIES	page 9
- Recognition	
COMMENTS OF PROGRAM PARTICIPANTS	page 10
- Teens	
- Seniors	
FINDINGS AND OUTCOMES	page 12
DISSEMINATION ACTIVITIES	page 13
SIGNIFICANT EVENT	page 13
FUTURE ACTIONS	page 13

## INTRODUCTION

In September 1992, Boys & Girls Clubs of America applied for, and received, a 17-month grant of \$100,448 under the original AoA Eldercare announcement. Funds from this grant supported the implementation of Boys & Girls Clubs of America's Keystone Club project, A Helping Hand. The grant was awarded under the AoA's Community Eldercare Initiative Category.

Under this priority area, grantees were required to engage in concerted efforts to involve adolescent Club members in intergenerational programs providing voluntary support services for at-risk elderly; publish a how-to manual for program planning and implementation; and promote the implementation of community eldercare advocacy and service initiatives among Clubs nationwide.

Specific objectives were:

- ◆ To develop and test program models engaging adolescents in providing voluntary support services to low income and/or minority elderly.
- ◆ To publish a how-to manual and a supplement piece that outlines a planning and implementation process and sample program models for involving youth in advocacy and service initiatives for low income and/or minority elderly.
- ◆ To promote the implementation of community eldercare advocacy and service initiatives by adolescent Club members through the dissemination of a how-to manual, magazine and newsletter articles and presentations at national conferences on youth and aging.

The Boys & Girls Clubs of America eldercare project was designed to promote increased opportunities for intergenerational activities among teens and low-income minority citizens still living at home. Providing in-home services and positive social experiences would help establish better channels of communication between youth and elderly and ease misconceptions held by each group about the other.

A Helping Hand was designed to involve 264 Keystone Clubs, teen leadership and service groups, in training programs that educated members about elderly and how to reach out to them. Although all Keystone Clubs conducted intergenerational programs, two demonstration sites, Boys & Girls Clubs of Dayton, OH, and Boys & Girls Clubs of Metropolitan Philadelphia received technical assistance from the Center for Intergenerational Learning at Temple University. However, 2,640 teens received training at five regional and one national Keystone Club Conference. All resources and regional training programs were developed to reinforce the project goals, which were:

- ◆ To better prepare teen volunteers for outreach work by familiarizing them with the needs of elderly citizens;

- ◆ To prepare volunteers for some of the conditions they might encounter, educate them about situations that might require additional services and teach them how the adult advisor can link the older person with the service;
- ◆ To encourage aging agencies and elderly to view teens as a resource;
- ◆ To inspire other teens to get involved with senior citizens in their communities.

To accomplish these goals through volunteer training, the Helping Hand project had several specific objectives:

- ◆ Conduct a mandatory workshop led by Steven Tunick, program developer, at both demonstration sites, five regional conferences and the National Keystone Conference;
- ◆ To conduct social functions at the Club and in elderly housing complexes;
- ◆ To seek assistance from and knowledge of services provided by the community aging network;
- ◆ To establish channels of communication with community elderly that would foster ongoing intergenerational programs and activities.

Boys & Girls Clubs of America believed that accomplishing each of these objectives would expand the comfort zone of both age groups and stimulate increased intergenerational activity on the part of Club teens.

## METHODOLOGY

### Conceiving and Developing an Intergenerational Program

Boys & Girls Clubs of America, a non-profit youth service agency, and the Center for Intergenerational Learning at Temple University agreed to collaborate on a project that would foster positive intergenerational experiences between inner-city teens and senior citizens.

The National Association of Keystone Clubs is the most highly praised small-group Club in Boys & Girls Clubs history. With a membership comprised of teens ages 13-18, this volunteer group was best suited to implement the program because of its organizational structure. Providing service to the Clubs and local communities is the cornerstone by which every Keystone Club is measured. Thus, a national intergenerational program would require Keystoners' input to ensure the project's success.

The national Keystone Steering Committee, which is the planning body for national and regional conferences, met in October of 1992 and elected to develop an intergenerational project. A committee was formed to generate a program design to submit to Steve Tunick, program developer, Center for Intergenerational Learning at Temple University.

Using suggestions from teens and research from Generations United and Generations Unlimited, Steve provided us with a solid structure on which to plan our program. The efforts resulted in activities and service projects teens across the country could implement.

Although we encountered initial problems identifying demonstration sites, we were able to select two sites that would illustrate differing methods for implementing an intergenerational program. Dayton Boys & Girls Clubs had an established track record resulting from a government program that offered stipends to teens who performed odd jobs for neighborhood elderly during summer months. Boys & Girls Clubs of Metropolitan Philadelphia, with Temple University in its backyard, could illustrate the challenges encountered starting up an intergenerational program from ground zero.

### *Starting Up*

Since every Keystone club did not attend the National Keystone Club Conference due to financial considerations, our first priority was to get the message out to those Clubs as well as to our 1,566 Boys & Girls Clubs at large.

A general mailing detailing the project was sent to executive, unit and program directors. The strategy was to inform local staff about A Helping Hand to ensure its usage by all Keystone Clubs, and to pass the information along to Clubs with teen membership but no Keystone Club. Articles appeared in internal Boys & Girls Clubs of America publications; all are sent to Clubs on a regular basis.

Keystone Club national steering committee members were charged with implementing a session on the national project at conferences in Boys & Girls Clubs of America's five regions: Southeast, Northeast, Midwest, Southwest and Pacific.

In addition, Steve Tunick, program developer, and the national Keystone advisor, attended regional conferences, duplicating the two-hour workshop conducted at the National Keystone Conference.

We knew the key to any successful program is getting word out of its existence and providing necessary technical assistance to those implementing the activities.

Getting teens and elderly citizens participating in the program to honestly examine preconceived prejudice and stereotypes was critical to the project's success. Increasing understanding, mutual respect and trust became the primary objective to be achieved before home visits could be instituted.

The following excerpt from the Carnegie Council on Adolescent Development *Working Papers on Young Adolescents and Community Service* by Joan Schine reaffirms the need for teens to have opportunities to provide service to their communities. It also highlights the barriers placed before them by the media:

Although the media's concern focuses on "at-risk" youth it also highlights (the dropout, runaway, drug user and/or seller, teen parent), many more youth are simply aimless or alienated. Both a cause and an effect of this alienation are the negative perceptions of today's adolescents so common among adults. But when young people become involved in service in their communities, the "we/they" stereotypes of both young and old are replaced by new perceptions and understanding.

An examination of the rationale for community service is not complete without some discussion of the pressures and debate surrounding the need for "values education" in the schools. While there is general agreement that the mission of the public schools encompasses preparing children to be good citizens, there is far less unanimity about what is meant by the broad term of "values education." The Baltimore County Public School task force report, *1984 and Beyond: A Reaffirmation of Values*, identifies values that should be taught, among them: compassion, courtesy, equality of opportunity, regard for human worth and dignity, respect for others' rights. (Braverman, 1988) Nothing can be more effective in reinforcing these values than to enact them, as students will find when they perform in their communities.

Closely related to values education is education for responsible citizenship. The opportunity to make choices and to help to shape one's world is implicit in the democratic tradition; but it is through active participation and shouldering part of the responsibility for one's immediate world, that the privileges of democratic citizenship are exercised and preserved.

This passage was instrumental in helping teens identify their responsibility as future leaders. It also helped them to understand that changes needed to improve the perception of teens in the public would come as a result of their commitment to leading by example.

## *Involving Teens*

The two demonstration sites proved invaluable as models for what does and doesn't work. Their experiences helped to refine data currently being shared with Clubs around the country.

Initially, the Keystoners responded as predicted when asked to share their thoughts on older Americans they knew personally. Seventy-five percent of the comments were negative and stereotypical. When asked how the media views today's teens, many said they felt they too were being unfairly stereotyped and classified as troublemakers. Examination of their views of elderly and the media's views of them registered a correlation, and laid a foundation for building understanding.

Keystoners answered a questionnaire about elderly people that generated meaningful discussion on issues confronting the daily lives of senior citizens.

Social, physical and mental changes affecting the elderly were discussed in great detail to prepare members for their first encounter with neighborhood senior citizens.

It was stressed that no two senior citizens are alike. One 70-year-old person may be physically active, mentally alert and very productive, even volunteering or holding a part-time job. On the other hand, a lack of exercise, poor eating habits and genetics could precipitate poor health that would leave a second 70-year-old houseridden.

Teens were then challenged to reach out to frail elders whose physical condition makes carrying out daily tasks difficult. The first step was to develop a plan of action. Keystoners were instructed to take the following steps:

- ◆ Assess the needs of the elderly in your community;
- ◆ Choose the right project to meet these needs;
- ◆ Design the project;
- ◆ Participate in orientation and training;
- ◆ Implement program;
- ◆ Evaluate program.

## *Involving Local Agencies on Aging*

### **Boys & Girls Clubs of Dayton**

Local agencies were eager to reestablish a working relationship with the Dayton organization because of positive experiences resulting from the Club's summer jobs program targeting community senior citizens.

AAA, the Area Agency on Aging, was instrumental in matching teens with seniors. The Keystone Club advisor was referred to social workers whose clientele lived independently, as well as in group homes, and had expressed a need for assistance.

Orientations and training sessions were conducted to prepare teens for any occasion. Advance preparation was critical for teens who might be confronted with elderly living in squalid conditions. The compassion and warmth generated for senior citizens living in these conditions confirmed the project was achieving its goal.

### **Boys & Girls Club of Metropolitan Philadelphia**

The Frankfort Club had the greatest difficulty implementing A Helping Hand. Due to the high level of crime in this inner-city community and media attention focused on it, neighborhood elderly had a deep fear of all teens, especially black males.

Steve Tunick used as many resources as possible to bring teens and senior citizens together. The Keystoners went through the same orientation and training sessions as those in Dayton. They visited local churches and senior centers to hand out flyers detailing the project.

The Busy Bees, a ladies' group housed in the Club, was asked to assist the Keystoners in implementing the program. This alliance had the potential to get the program off the ground until Mrs. Margaret Miller experienced a serious illness and was hospitalized for two months. After that, a contingent of the group voiced its opposition to the program, and decided the Busy Bees would not participate.

Contact was made with the program director of an elderly residential complex to implement A Helping Hand. Schedules were set up for teen visits, tasks were identified and teens were matched with residents. However, the day before the initial visits, the director of the housing complex pulled the plug on the program, a devastating setback for the Keystoners.

The teens regrouped and organized a recognition luncheon and celebration for Miller, who was recuperating at home. All activities were designed as intergenerational. This proved a turning point, convincing the Busy Bees that if Miller, with her years of volunteer experience, supported the project they could too.

The teens adopted a "never give up" attitude in overcoming the barriers set before them. Their hard work demonstrated their commitment to reach out to elderly neighbors.

### *Nationally*

The information obtained from the demonstration sites proved invaluable. Steve Tunick and I shared our findings with other Keystone Club advisors and Keystoneers attending the five regional conferences.

Advisors met as a group to discuss the problems they encountered and to devise solutions for others implementing the program. In the Midwest, the Dayton Keystone Club gave a presentation to conference attendees, while Otis Smith, associate director of the Dayton's Club Triangle View Extension, brainstormed with other Keystone advisors on ways to improve their efforts.

### *Involving Seniors*

#### *Dayton Site*

The seniors' first formal orientation to A Helping Hand was a social function at the Club attended by 12 seniors from the community and a local group home. Two social workers attended the meeting to brainstorm ideas with both parties.

After Keystoneers made their presentation and handed out copies of A Helping Hand, many senior citizens recounted experiences such as growing up in a segregated community and expressed a desire to share that history.

An open house pizza party was held later; 25 senior citizens showed up to register for the program. At that point, each teen was matched with a senior citizen.

#### *Philadelphia Site*

Formal orientations were conducted away from the Club, with the exception of the Busy Bees. Keystoneers visited community churches, senior group homes and neighborhood associations.

The true orientation occurred when seniors and teens began working together for a common goal: planning the recognition luncheon and celebration for Margaret Miller. The side-by-side planning and organization involved broke down once insurmountable barriers, and friendships soon blossomed.

## **PROGRAM ACTIVITIES**

Many outstanding intergenerational programs were implemented across the country.

Teens worked with managers of group homes where elderly had to pass monthly house inspections to maintain residency in the complex. Teens performed tasks from washing windows to scrubbing

floors and cleaning toilets.

Other teens built ramps for wheelchair-bound seniors living in trailer parks. Numerous Keystone Clubs in the Pacific region assisted in relocating senior citizens displaced by the earthquake.

The following examples are just a few of the activities conducted by teens around the country:

- ◆ intergenerational graffiti-removal efforts
- ◆ yard clean-up
- ◆ senior citizens Christmas parties
- ◆ visits to local convalescent homes
- ◆ weekly home visits
- ◆ making holiday fruit baskets
- ◆ social recreation activities at the Club
- ◆ senior swim programs at the Club
- ◆ adopt-a-veteran program at Veteran Hospitals
- ◆ intergenerational service projects
- ◆ prepare meals for seniors in public housing
- ◆ food drives and distributions
- ◆ adopt-a-disabled grandparent
- ◆ bingo parties
- ◆ letter reading and writing club
- ◆ house painting

While activities varied in scope and level of difficulty to implement, the benefits gained cannot be diminished. Teens were impacting the communities in which they live.

### **Recognition**

Keystoners who participated in organizing, implementing and recruiting other teens for this project were recognized for their efforts.

Teens from the pilot sites who performed home visits and demonstrated a sincere commitment to the program received an all expense paid trip to their regional Keystone conference. In addition, pizza parties were organized for elderly and teen participants alike. Nationally, all Keystone advisors organized a recognition component to their program.

### **COMMENTS OF PROGRAM PARTICIPANTS**

Steve Tunick, program developer for Temple University, and Kelvin Davis, project director, interviewed participants in A Helping Hand program during the extension period of the grant.

Some of the comments are listed below as well as in the supplement to A Helping Hand.

◆ *Teens*

- I liked doing something positive for others. Everybody is going to get old and many [people] need some help when they can't do stuff for themselves.
- I never want to get old. It seems nobody wants to be around you, not even your own family. How could people let their own parents live in such bad conditions?
- Some old people are mean and bitter, but some are nice and let you eat food and drink sodas out of the refrigerator.
- I live with my grandmothers, so what's the big deal. Age has nothing to do with love.
- *Negative*
- They think we're going to rob them.
- They watch our every move.
- After I cut the grass, they wouldn't let me in to go to the bathroom.
- They have so much stuff in their house!
- They (Black elderly) are prejudiced against us just because we are black males. The girls are always asked to do stuff first.
- 

◆ *Seniors*

- They (teens) were very nice and polite. They didn't disrespect me.
- Very helpful!
- It lets you know not all teens are like the ones you see on TV or read about in the paper.
- We would like this program to continue. How can I get my grandchildren involved?
- I like the fun activities at the Club. Really, I just enjoy being with younger people and doing something.
- I feel better about them (teens) now than when we first started.
- *Negative*
- NONE

## FINDINGS

Throughout the run of A Helping Hand, we made significant findings. These conclusions are beneficial to other youth agencies seeking to start an intergenerational program.

- ▶ The need for clear, regular communications and the exchange of ideas is critical at each stage of the program's development and implementation.
- ▶ Providing teens with advance knowledge of what to expect from working with elderly is best done by experts from community agencies on aging.
- ▶ It is important not to offer services that compete with other community based senior groups. Your efforts may redefine their territory. Some elderly receive stipends and/or volunteer time to provide services to their peers.
- ▶ Two separate orientations should be conducted for teens and seniors prior to convening a joint meeting. Establish program objectives beforehand and facilitate group discussion culminating in an action plan and start-up date.
- ▶ Screen teens and seniors closely before signing them up for the program. Teens with a questionable criminal history or seniors with a suspicious background can destroy your efforts. Keep your eyes and ears open.
- ▶ Pair individuals from different age groups in social functions where they must act as a team. Field trips to baseball games or walks through the park can be beneficial in establishing positive interpersonal relationships.
- ▶ It is important to have a caseworker/social worker who can provide guidance when referrals need to be made for seniors living in adverse conditions.
- ▶ When senior citizens feel uncomfortable with an individual or group (example: Black teen males) don't force it. Positive interactions away from their homes with these groups or individuals in a group setting work best.
- ▶ Follow-up -- debrief all participants about their tasks and intergenerational experiences. Ask whether it was a positive or negative experience.

## DISSEMINATION ACTIVITIES

In order to ensure a high degree of teen participation, affiliations across the country were notified regarding the program through internal mailing. *P.S.*, the Program Services newsletter, the *Executive Newsletter*, which goes to Club executive directors and board members of organizations, were used extensively.

The Helping Hand booklet was sent to every Club with and without a Keystone Club. Keystoners from pilot sites canvassed their community with flyers announcing the program; *Eldercare Today* ran an article about the program in Vol.2, No.3.

In addition, project director Kelvin W. Davis attended the National Conference on Aging in Chicago, IL. Three hundred pieces of material were distributed to delegates. Also, consultations were held with other agencies seeking in-depth information on the project.

Syndicated columnist Bard Lindeman, of the *Chicago Tribune*, is an advocate of successful intergenerational programs. Upon hearing of A Helping Hand, Mr. Lindeman decided to research an article on the program and to interview Keystone Clubs that implemented outstanding intergenerational projects.

A Helping Hand and its supplement are excellent tools for youth agencies seeking to establish a sound intergenerational program. Many of the roadblocks to implementing the program are discussed and helpful insights are included. Supplements will be mailed to all Clubs and copies will be made available to other youth agencies at the shipping cost.

## SIGNIFICANT EVENT

The Dayton Club was awarded \$14,000 to restart its Chore For Seniors Program in the fall of 1993. As a result of the teens' in-depth training and volunteer work, the grant was increased to \$41,000 for the Dayton organization to implement the program citywide. Executive Director, Charles Green, stated, "A Helping Hand has made us "the agency" in Dayton that has a real understanding of effective intergenerational programming."

## FUTURE ACTIONS

A Helping Hand will continue to be a major part of all Boys & Girls Clubs teen programming. It will be placed in our resource library and included in start-up kits for new Keystone Clubs and Boys & Girls Clubs.

Program workshops for professionals will include these materials as a foundation for building strong service projects.

# **PROGRAM DEVELOPMENT MANUAL**

*A Helping Hand: Outreach to Community Elders*

*1993 National Keystone Project*

*Program Development Manual*

*by*

*Steven L. Tunick*

*Center for Intergenerational Learning, Temple University*

*1994*

This manual was made possible by grants from the Retirement Research Foundation and the Administration on Aging, Department of Health & Human Services.

Any opinions, findings, conclusions or recommendations expressed in this publication are those of the authors and do not necessarily reflect the views of the Administration on Aging.

Copies can be obtained from:  
Boys & Girls Clubs of America  
Program Services  
P.O. Box 10577  
Atlanta, GA 30348-5771

## TABLE OF CONTENTS

	Page
1. Introduction by <i>Kelvin Davis</i> , Assistant Director of Program Services Boys & Girls Clubs of America	4
2. Where To Find It	6
3. A Glimpse at Successful Projects	8
4. Getting Started Initial Preparation Assessing Needs Assessing Resources Choosing the Right Project Setting Objectives Forming Linkages	11
5. Designing Your Program Activities and Tasks Timeline Training Maintenance Evaluation	19
6. Getting Together Icebreakers Large Group Social & Educational Activities Reflection One-on-One Activities	23
7. Resources Organizations Networks & Coalitions Publications	29
APPENDICES	36
A. Sensitivity to Aging Activities/Resources	
B. Training Materials	
C. Statement of Understanding	
D. Publicity	
E. Evaluation Materials	

## *1/Introduction*

# INTRODUCTION

The cycle of life is an eternal spiritual event that is defined by who we are, what we do and what we leave after we depart this world.

It is often stated that nothing is guaranteed but death itself. However, between birth and death our contributions to humanity can be many. An African proverb from Kenya states:

It is the duty of children to wait on elders, and not the elders on children.

While this statement rings true and many societies revere their elders, it is crucial that able-bodied, clear thinking people are not relegated to serve as silent fixtures to be seen and not heard.

Intergenerational programs provide both parties, teens and elders, with an abundance of energy and knowledge that is invaluable. Nothing makes this point more clearly than the following statement, "We start as fools and become wise through experience." The indiscretions of youth need to be tempered by the wisdom of experience.

Senior citizens who have lived a productive life can be a positive catalyst that ignites a young person's mind to reflect on where they are and where they are headed in life.

Meaningful experiences and opportunities for positive interpersonal relationships help to establish a level of trust that is critical to breaking down barriers of mistrust. A Helping Hand, the Service Project of Boys & Girls Clubs of America's teen leadership program demonstrates that teens and senior citizens can live together, work together and build a better world for future generations.

Not unlike the race problems of America's past, ignorance and separation of the races helped to foster stereotypes and prejudices that are part of the fabric of this country. As senior citizens live longer and the population gets younger, the need to avert the mistakes of the past rest with each of us.

The more we separate our elderly the more we help to establish a social class of Americans lost in a sea of hopelessness and despair.

*2/Where To Find It*

*Where to Find It*

	PAGE
- How do I find out the needs of older people in my community? .....	12
- What kinds of intergenerational projects have other Clubs initiated? .....	13
- How much of my time is needed to run a good program? .....	20
- How do I keep my intergenerational program going after the initial excitement wears off? .....	21
- What are some successful icebreakers to get the Keystoners and older adults talking? .....	24
- What kind of intergenerational service project should my Keystone Club undertake? .....	25
- What do Keystoners need to know about the aging process? .....	37
- What are the best ways to develop trust between the Boys & Girls Club and an agency that serves elders? .....	61
- How do I measure the program's success? .....	64

*3/A Glimpse at Successful  
Projects*

## A Glimpse at Successful Projects

*Keystone Clubs all over the country are engaged in exciting intergenerational projects. A few are listed below:*

*South Toledo Boys and Girls Club works closely with the Mayores Senior Center, which is located in the same facility as the Club. Regularly scheduled social activities include bowling, pool tournaments and bingo. "The Keystoners and seniors here had a significant impact on each other. The Helping Hand program has enlightened our entire community." (Myesha Harper)*

*At Society Court Boys & Girls Club in Jacksonville, FL a cooking class is run by older adults. Meals are made for frail elders and the handicapped. In addition, Keystoners recruit older adults for participation in a GED class conducted at the Club.*

*Keystoners at the Dayton Boys & Girls Club, OH provide chore service to isolated and homebound elders in their community. Initially, one-to-one contact was limited but as the program continues, strong relationships are being established. "Each visit breaks down another barrier" (Otis Smith). An unexpected result of the project is the discovery by the Keystone Advisor, of elders who are in dire need of a wide array of social services but have slipped through the cracks of the social service delivery system. He refers those individuals to the appropriate service and makes sure they get the help they need.*

*Caring for Aging People Everywhere (CAPE), is the name of Boys & Girls Club of Rocky Mount, NC Rocky Mountain, NC project. Keystoners help with health monitoring for elders in the local public housing development. If they detect a problem, they contact a physician.*

*Every month Keystoners at The Griset branch of the San Diego Boys & Girls Club serve a spaghetti dinner for 150 members of the local senior center. The project is entirely run by Keystoners.*

*East Valley Mesa Boys & Girls Club in Scottsdale has three programs involving older adults; an intergenerational pool tournament four times a year, monthly fashion shows and an adopt-asenior trailer park project, where yard work is performed.*

*The Boys & Girls Club of Las Vegas involves its Keystoners in a challenging endeavor--visiting Alzheimer's and stroke patients at a local nursing home. These visits, which last 4-5 hours, have a strong one-on-one componen,--even though many of the residents can no longer communicate verbally. How to prevent burnout in such a difficult program? "When the elder remembers their Keystoner from one monthly visit to the next, our youth feel wanted and attain a sense of belonging." (Mark Jacoby)*

*The Cornberry-Lafayette Louisiana Boys & Girls Club employ Foster Grandparents to teach skills to their members. Fishing and shooting pool are particularly popular. To reciprocate, Keystoners do chores for them.*

*The East Side Boys Club in San Antonio, TX* co-sponsors an aquatic program for older adults. The program involves cardiovascular training, strength building, water aerobics and flexibility training. The program is offered at no cost to community elders.

The Keystone Club at *The Boys Club of Nashua, NH* has set up a radio show at a local station. The four half-hour segments feature experts on elderly issues. One group of Keystoners writes the interview questions, another hosts the program and a third goes into the community to sell air time to sponsors.

Keystoners at the *Henry Ogram Boys Club in Carterlake, IA* have been working in the local nursing home. Upon discovering that most of residents were at one time gardeners, they found a way for them to plant and nurture flowers and vegetables once again. Keystoners designed and built 14 wheelchair-accessible flower boxes for the ends of the hallways by the windows. The boxes are on casters and can be wheeled outside in summer.

Keystoners at the *Bridesburg Boys & Girls Club in Philadelphia* were eager to begin a comprehensive chore service project for the large number of isolated and homebound elders in their community. What they found was an enormous degree of resistance from the elders and social service providers. The fear of victimization and crime by youth against elders was so strong that no one was willing to open their door to a teenager. In response, the Keystoners sponsored a series of events to let the community know that they were worthy of trust. Most notable was a large event honoring a 92 year old community matriarch. All of her family members and friends from the community were invited to the event, which featured a home-cooked meal, music, dance, a fashion show and testimonials by community members. This event paved the way for Keystoners to initiate friendly visiting and chore service.

## ***4/Getting Started***

- Initial Preparation
- Assessing Needs
- Assessing Resources
- Choosing the Right Project
- Setting Objectives
- Forming Linkages

## GETTING STARTED

Projects that link Keystoneers with older adults can add new life and vitality to your Keystone Club and make a real difference in the lives of elders in your community. Like all quality programs, however, they require careful planning and attention to detail. It is unrealistic to expect magic simply by tossing a group of teenagers into a room filled with older people. In fact, if programs are not administered with care, a wonderful idea can turn into an embarrassing flop.

### Initial Preparation

Before designing a project, spend some time helping the Keystoneers examine their attitudes about aging. Most of us have fears, stereotype, and misconceptions about older people. Exercises included in the appendix will challenge these attitudes and present a more balanced picture of the aging process. Choose all or some of these ideas. Make sure you leave enough time to process the experience.

### Assessing Needs

Once Keystoneers begin to question their ideas about the elderly, they will be eager to learn more. Take advantage of this curiosity and involve them fully in the program planning process. The first step in program planning is to conduct a thorough assessment of the needs of the elderly in your community. Without this, you may create a program that lacks participants, clearly articulated goals and/or appropriate staff. A needs assessment does not have to be a lengthy, complicated questionnaire that requires analysis by a statistician. Instead, draw upon the energy and enthusiasm of your Keystone club members. With them, interview professionals who work with elders in your community. You will find them at the following agencies:

**\* Area Agency on Aging (AAA):** There is an AAA office in every county, coordinating a variety of services for well and frail elders. AAA's have statistical profiles on elders in each community, know which agencies provide services in your community and can put you in contact with staff at these agencies.

**\* Senior Centers:** Senior Centers provide social, educational and recreational activities as well as meals for elders in the community. In addition, some senior centers employ social workers whose job it is to address the needs of elders who are too infirm to come to the senior center.

**\* Nursing and Personal Care Facilities:** Volunteer coordinators at these facilities can give you useful information on the needs of their residents and suggest program ideas.

**\* Retired Senior Volunteer Program (RSVP):** This national organization has chapters in every region of the country. It places older adults in volunteer positions in the community. Some volunteer with youth, others with elders. They may be interested in conducting a joint program.

Questions you might ask these agencies include:

- How many elders do you serve each week?
- What services do you provide?
- What are the greatest needs of your clients?
- What are the gaps in services?
- Have you ever linked your clients with children or teenagers? Was this pairing successful?

The interviews should be conducted in person by the Keystoneers. This not only will make them feel invested and empowered, it will also encourage professionals in the community to take the Keystoneers seriously as responsible youth and future leaders.

After the Keystoneers present their findings at a meeting, the next step is to conduct a focus group with a small number of community elders. Perhaps a senior center nearby or an older adult group at a church could ask a few of their members to meet with your club. The Keystoneers can tell them what they've learned and then ask for their perspectives. The resulting information can be of tremendous value. Encourage the elders to share their stories of life in your community in the past and how things have changed. What is their vision and hope for your community? This sharing might result in a commitment by the elders to continue their collaboration with your Club, either as an advisory group or to provide services to their peers. Utilizing healthy older adults to work in teams with youth makes sense. It provides an opportunity for youth to understand the diversity of the elderly population and to see older adults as resources, not just as recipients of services.

### Assessing Resources

Next, it's important to assess your Keystone Club's capacity to address the needs of elders. Consider the following questions:

- What kind of time commitment to outreach programs can your club members make?
- Is there professional staff support available to coordinate a project? Do they have experience in working with older adults?
- Can volunteers be counted on when needed?
- Is funding available to cover program costs?
- Is your Club building accessible and hospitable to house programs for older adults?
- Is there adequate transportation available for Keystoneers to make regular visits to community agencies or elders' homes?

### Choosing the Right Project

Once you're aware of the needs of elders in your community and your capacity to address those needs, begin to formulate your overall goals. Goals are broad, general statements of what you are trying to accomplish. Here are several examples of intergenerational program goals:

- to break down stereotypes and barriers that exist between generations

- to provide support and needed services to homebound elders in the community
- to create opportunities for elders to share their wisdom and vitality with younger people

Once you've clarified your goals, take a look at the following list of program examples:

**Friendly Visiting:** Frail elders who live alone could benefit greatly from weekly visits by individual Keystoneers, pairs or teams of Keystoneers and well elders. These visits provide friendship, conversation and the knowledge that someone cares.

**Telephone Reassurance:** Elders who are particularly vulnerable may be in need of a daily telephone call to guard against accidents and health emergencies that may otherwise go undiscovered. If an emergency arises, or if an elder does not answer the telephone, Keystoneers can contact appropriate sources for help.

**Chore Services:** Some frail elders need assistance with basic household chores such as vacuuming, window washing and dusting, as well as with seasonal tasks such as raking leaves and shoveling snow. Your help can enable an older person to continue living independently, avoiding premature institutionalization.

**Shopping/Escort Services:** Elders who fear becoming victims of crimes on the streets are hesitant to go shopping, do errands or attend religious services by themselves. This can make them feel like prisoners in their own homes. Other elders do not venture outside alone because physical impairments make carrying packages or walking without assistance difficult. Performing some of these tasks for elders or escorting them can make a world of difference.

**Meals on Wheels:** Meals on Wheels programs deliver daily hot meals to elders who are unable to cook for themselves and have no one to cook for them. Often these programs can use volunteer assistance. Keystoneers could walk with meals to the homes of elders in their neighborhoods and spend a few moments chatting with the meal recipients.

**Home Improvement/Weatherization:** When elders have impairments, their houses can be unsafe for them without adaptive devices. Working with a social service agency, Keystone Clubs can conduct home safety surveys and install devices such as grab bars on the bathtub wall and non-skid rubber mats for the kitchen and bathroom floors. In addition, Clubs in areas with cold winter climates can install insulation and repair leaky windows to reduce heating costs for low-income elders.

**Oral Histories:** Most older people have the need to reflect upon their lives from time to time and review their life experiences. Many elders would like to tell their stories to young people, hoping that the wisdom they've accumulated and the events they've witnessed will be helpful to younger generations. Conducting oral histories of your community's elders can be a fun way to learn about the past, as well as an important contribution to your community.

**Social Activities:** Some older people in your community may simply want a friend to go with to the movies or out to dinner. Others may belong to a senior center that provides interesting programs for older adults but would also enjoy the participation of young people. Keystoneers could join in games of pool or chess, participate in music and dance programs or become involved in art and drama classes with the members.

**Programs in Care Facilities:** Elders who live in personal care facilities or nursing homes crave contact with the outside world. Weekly visits from Keystoneers can make residents feel more valued and useful and can enliven their repetitive schedules. Keystoneers can participate in friendly visiting or can work with the staff to provide educational, social and recreational activities to groups of residents.

Ask yourself which of these programs would best meet your stated goals. It is likely that more than one idea will emerge.

To pick the best project for your Club, ask the Keystoneers to measure each idea with the following test:

*Desirability & Feasibility Test*

1. Is this idea compatible with the goals we've set?

Low				High
1	2	3	4	5

2. How well does this idea fit into what we are already doing?

Low				High
1	2	3	4	5

3. Will it be possible for all Keystoneers to participate fully & actively?

Low				High
1	2	3	4	5

4. Are there measurable benefits for both participating youth and elders?

Low				High
1	2	3	4	5

5. How appealing would this idea be to Keystoneers and the elderly? Can we sell it?

Low	High
-----	------



- Provide 200-300 hours of companionship to isolated elders in the community.
- Foster increased understanding and communication between the generations through the creation of intergenerational relationships.
- Increase opportunities for youth group members to engage in meaningful activity during their summer vacation.
- Strengthen ties between the organization and isolated elders in the community.

One additional note: When setting objectives for an intergenerational program, make sure that each population to be involved will realize measurable benefits. If not, your program may work but will not sustain itself over time.

### Forming Linkages

Finding an agency that serves a population different from yours and is truly committed to the concept of intergenerational programming will require time, energy and patience. One reason is that many professionals in the aging network are overly protective of their seniors and resist attempts to involve their constituents in programs with teenagers, particularly those who may be labeled "at-risk." Another cause of difficulty in finding a collaborating agency is that intergenerational programs, however beneficial they may be, require a commitment of extra work. Some agencies feel they are stretched to their limit. The following are some steps involved in forming collaborations:

1. *Start with the agencies you contacted for your needs assesement.* If none of these are in a position to work with you, explore the possibility of working with local churches, civic associations, university-based older adult programs and life-care communities.
2. *Contact the appropriate agencies to determine their level of interest.* It's important to help other agencies understand how this type of intergenerational program can meet the needs of both youth and older adults. If you are forming a true partnership, the program must fit into the mission of each agency if it is to succeed. Sharing information about structure, goals and constituents is an important first step.
  - ◆ Are the missions of all agencies compatible?
  - ◆ Are there clear benefits for all agencies?
  - ◆ How would this program fit into the organizational structure of each agency?
  - ◆ Would the constituents of each agency be interested in an intergenerational program?
  - ◆ Are the human, financial, physical, and community resources among the agencies complementary?
  - ◆ Are there possibilities for joint fundraising efforts?

Make sure you know about similar successful intergenerational programs that exist in your area or nationally. Having a model which can be adapted to meet your needs will lend credibility to your idea.

3. *Secure administrative approval from all agencies involved.* Obtaining support from top administrative levels as well as from key staff involved is critical to the program's success. If this is not accomplished early in the process, problems related to fundraising, staff time and other issues may become major barriers.
4. *Identify key staff willing to invest time and energy in the program.* Often a program's success depends on the commitment level of key staff. Developing a strong relationship with the staff members who will eventually help implement the program is essential. Staff from all agencies involved should feel a sense of ownership in the program.
5. *Clarify roles and responsibilities.* Tasks and/or funding need not be equally divided. It is essential to determine which role(s) and task(s) each agency will perform to determine who has the ultimate decision-making power. Formal but fluid guidelines need to be established. The agencies with whom you work may have primary responsibility for recruitment of elders or identification and matching of youth. The development of a Memorandum of Understanding between agencies can decrease the potential for misunderstanding and confusion over completion of tasks. A sample Memorandum of Understanding can be found in the appendix.
6. *Create an advisory or planning committee.* Identify people in both agencies and in the community, as well as outside professionals willing to invest time and energy in the planning process. It's advisable to include both youth and older adult constituents on the committee to insure that the program takes into account their skills, needs and interests. The committee's functions should be clarified at the outset. The committee may explore strategies for integrating intergenerational programming into the agencies' general structures, recommend community contacts for mentor recruitment, serve as a liaison to key community leaders and/or be a conduit for fundraising.

### **KEY POINTS**

- ◆ Interagency collaboration is time-consuming and designed for long-term impact.
- ◆ Partners need to understand each other's protocols, styles, internal barriers and jargon.
- ◆ Roles and relationships should be clarified in order to avoid misunderstandings between agencies.
- ◆ Orientation and training should be provided for staff of all collaborating agencies.

## ***5/Designing Your Program***

- **Activities and Tasks**
- **Timeline**
- **Training**
- **Maintenance**
- **Evaluation**

## DESIGNING YOUR PROGRAM

### Activities and Tasks

Brainstorm a list of the activities and tasks that need to be done to implement your program. The level of detail you choose will depend on the complexity of your project.

Order the activities in a logical sequence. An easy way to order is to start with the last task and think backward: "What do we need to do just before this task"? This method also ensures that you haven't forgotten any steps.

### Timeline

Estimate how much time each activity or task will take to complete. **Be realistic.** Some tasks take much longer than it would appear. It is better to give yourself extra time than not enough.

Task	Who is Responsible	Timeframe
1. Recruiting community elders for participation in luncheon		
a) develop flyer	Keystone Club member	9/15
b) mail flyer	Office staff	9/20
c) make presentation at senior center	Senior center director and 2 Club members	9/21
d) telephone follow-up	All Keystone Club members	9/22 - 9/30
2. Prepare for luncheon		
a) buy food and supplies	Club Director	10/2
b) cook	Club members & parent volunteers	10/3
c) set up room	Club members	10/3

### Training

Not many people like to be thrown "cold-turkey" into a new experience. Apprehension, fear, insecurity and nervousness often pop up when a new experience is about to be undertaken. Training activities are designed to reduce participants' apprehensions and increase their effectiveness in and enjoyment of an intergenerational program.

Do not hesitate to use community resources to enhance your training. You may not be able to

personally provide all the skills and attitude training necessary. For example, if you are developing a literacy program, ask the local center on literacy to provide literacy teaching skills in addition to your more generic intergenerational training.

Your training(s) should:

- ◆ Excite participants about the program
- ◆ Clarify the goals and objectives of the program with the participants
- ◆ Articulate and deal with fears and expectations about participation
- ◆ Increase awareness about the value of linking the generations
- ◆ Explore participants' attitudes toward aging
- ◆ Sensitize participants to age-related issues
- ◆ Supply specific information about the program's structure and external support network
- ◆ Clarify participants' roles and responsibilities
- ◆ Provide background information about the other group of participants
- ◆ Establish and strengthen positive working relationships among participants and between staff and participants.

In the appendix is a training guide for a friendly visiting/chore service program for homebound elders.

### Maintenance

Your intergenerational program may appear to be a smashing success. The kids and older adults have been meeting regularly for three months and you've noticed all kinds of positive changes in them. But as time goes on you start to lose participants and enthusiasm. You are not alone. Many of the best intergenerational programs lose their vitality over time. As the novelty wears off, the program becomes normal, even commonplace, in the minds of some participants. Program coordinators begin to find additional interests and fail to put adequate time into each cross-age encounter.

You can avoid these problems by building a maintenance component into your master plan. Everyone involved in your project needs to feel supported and valued--from program participants to coordinators, planning committee and yourself. Everyone needs to be reminded that what they are doing is important; is making a difference.

You can utilize a number of maintenance strategies including:

- publicizing the project in community newspapers, congregational newsletters and/or on radio and TV
- inviting the community to program events
- publicly recognizing participants' efforts through ceremonies, certificates and parties
- telephoning participants to support and advise them
- including participants in TV, radio and newspaper interviews
- organizing events just for volunteers, especially in cases where the volunteers rarely see one another

- conducting regularly scheduled meetings with the Keystoneers to discuss the project
- meeting periodically with the elders served

### Evaluation

The final piece of your program design is the evaluation. Too often programmers overlook this crucial element. Your evaluation will assess the extent to which your program is achieving its stated objectives, provide data on which to base program decisions and changes, provide staff with data to reinforce their efforts or to recommend new directions in which to move and identify ideas for expanding the program.

Before your intergenerational program begins, design your evaluation tools. How you evaluate your program should be determined in part by what your stated objectives are. If an objective is to change the perceptions of young and old community members about one another, then a pre- and post- standardized attitude inventory would be needed. If another objective is to match 15 teens with 30 older adults for 20 weeks a systematic logging system is necessary.

Some evaluators shy away from collecting anecdotal reports when evaluating projects. With intergenerational projects, this information is often the most useful and instructive. Small focus group discussions and personal interviews will not only yield important information, but also reinforce in participants a sense of their value and contribution to the project. Refer to the appendix for samples of standard evaluation materials.

## ***6/Getting Together***

- Icebreakers
- Large Group Social & Educational Activities
- Reflection
- One-on-One Activities

## GETTING TOGETHER

The first formal event with your community's elders can elicit the beginnings of a real sense of bonding across generations and an eagerness to continue to get together. This will only happen, however, if you structure your intergenerational encounters in ways that promote trust and understanding.

### Icebreakers

Every intergenerational group activity should begin with an icebreaker. Icebreakers chip away tensions, fear, and anxieties warming up the group and allow it to work together collaboratively. Early on in your project, icebreakers will help participants become acquainted with one another. Examples of getting-to-know you icebreakers include:

#### *People Bingo*

Make a grid on an 8-1/2 x 11 sheet of paper with 25 squares on it. Each square should contain a piece of information that fits at least one of your program participants. For example: "was born in a different state," "is wearing boxer shorts," "can name the 13 colonies," "has same number of letters in first and last name," "is an only child."

Participants approach each other and ask if a specific piece of information fits them. If it does, they sign their name on the appropriate square. Participants can only get one signature per person and can only ask them three times. Unlike regular bingo, the winner must completely fill his/her board.

#### *Name Games*

Participants sit in a circle mixed by age. The first person says her name with an adjective that describes her and begins with the same first letter as her name (e.g., Amazing Andrea, Marvelous Mike). The second person recites the first person's name and adjective and then his own. The third must say the first and second person's before her own and so on.

Another variation is to come up with a famous person with the same first name as each person in the circle. Instead of having each person recite all of the names preceding her/him, the whole group recites each name.

#### *Find Your Partner*

Find out in advance one interesting/unusual thing about each older participant (e.g., was born in Russia, has 28 grandchildren). Record these on separate slips of paper. Give one slip to each Keystoner. They must figure out which older person it applies to and stand next to them. Keep trying until everyone is matched up.

#### *Concentric Circles*

Arrange the chairs in two concentric circles. The inner circle should face the outer one. Ask older adults to sit in the inner circle and Keystoneers to sit on the outer one facing them. Everyone should have a partner. Ask a question for each pair to discuss. When they've had just enough time for each partner to speak, ask all Keystoneers to move one seat to the right. Older adults should not move. Now everyone has a new partner. Ask a new question. Continue this for at least four rounds.

Sample questions:

- What is the best and worst thing about being your age?
- If you were president of the U.S., what would be your top priority?
- If you were reincarnated as an animal, which would you want to be and why?
- What is your favorite childhood memory?

### Large Group Social and Educational Activities

Successful intergenerational programs are usually centered around a common theme or task. Without this sense of purpose, it is difficult to sustain programs over time. The best activities draw their strength from the participants' own experiences and skills.

#### *Cooking*

Food is the most reliable way to draw people together. An intergenerational cooking class is easy to start and even easier to maintain. The class could make favorite recipes from the elders' childhoods or focus on a holiday or ethnic theme. Perhaps the elders and Keystoneers could prepare food together to be contributed to food banks or meals-on-wheels. Or they could work together to teach younger Boys and Girls Club members how to prepare simple meals. Whatever slant you give to the program, make sure to create an intergenerational cookbook that includes not only the recipes but also the stories that go with them. This will lead to a sense of accomplishment and can be a successful fundraiser.

#### *Dance and Movement*

Young people are usually amazed at how eager older adults are to learn new dances and teach old ones from their youth. A 10-week dance class leading to a public performance will not only bring Keystoneers and elders closer together, it will also raise community awareness about the value of intergenerational programming.

Another successful dance activity is a junior-senior prom in which Keystoneers invite community elders to be their "dates." Allow 4-6 months to plan the event and have a committee of community elders and Keystoneers make all of the decisions.

Successful junior-senior proms reflect their collaborative planning and usually involve dance and vocal performances, fashion shows and homemade foods.

## *Music*

One often-heard complaint about teenagers is the music they listen to, especially rap. Trans-generational music class can break down stereotypes, and bring in young and old together in song. Your intergenerational choir can sing a combination of contemporary hits and golden oldies or can write its own music. Rap is a particularly easy medium for group song writing. Intergenerational groups can compose raps about community issues or can turn the elders' life histories into raps.

## *Exercise*

Club's recreational facilities can be a valuable resource to older adults. Many yearn for the opportunity to swim but cannot afford memberships at sports facilities. A water aerobics class taught by Keystoneers for elders would be a valuable service in many communities. You also may consider hosting an across-age olympics, where activities include participants of all ages.

## *Oral Histories*

The oral history process provides an opportunity for the past to come alive and for young and old to gain new insights about themselves and each other. Oral histories can focus on a variety of subject areas -- from family roots to community history. The best programs elicit stories while stimulating interaction and creativity. Make sure that after the interview process ends, the Keystoneers find a way to present the stories they've learned. This can be done with dramatizations, murals, mini-museums or by publishing transcribed stories.

## *Photography*

A fun way to bring people together and teach social history and observation skills is by sharing of photographs. Photographs not only capture individuals and families at a particular moment in history but also capture styles of dress, interior design, economic status and family relations.

You could also start an intergenerational photography class in which pairs of Keystoneers and elders create photo essays on a variety of themes. Access to a darkroom is essential for success.

## *Games*

Board games provide a wonderful vehicle for promoting close, sustained interaction between age groups. Its impossible not to become better acquainted with your fellow players in a three-hour Monopoly game. The best board games for intergenerational settings challenge the mind and make use of the varied experiences of the participants (e.g. Trivial Pursuit) or present ethical dilemmas to be discussed by team members (e.g. Scruples). You could also adapt popular TV game shows for intergenerational settings.

Playing Family Feud is a great way to see if youth and elders really think differently. An adapted cross-age Jeopardy game with some of the questions geared toward teens and others toward elders can be very enjoyable. A Name That Tune game with short taped segments of popular music from each decade of this century is another crowd pleaser.

### *Gardening*

Many older people loved to plant flower or vegetable gardens but no longer have the physical ability to do so. Keystoneers can help them by becoming their "hands and knees" in the garden. The flowers and vegetables can be sold as a fundraiser or can be contributed to a charity. Keystoneers can also construct and decorate flower boxes for elders' windows, or work with older people to clean up a vacant lot and plant a community garden.

### *Radio Days*

One of the things that older people miss the most from their past is sitting around the radio listening to *Fibber McGee and Molly*, the *Shadow* and other radio programs. Scripts from these shows are easy to obtain and its fun to re-enact. After a few sessions with old scripts, the group may want to try their hand at writing new storylines and dialogue.

### *Visual Arts*

Arts and Crafts projects not only bring people together but can teach new skills and empower the artists to utilize art as a tool for social change. A patchwork quilt with each square representing a community's strengths or challenges, an intergenerational mural on the outside wall of your Club building with a message of non-violence, or a community sculpture garden with each sculpture depicting a heroic character from your community or ethnic history can make a strong impact that reaches far beyond the artists themselves.

### Reflection

A key component of all successful intergenerational projects is reflection. At the end of each large group activity, take some time for the Keystoneers and elders to discuss their reactions to the day. This can be as simple as going around the circle and asking each person to say one word to describe how they're feeling. You can also toss a ball around. Whoever catches it must describe their reaction to a specific event. As another variation, provide large sheets of newsprint paper for participants to draw or write comments on about the preceding activity.

You should also hold regularly scheduled reflection sessions for the Keystoneers alone to examine the many dimensions of their experience. This process helps them analyze the project and make suggestions for future activities. In addition, it is a good idea to encourage or require the Keystoneers to keep a journal of their experiences. When reflection works best, it is empowering, promotes personal growth and understanding and increases commitment to the project.

## One-on-One Activities

Many Keystone Clubs are involved in friendly visiting or in-home chore service programs for frail elders. A number of the large group activities described above can be adapted for these more intimate encounters -- especially oral histories, board games, cooking and gardening. In addition, Keystoneers can...

- look through photo albums
- listen to favorite songs
- learn and/or teach a craft/skill like:  
crocheting/dressmaking  
needlepoint/carpentry
- write a letter for him/her
- work on a project together to benefit someone else
  - cassette tapes to teach English to new immigrants/refugees
  - write letters to a pen pal
  - make toys for disadvantaged children
- bring along a pet or a young child
- celebrate holidays and birthdays together

## *7/Resources*

- **Organizations**
- **Networks & Coalitions**
- **Publications**

## Organizational Resources

The Center for Intergenerational Learning at Temple University 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. Boys & Girls Clubs of America has a special relationship with the Center for Intergenerational Learning that enables Center staff to provide assistance to Keystone Clubs.

CONTACT: Steven Tunick  
Center for Intergenerational Learning  
Temple University  
1601 N. Broad St. (083-40)  
Philadelphia, PA 19122  
Phone: (215) 204-6709  
FAX: (215) 204-6733

*The following organizations are also excellent resources:*

### **ACTION**

- Foster Grandparents  
- RSVP  
1100 Connecticut Ave., N.W.  
Washington, DC 20525  
(202) 606-4853

### **American Association of Retired Persons**

601 E St., N.W.  
Washington, DC 20049  
(202) 423-2277

### **Association for Volunteer Administration**

P.O. Box 4584  
Boulder, CO 80306  
(303) 497-0238

### **Center for Understanding Aging**

200 Executive Blvd., Suite 202  
P.O. Box 246  
Southington, CT 06489-0246  
(203) 621-7079

### **Corporation on National and Community Service**

1100 Vermont Ave., N.W.  
Washington, DC 20525  
(800) 94-ACORPS

### **Elders Share the Arts**

57 Willoughby St.  
Brooklyn, NY  
(718) 488-8565

### **Generations Together**

University of Pittsburgh  
121 University Place, Suite 300  
Pittsburgh, PA 15260-5907  
(412) 648-7150

### **Life Span Resources**

1212 Roosevelt  
Ann Arbor, MI 48104  
(313) 994-4715

### **National Council on the Aging**

409 Third St., S.W., Suite 200

Washington, DC 20024  
(202) 479-1200  
**National Caucus and Center on Black  
Aged**  
1424 K St., N.W. Suite 500  
Washington, DC 20005  
(202) 637-8400

**National Indian Council on Aging**  
6400 Uptown Blvd., N.E., Suite 510W  
Albuquerque, NM 87110  
(505) 888-3302

**National Hispanic Council on Aging**  
2713 Ontario Road, NW  
Washington, DC 20009  
(202) 745-2521

**National Pacific/Asian Resource Center  
on Aging**  
Melbourne Tower  
1511 Third Ave., Suite 914  
Seattle, WA 98101  
(206) 624-1221

**National Youth Service Leadership  
Council**  
1910 West County Road  
St. Paul, MN 55113-1337  
(800) 366-6952

## Intergenerational Coalitions and Networks

**Generations United -- A National Coalition on Intergenerational Issues and Programs**, was founded in 1986 to highlight intergenerational issues affecting people of all ages by uniting on public policy efforts, increasing public awareness of the common issues faced by Americans of every generation and promoting programs that encourage intergenerational cooperation and exchange. The coalition counts more than 100 national, non-profit organizations as members and is co-chaired by the American Association of Retired Persons, the Child Welfare League of America, the Children's Defense Fund, and the National Council on Aging.

**CONTACT:** Tess Scannell  
Generations United  
c/o Child Welfare League of America  
440 First St., N.W., Suite 310  
Washington, DC 20001-2085  
Phone: (202) 638-2952  
FAX: (202) 638-4004

Generations United has established state and local intergenerational coalitions and networks in many parts of America. These groups can provide helpful information about programs in your region and advice for initiating your own program.

**Colorado Intergenerational Network**  
1430 North Hancock  
Colorado Springs, CO 80903  
(719) 473-6335

**Illinois Intergenerational Initiative**  
Anthony Hall 218  
Southern Illinois University  
Carbondale, IL 62901  
(618) 453-1186 FAX (618) 453-5362

**Generations United in Illinois**  
c/o DuPage County Health Department  
111 North County Farm Road  
Wheaton, IL 60187  
(708) 682-7400

**Kansas Intergenerational Network**  
P.O. Box 47054  
Topeka, KS 66647  
(913) 266-2491

**Interages (Montgomery County Intergenerational Center)**  
9411 Connecticut Ave.  
Kensington, MD 20895  
(301) 949-3551

**Massachusetts Intergenerational Network**  
P.O. Box 2152  
Framingham, MA 01701  
(508) 626-4978

**Generations United of Michigan**  
c/o Area Agency on Aging 1-B  
29100 Northwestern Highway  
Southfield, MI 48034  
(313) 262-9218

**New Mexico Intergenerational Network**  
124 Hermosa SE  
Albuquerque, NM 87108  
(505) 255-1509

**New York State Intergenerational  
Network**

c/o NYC Department of Aging  
2 Lafayette St., 15th Floor  
New York, NY 10007  
(212) 577-0264

**Oregon Generations Together, Inc.**

P.O. Box 5181  
Eugene, OR 97405  
(503) 343-7888

**Delaware Valley Intergenerational  
Network**

Temple University Center for  
Intergenerational Learning  
1601 N. Broad St. (083-40)  
Philadelphia, PA 19122  
(215) 204-6970

**Let's Link Ages in Virginia**

Northern Virginia Community College  
3001 N. Beauregard St.  
Alexandria, VA 22311-5097  
(703) 845-6437

**Seattle-King County (Washington)**

Generations United  
Housing and Human Services  
Alaskan Building, 6th Floor  
618 2nd Ave.  
Seattle, WA 98104  
(206) 684-0104

**Wisconsin Intergenerational Network**

P.O. Box 5171  
Madison, WI 53705  
(608) 238-7936

## Publications

*Because You Have So Much to Share: A Guide to Using Older Volunteers.* 1990. Big Brothers/Big Sisters of America, 230 N. 13th St., Philadelphia, PA 19107-1510.

*Between Friends: Creating Intergenerational Workstudy Programs for Youth At Risk and Older Adults.* K. Brabazon. 1990. New York City Department for the Aging, 2 Lafayette St., 15th Floor, New York, NY 10007.

*Building Bridges to Citizenship.* 1989. Close-Up Foundation, 1235 Jefferson Davis Highway, Arlington, VA 22202.

*Caring Is the Key: Building a School-Based Intergenerational Service Learning Program.* 1991. PennSERVE, 1304 Labor and Industry Building, Harrisburg, PA 17120.

*Children and Elders: Intergenerational Relations in an Aging Society.* Carnegie Corporation of New York, 1984.

*Community Planning for Intergenerational Programming.* C. Ventura-Merkel and L. Lidoff. 1983. National Council on the Aging, 600 Maryland Ave., S.W., Washington, DC 20024.

*Directory of Intergenerational Programming.* 1991. Center on Rural Elderly, University of Missouri-Kansas City, 5245 Rockhill Road, Kansas City, MO 64110.

*Education Projects Idea Book: A Guide for Volunteers.* 1992. AARP, 601 E St., NW, Washington, DC 20049.

*Elder Mentor Handbook.* 1993. Center for Intergenerational Learning, Temple University, 1601 N. Broad St., Philadelphia, PA 19122.

*Growing Together: An Intergenerational Sourcebook.* K. Strontz. 1985. Elvirita Lewis Foundation, P.O. Box 1539, La Quinta, CA 92253.

*Interchange: A Newsletter of the Delaware Valley Intergenerational Network.* Center for Intergenerational Learning, Temple University, 1601 N. Broad St., Philadelphia, PA 19122.

*Intergenerational America: The Final Report on the Administration on Aging Public/Private National Intergenerational Initiative.* C. Schreter, S. Reville and S. Brummel. 1989. Elvirita Lewis Foundation, P.O. Box 1539, La Quinta, CA 92253.

*Intergenerational Issues.* A special issue of *The Southwestern*, 7(2), Winter 1991.

*Intergenerational Programs: Imperatives, Strategies, Impacts, Trends.* Edited by S. Newman and S. Brummel. 1989. Elvirita Lewis Foundation, P.O. Box 1539, La Quinta, CA 92253.

*Intergenerational Programs: A Resource for Community Renewal.* Edited by K. Thorp. 1985.

Wisconsin Positive Youth Development Initiative, Inc., 30 W. Mifflin St., Suite 908, Madison, WI 53703.

*Intergenerational Projects Idea Book.* 1994. AARP, 601 E St., N.W., Washington, DC 20049.

*Project LEIF Program Development Manual.* 1988. Center for Intergenerational Learning, Temple University, 1601 N. Broad St., Philadelphia, PA 19122.

*Linking Lifetimes Program Development Manual.* 1993. Center for Intergenerational Learning, Temple University, 1601 N. Broad St., Philadelphia, PA 19122.

*The Partners Program: A Guide for Community Agencies.* 1991. National Center for Service Learning in Early Adolescence, City University of New York, 25 W 43rd St., Suite 612, New York, NY 10036-8099.

*Perspectives on Aging, A Special Issue: Creating Intergenerational Opportunities.* XV(6), Nov./Dec. 1988. National Council on the Aging, 600 Maryland Ave., S.W., Washington, DC 20024.

*The Quiet Revolution.* M. Freedman, C. Harry and C. Ventura-Merkel. 1992. Carnegie Council on Adolescent Development, 2400 N St., N.W., Washington, DC 20037.

*Time Out Program Development Manual.* 1989. Center for Intergenerational Learning, Temple University, 1601 N. Broad St., Philadelphia, PA 19122.

*Young & Old Serving Together Meeting Community Needs Through Intergenerational Partnerships.* T. Scannell and A. Roberts. 1994. Generations United, 400 First St., N.W., Suite 310, Washington, DC 20001-2085.

## ***8/Appendices***

**A - Sensitivity to Aging Activities/Resources**

**B - Training Materials**

**C - Memorandum of Understanding**

**D - Publicity**

**E - Evaluation Materials**

**APPENDIX A**

**Sensitivity to Aging Activities**

## WHO ARE THE ELDERLY?

### Goals

- to help participants realize what they don't know about aging
- to stimulate thinking and interest in learning more

Duration: Approximately 1/2 hour

Materials: Pencils

Physical Setting: Tables and chairs

### Procedure:

1. Without any introduction, give out the quiz and ask participants to complete it.
2. Go over each question, and with a show of hands determine how each question was answered.
3. Ask participants to suggest why they didn't get perfect or near-perfect scores.  
Suggestions will probably include:
  - lack of experience with the elderly
  - stereotypes in the media
  - lack of formal education on aging

## QUIZ --WHO ARE THE ELDERLY?

How often have you heard people say that all old people are senile, stubborn and grouchy? Perhaps you've even said something like this yourself. Most of us know a few elderly people, but probably don't know much about the aging process. Take this short quiz and discover how much you know.

T F

1. Most old people live in institutions such as nursing homes.
2. Old people are ill and unable to care for themselves.
3. Most older people are productive and active.
4. The major problems of the elderly are not determined by their age.
5. Most older people become senile.
6. Aging dulls sexual interests.
7. Old people become rigid, demanding and irritable.
8. The old share many of the same problems as other minorities.
9. Illness is a natural part of old age.
10. Today, adult children don't take care of elderly relatives as they did in the past.

\* ANSWER KEY -- WHO ARE THE ELDERLY?

1. False. In reality, less than 5 percent of those 65 or older live in institutions.
2. False. Although 81 percent of individuals 65 and older do have various chronic conditions including high blood pressure, arthritis, heart trouble or diabetes, these ailments are seldom limiting. Statistically, older people suffer from fewer acute illnesses than younger people.
3. True. Older people provide substantial services to young family members including repairs, homemaking, errands, shopping, baby-sitting, nursing the ill and are active volunteers.
4. True. The major problems of the elderly are caused by such variables as income, lack of employment, lack of meaningful activity or medical care, absence of dignity and boredom.
5. False. Senility is not an inevitable consequence of growing old. In normal aging, there is no decline in intelligence and very little change in memory. Dementia can be symptomatic of disease, depression, medication side-effects or nutritional deficiencies. Only a small number of all people actually becomes senile or suffer dementia.
6. False. Older people continue to enjoy sex and studies reveal that they are sexually active. Sex is a normal part of life. However, as in people of every age, sexual desire and function may be limited by illness, medication side-effects or lack of a partner.
7. False. Changes in personality are not caused by aging. A young person who is rigid, demanding and irritable will most likely have those same personality traits when he or she grows older.
8. True. In many situations, older persons are oppressed and underprivileged. People associate old age with fear, prejudice and stereotypes. Just as our society has racism and sexism, so it has ageism.
9. False. Illness is a natural part of life, no matter what age. Many of the chronic diseases associated with the elderly (arthritis, back problems, as well as pulmonary and heart disease) become symptomatic during youth and middle age, and can be treated and controlled with today's medical technology.
10. False. Studies show that older people are not separated or alienated from their families. As a matter of fact, these days we provide more care and more difficult care over a longer period of time than ever before.

\* Quiz adapted from *A Guide to Caring for the Elderly*, published by the Partnership Group, Inc., 1988.

## WHAT IS OLD?

### Goals

- to encourage young people to express their stereotypes, misconceptions and truths about older adults in a non-judgmental atmosphere
- to teach young people about the dynamics of ageism

Duration:      Approximately 1/2 hour

Materials:     Paper, pencils, blackboard and chalk

Physical Setting:      Tables and chairs

### Procedure:

1. Write "old person" on the blackboard
2. Ask participants to tell you the first things they think of when they see these words. Record all responses on the blackboard. If the group gets stuck, have them think about how an old person looks, what s/he wears, what s/he does each day, what her/his personality is like, etc. You should record at least 30 responses.
3. Next, ask participants to think about a person over 65 with whom they have a relationship. Instruct them to write a paragraph about that person.
4. Ask volunteers to read their paragraphs. Record key phrases on the blackboard.
5. The first list is almost always different from the second. Ask the participants why that is. Try to elicit responses to stereotypes in the first list and impressions based on experience in the second.
6. Introduce the term "ageism" and explain that it works the same way as sexism, racism, etc.

## A LOOK AT THE LIFE CYCLE

### Goals

- to enable young people to take a serious look at their lives and their aspirations for the future
- to allow youth to realize how little they know about the lives of older adults

Duration: Approximately one hour

Materials: Chart, pencils

Physical Setting: Room with chairs

### Procedure:

1. Ask students to fill in the headings for the chart below with information about their lives at present. For example:

Family	Work/Education	Leisure	Health & Appearance	Feelings About Self
Live with mother, sister & 2 dogs	10th grade at Jefferson H.S. babysit weekends for spending money	Go to mall, play piano, hang out with friends	I hope I get taller but otherwise O.K., very healthy	Life much better than last year but I wish I wouldn't let my parents depress me

2. Next, their task is to fill in the rest of the chart in each block. They need to project what they feel are reasonable expectations for their future.
3. Ask group how they felt while completing the chart. Was it difficult? What did they base their projections on? (e.g., experiences of parents, grandparents, neighbors). When they are finished, ask one student to share her/his chart. The facilitator and the students should ask for details about each category. For example: "At age 35, now that you have been married for seven years and have a baby, do you ever take your marriage for granted or feel like you want to be with somebody else?"
4. Typically, the charts will be less complete as the ages get higher. Ask the students why that is. Also, ask if any categories will not change over time. Would an 80-year-old like Janet Jackson records?

### A LOOK AT THE LIFE CYCLE

AGE	FAMILY	WORK/EDUCATION	LEISURE	HEALTH & APPEARANCE	FEELINGS ABOUT SELF
15 YEARS					
25 YEARS					
35 YEARS					
50 YEARS					
65 YEARS					
75 YEARS					
90 YEARS					

## WHAT'S IN YOUR POCKET?

### Goals

- to enable young people to understand the roles older adults currently play in their lives and how these roles fulfill needs
- to give young people the opportunity to understand some of the psycho-social changes related to the process of becoming adults and growing old

Duration: Approximately one hour

Materials: White paper with 5 vertical columns of equal width, 3 sheets per participant, pencils

Physical setting: Small tables and chairs

### Procedure:

1. The participants form groups of 5-7 persons. Ask them to search their purses, wallets and pockets for three items that are important to them.
2. Then ask them to consider what roles the items suggest: a dollar bill might represent the role of a consumer or breadwinner; the picture of a two-year-old, a parent; a school ID card, a student. Have the group explain the meaning and importance of each item and its connection to life goals.
3. Give participants a sheet of paper with five vertical columns on it. Have them list five of their present roles, one at the top of each column. When all are finished, have them list -- under each role -- the needs that these roles satisfy, such as food and shelter, affection and love and self-fulfillment. Tell them that it's OK to list some of the same needs under more than one role.
4. Next, ask the group to imagine what would be in their pockets, wallets and purses at age 35.
5. Ask the group to repeat step 3 as though they are age 35.
6. Next ask the group to imagine that they are 75 years old and have been retired for 5-10 years. Which roles (if any) remained unchanged in each stage of life? Which ones changed?

### Variation

This activity can also be conducted with intergenerational groups. For example, a group of older adults can complete steps 1, 2 and 3, then compare their answers with youth. Older adults can reminisce about what they had in their pockets as teens and at age 35. Have things changed? Are roles and needs of today's teens different from those of yesterday's teens.

Teens can complete step 6 and then show their lists to older adults. Were their assumptions correct?

Another variation might be to view differences in roles between males and females or across cultures. Roles will probably be different. What about needs?

## Instant Aging

### Goals

- To simulate some of the physical changes that accompany aging
- To allow participants to experience feelings of dependency
- To enable participants to learn appropriate ways to assist elders with disabilities

Duration: Approximately 45 minutes

Materials: unpopped popcorn, glasses w/vaseline on lenses  
wax ear plugs, masking tape, blindfolds

Physical Setting: room with tables and chairs

### Procedure:

1. Without any introduction, walk around the room and place tape on the participants hands, arms and legs to simulate strokes and arthritis. Make sure that each participant has different amounts of loss and mobility (from thumbs and index fingers taped together to legs and arms completely taped to chair). Blindfold a few participants to simulate blindness. Put tape over the mouths of a few participants to simulate aphasia. Do not tell participants why you are doing any of the above. (See next page)
2. Review material covered previous session. Ask participants to write down responses on paper and in front of the room on the blackboard. Make sure to ask participants who are with the most severe disabilities (blindfold, taped to their chairs) to come up to the blackboard.
3. When participants begin to rebel (removing their tape) or when they make the connection between the tape and physical changes of aging, let them know what the intent of the activity is. Encourage them not to remove the tape.
4. Ask the participants to process how they feel with physical limitations.
5. Next, give out glasses with vaseline to some participants, ear plugs to others and place popcorn in their shoes (to simulate arthritis, corns, calluses and bunions.) Ask those with glasses to read close and far materials and to write on paper.
6. Process the above. How did it feel to be limited? Did they reach out to others to assist them? Did they ask for help when it was needed?

7. Discuss how an older person with a disability might want to be treated.

Variations:

- ◆ If the group doesn't know you or trust you, you may not want to begin taping them without first telling them what you are doing.
- ◆ This activity is most powerful in a public place -- try to arrange to do it in a restaurant or a shopping mall.

## CHALLENGES OF AGING

At every stage of the life cycle we experience challenges. For older adults the toughest challenges usually occur around two kinds of changes that they experience: social changes and physical changes.

### Social Changes

As people age, the roles they play in society begin to change. Teenagers are students, children and siblings. Middle-aged people frequently play the roles of worker, parent and spouse. Some time after the age of 60, middle-age roles begin to change. People retire from their jobs, their children grow up and move out of the house (perhaps out of the community) and they may lose their spouse. When significant life roles are lost and not replaced by new roles, people can feel a deep sense of despair, isolation and loneliness.

They may feel that the world is passing them by and that they no longer have a useful contribution to make. In traditional societies, older adults take on the role of "the elders of the tribe"-- those with the wisdom to settle disputes, transmit traditional values, stories and culture and offer guidance to the younger generation. Our youth-oriented culture doesn't place older adults in a formal leadership role. Instead, when people become old, they are often given the message that they should move over and let younger people guide them; that their ideas are old-fashioned and no longer helpful.

Keystoners can help restore the prominence once given to community elders. By asking their opinions, valuing their stories and acknowledging their wisdom you can help older people continue to feel useful and valuable. You can help them continue to feel that someone cares about them and that they have someone to care for.

### Physical Changes

Everybody ages differently. Some 85- year-olds seem just as active and robust as they were 20 years earlier. Others are burdened with physical ailments that make it impossible to live independently. There is no set timetable for how people age or how long they'll live. Heredity, environment, life experiences and luck each play a part in determining health and longevity. The following are major physical changes experienced in the aging process:

- Senescence:

All organisms experience senescence -- the decreased ability to respond to stresses in the environment. As the body ages it slowly loses its ability to repair itself and resist disease. What causes senescence is unknown. What we do know are its effects. The first effect include a decrease of pigment in hair (causing graying) and a decrease of elasticity in skin (causing wrinkles). These changes are harmless and would not be important except that we live in a society that often judges beauty and appeal by how youthful we look. A second effect may be the deterioration of irreplaceable organs (such as the heart, lungs and liver). A third effect of senescence is the loss of ability to resist disease. Older people need more medical attention and are more likely to spend time in the hospital than younger people. People don't reach the age of 60, 65, 70 or even 90 and suddenly collapse. Senescence is a gradual process that occurs at different rates in different people.

### ● Sensory Changes

As we age, all of our senses begin to decline. Some of this decline begins as early as our 40s when eyesight changes and most people begin to need glasses to read small print. Between the ages of 40 and 60 our hearing begins to diminish, and for two out of five older adults that decrease in hearing becomes much more significant. The number of taste buds and the flow of saliva decline after the age of 70, making some foods not taste as good as they once did. Sense of smell also begins to decline, making food even less appetizing for some. Finally, sense of touch becomes diminished as the number of nerve endings in the skin and the fingers decrease as we age. This makes it difficult to do certain tasks like sewing and reduces awareness of heat, resulting sometimes in burns when cooking.

None of these changes individually or together diminish a person's ability to think and give to others. The major challenges for many elders are learninh how to do things differently when necessary and accepting certain irreversible changes. This can be more difficult than it sounds. Imagine what it would be like to lose 50 percent of your hearing or clarity of vision, even with glasses. Imagine not being able to smell fresh baked cookies or bread.

When sensory changes and senescence have a serious impact on the ability of elders to live independently, they must explore other living arrangements:

- moving in with family or friends
- moving to an assisted living facility like a personal-care home where assistance is given in caring for oneself (e.g. preparing meals, house cleaning and help with personal hygiene)
- living in a nursing home where medical attention is also provided

Great value is placed in our society on independence. Many older people fear

becoming dependent and losing the ability to maintain their household. Keystoneers can be particularly helpful in this area. There are many activities that you can do to help older people remain independent. These include shopping, errands, cleaning and building adaptive safety devices for people's homes. Keystoneers can also help dependent people who live in care facilities to still feel valuable and useful. Even though they cannot live on their own any longer, they can still have productive, meaningful lives.

### Memory Changes

One common misconception about growing old is that all old people become senile. This is not true. In normal aging there is no decline in intelligence and very little change in memory. What is common as everyone ages is an occasional memory lapse. We may forget a telephone number, a name or where we left our keys. These lapses occur more frequently in the elderly than in younger people. Older people can also experience memory loss related to conditions or disorders like malnutrition or depression. These conditions and the resulting memory loss are reversible with treatment.

Diseases of the brain also cause memory loss. These are not normally part of the aging process. Such memory loss is irreversible and progressive, eventually necessitating special care. The most common of these brain diseases is *Alzheimer's Disease*. Alzheimer's occurs when abnormalities in the brain cells prevent nerve cells from functioning. As more and more parts of the brain die, a person's ability to carry out the tasks of daily living diminishes. Alzheimer's affects five percent of all elders over 65, nearly 20 percent of all elders over 80. There is no cure for the disease but researchers are making significant progress.

Dealing with an elderly person afflicted with Alzheimer's can be very challenging. It isn't always easy to remain patient or to treat the person with dignity and respect when seeing them in such a diminished state. It is important to remember that people with Alzheimer's still feel joy and pain. Just as it would be cruel to deny them anesthesia when in surgery, it is equally cruel to deny them a cake with candles on their birthday, even if they forget the event a few moments later.

**APPENDIX B**  
**Training Materials**

Activity/Resources (in appendix B)

- ◆ Volunteer guidelines
- ◆ The client's family -- and you
- ◆ Confidentiality
- ◆ Emergency Procedures
- ◆ Community Resources for the Elderly
- ◆ What should I do if?

## VOLUNTEER GUIDELINES

- ◆ Several visits may be required to gain the confidence of your homebound friend. Don't get discouraged.
- ◆ Be a friend and companion. We do not expect you to be a social worker, pastor, doctor or lawyer. If your homebound friend needs such help and advice, please let the staff know.
- ◆ Do not start anything you are not prepared to carry through. Try to establish a regular visiting time and be dependable.
- ◆ Be a good listener. A friendly touch and a warm manner mean more than a thousand words.
- ◆ Encourage self-reliance but give assurance of help when needed.
- ◆ Avoid controversial topics. Should your client do or say things with which you disagree, be as respectful and non-judgmental as possible.
- ◆ Some clients are embarrassed about the condition of their home; reassure them that you are there to see them, not their home and that you can help.
- ◆ Be sure to keep all information about your older friend confidential.
- ◆ Do not make promises you are not prepared to keep.
- ◆ You do not need to give your older friend your phone number. The project coordinator will not give the volunteer's phone number to any client.
- ◆ Volunteers are covered by the club's insurance to do described tasks (see job descriptions). Volunteers are not covered under this insurance to transport clients in their own vehicles.
- ◆ Do not offer medical advice or take a client to the hospital. In case of a medical or other emergency, follow emergency procedures.

### **Your Duties Do Not Include:**

- ◆ Transporting the client in a motor vehicle.
- ◆ Personal care (e.g., bathing, grooming, dressing and transferring).
- ◆ Dispensing medication.
- ◆ Major home repairs (example: plumbing, electrical or construction work).
- ◆ Handling monies or financial matters, except for the purpose of grocery shopping as assigned.

## The Client's Family -- And You

On occasion it may seem to you that family members of our clients could do more for their loved one. We ask you not to make that judgement. Careful consideration of family support is given at the time of assessment so that we are not taken advantage of. Even the most supportive families often needs a little help to keep them from burning out. (Remember the statistic? Thirty percent of all people in nursing homes are there because the families could no longer cope!)

We caution you also not to take sides between parent and child. There is much we do not know about their relationships. Families have been together a long time Each one is different. Some are under more stress than others and all react differently. Keep an open, non-judgmental mind. Again, staff is available to help you.

## Confidentiality

In the course of time, clients may reveal to you personal information about themselves or their family members. They may have a different lifestyle from yours. What is normal for them may not be normal for you. All of this should be kept CONFIDENTIAL.

We request that you not reveal to anyone outside the program the name or address of the client you are serving.

For our own protection, please do not accept a key to your client's home.

## EMERGENCY PROCEDURES

- 1.) IF THE CLIENT DOES NOT ANSWER THE DOOR ON YOUR SCHEDULED VISIT, CALL:

<u>NAME</u>	<u>PHONE #</u>	<u>AGENCY</u>
_____	_____	Boys & Girls Club
_____	_____	Area Agency on Aging

- 2.) CALL AN AMBULANCE IF:

- ◆ Client falls and cannot get up;
- ◆ Client loses consciousness and you cannot wake her/him up;
- ◆ Client has difficulty breathing, has unusual chest pains or is bleeding severely.

- 3.) SAFETY GUIDELINES:

- a. Do not attempt to lift or move the client.
- b. Do not touch a bleeding client without the protection of latex gloves.
- c. Be prepared to give emergency personnel:
  - 1) the client's name
  - 2) address
  - 3) telephone number
  - 4) the nature of the emergency
- d. Call the project coordinator to report the incident.
- e. Remain with the client until emergency personnel arrive.

## Community Resources for the Elderly

You may be in a special position to improve your client's quality of life. There are many community activities, benefits and services available to the elderly. Area Agency on Aging staff will be glad to help put your client in touch with some of them.

Some available benefits and services:

- ◆ government financial assistance programs
- ◆ transportation
- ◆ food and nutrition services
- ◆ homecare assistance
- ◆ adult day-care and respite care programs
- ◆ senior citizen centers
- ◆ emergency systems for the homebound
- ◆ telephone reassurance
- ◆ mental health services

## What Should I Do If...?

- a) s/he doesn't want me to leave
- b) s/he is depressed or just doesn't want to talk
- c) s/he asks me to perform a chore I am uncomfortable doing
- d) s/he complains incessantly about health/family/doctor, etc.
- e) there is a medical emergency
- f) I suspect physical or emotional abuse by her/his family
- g) s/he isn't home when I arrive
- h) s/he starts giving me presents when I visit
- i) s/he asks me to intervene in a family or medical matter

**APPENDIX C**

**Statement of Understanding**

## STATEMENT OF UNDERSTANDING

(It is important to outline carefully the roles and responsibilities of the collaborating agencies. Although this will vary from project to project, the following **Statement of Understanding** provides you with a model that can be adapted. When possible, it is helpful also to identify the staff person responsible for each task.)

This AGREEMENT confirms the arrangement made between \_\_\_\_\_  
(Boys & Girls Club)  
and \_\_\_\_\_ to work cooperatively to implement the project. It is based  
(Co-sponsoring agency)  
on a sharing of resources that corresponds with the capabilities and expertise of each sponsor.

\_\_\_\_\_ agrees to:  
(Boys & Girls Club)

1. initiate the project
2. assign a project coordinator
3. organize the advisory committee
4. provide space for programs
5. pay for project materials
8. monitor the project operation
9. maintain records and reports
10. launch a public relations campaign

\_\_\_\_\_ agrees to:  
(Co-sponsoring agency)

1. assist with youth training
2. offer instruction and technical assistance on project management
3. recruit elders for participation
4. provide ongoing support
5. provide transportation for elder participants

The signatures below indicate that the responsibilities outlined in this agreement are acceptable to each cosponsor, and each cosponsor agrees to fulfill its part in the development and operation of the project.

\_\_\_\_\_  
(Boys & Girls Club)

\_\_\_\_\_  
(date)

\_\_\_\_\_  
(Co-sponsoring agency)

\_\_\_\_\_  
(date)

**APPENDIX D**

**Publicity**

**BOYS & GIRLS CLUB**

*KEYSTONE VOLUNTEER SERVICE CLUB*

*Sponsors*

***"HELPING HANDS FOR ELDERLY" Outreach Program***

The purpose of the program is to provide volunteer support services to elders in our community by engaging and involving adolescents (high school students), who are 14 to 18 years of age. These young people are members of the Keystone Club, a leadership training program of the Boys and Girls Clubs. They are planning various programs and projects that will offer a variety of services responding to the social, cultural, physical, educational and economic needs of the elderly. All of these programs are designed for youth to benefit from the wisdom of the elderly.

***Program Activities include:***

<i>In-home Services</i>	<i>Running Errands</i>	<i>Special Outings</i>
<i>Washing Dishes</i>	<i>Cutting Grass</i>	<i>Storytelling</i>
<i>General Cleaning</i>	<i>Shopping</i>	<i>Breakfast, Lunch &amp; Dinner</i>
<i>An Escort Friend</i>	<i>A Reading Partner</i>	<i>Programs</i>
<i>Arts &amp; Crafts</i>	<i>Crocheting &amp; Knitting</i>	<i>Sewing &amp; Cooking Class</i>

Adult Supervision will be provided when Keystone members make home visits

**Sign up now for this meaningful and exciting program**

For more information about participation in this program, please contact the Club office or Keystone Club members, now at \_\_\_\_\_. Thank you for your support!

*Director*

*Adult Keystone  
Club Advisor*

*President of Keystone Club*

**APPENDIX E**

**Evaluation Materials**

## PRE/POST TEST ON VIEWS ABOUT AGING

1. When does a person become old?
2. How do you think it feels to be old?
3. Who do you know that is old?
4. What do the old people you know do every day?
5. What do you do with old people?
6. Do you think old people are usually? (Circle answers)
  - healthy
  - fussy
  - quiet
  - interesting
  - fun
  - grouchy
  - sickly
  - happy
  - kind
  - noisy
  - cranky
  - lonely
  - mean
  - helpful
  - sad
  - friendly
  - bossy
  - patient
  - busy
  - funny
  - what else?
7. What do you think an old person can do with you for fun?
8. What wouldn't they do with you for fun?
9. Would you go to an old person with a problem?
10. What do you think you will be like when you are old?

## PRE/POST TEST ON FEELINGS ABOUT OLD AGE

Write brief answers to the following questions.

1. Name two things that would worry you about growing old.
2. Name two things that you feel would be great about growing old.
3. Name two things that you dislike about old people.
4. Name two things that you like about old people.
5. List the three most common places you would find old people in your community.
6. List the three most common things you would find old people doing.

## HELPING HANDS VISITING JOURNAL

*Please complete this journal after each visit. This will help us to make the Helping Hands program a rewarding experience for both you and our elders.*

Keystoner's Name: \_\_\_\_\_

Older Adult's Name: \_\_\_\_\_

Date of Visit: \_\_\_\_\_

1. At this week's visit, I did the following things: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2. So far, I've visited my older friend \_\_\_\_\_ times.

3. Something I did today that made me feel good was: \_\_\_\_\_  
\_\_\_\_\_

4. Some things that make me feel *comfortable* visiting are:  
\_\_\_\_\_  
\_\_\_\_\_

5. Some of the things that make me feel *uncomfortable* visiting are:  
\_\_\_\_\_  
\_\_\_\_\_

6. Additional Comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

*Please complete this form and return to your coordinator each week. Thanks!*

## HELPING HANDS PROGRAM

### PROJECT DIRECTOR'S MONTHLY REPORT

1. How many Keystoneers are currently participating?
2. How often do they visit the elders?
3. Are these visits in pairs or alone?
4. Are Boys & Girls Club staff with Keystoneers at any point in the visit? If yes, please elaborate.
5. Describe the selection process for elders.
6. Describe the process for matching youth with elders.
7. Describe the kinds of activities Keystoneers do for/with the elders.
8. What kind of supervision do Keystoneers receive?

9. Describe activities for reflection (e.g., journal writing, group meetings, interviews).
  
  
  
  
  
  
  
  
  
  
10. What have the students said they like and dislike about the project?
  
  
  
  
  
  
  
  
  
  
11. In your opinion, to what extent do Keystoneers feel needed and helpful?
  
  
  
  
  
  
  
  
  
  
12. What feedback have you received from elders in the project?
  
  
  
  
  
  
  
  
  
  
13. What kinds of changes, modifications and adaptations (if any) are you implementing in the next month? Over the next six months?
  
  
  
  
  
  
  
  
  
  
14. Additional Comments:

*Thank you very much for taking the time to complete this form.*

## HELPING HANDS EVALUATION

Please complete each question and return this form to your coordinator. Thank you!

1. How long have you been a Helping Hands volunteer?

- \_\_\_\_\_ 1-3 months  
\_\_\_\_\_ 4-6 months  
\_\_\_\_\_ 6 months - 1 year  
\_\_\_\_\_ over 1 year (How long? \_\_\_\_\_)

2. What do you feel were the most important things you gave to the older adult(s) you visited?

a.

---

b.

---

c.

---

3. Did you find that you had anything in common with them?

\_\_\_\_\_ Yes

\_\_\_\_\_ No

If yes, what were some of the things you found you had in common? (Use more space if needed.)

---

---

---

4. On a scale of 1-5 (with 1=lowest and 5=highest), please circle the response which reflects your experience as a Helping Hands volunteer.

felt uncomfortable

1

2

3

felt very comfortable

4

5

did not feel needed

1

2

3

felt needed

4

5

felt close to the older adult(s)

1

2

3

didn't feel very close

4

5

5. Please comment on how the following affected your participation as a Helping Hands volunteer.

a. training -- was it adequate, too short, too long? \_\_\_\_\_

\_\_\_\_\_

b. time commitment -- too much, too little?

\_\_\_\_\_

\_\_\_\_\_

c. types of activities done in the home \_\_\_\_\_

\_\_\_\_\_

d. transportation

\_\_\_\_\_

\_\_\_\_\_

e. guidance and supervision -- did you feel supported by project staff? Did you know where to turn when you had a problem?

\_\_\_\_\_

\_\_\_\_\_

6. What were some of the best things about being a Helping Hands volunteer?

a.

---

b.

---

c.

---

d.

---

7. What could have made the experience better?

a.

---

b.

---

c.

---

d.

---

8. Would you recommend being a Helping Hands volunteer to other Keystoneers?

\_\_\_\_\_ Yes

\_\_\_\_\_ No

9. On a scale of 1-10 (with 1 being lowest and 10 being highest), how would you rate your experience with the Helping Hands program?

Not very good

Great

1    2    3    4    5    6    7    8    9    10

*Thank you for taking time to complete this questionnaire -- your input will be helpful to future volunteers in the Helping Hands program.*

*This poem was written by a 90-year-old woman in a convalescent hospital, and found in her room after she died.*

### A CRABBIT OLD WOMAN

What do you see people, what do you see?  
Are you thinking when you are looking at me  
A crabbit old woman, not very wise  
Uncertain of habit, with far away eyes,  
Who dribbles her food and makes no reply,  
When you say in a loud voice -- "I do wish you'd try."  
Who seems not to notice the things that you do,  
And is forever losing a stocking or shoe.  
Who unresisting or not, lets you do as you will,  
With bathing and feeding, the long day to fill.  
Is that what you are thinking, is that what you see?  
Then open your eyes folks, you're not looking at me.  
I'll tell who I am as I sit here so still  
As I use at your bidding, as I eat at your will.  
I'm a small child of ten with a father and mother.  
Brothers and sister, who love one another,  
A young girl of sixteen with wings on her feet,  
Dreaming that soon now a lover she'll meet.  
A bride soon at twenty -- my heart gives a leap,  
Remembering the vows that I promised to keep,  
At twenty-five now I have young of my own,  
Who need me to build a secure, happy home.  
A woman of thirty, my young now grow fast  
Bound to each other with ties that should last.  
At forty, my young sons have grown and are gone,  
But my man's beside me to see that I don't mourn.  
At fifty once more babies play round my knee,  
Again we know children, loved one and me.  
Dark days are upon me, my husband is dead,  
I look at the future, I shudder with dread,  
For my young are all rearing young of their own,  
And I think of the years and the love that I've known.  
I'm an old woman and nature is cruel.  
"Tis her jest to make old age look like a fool."  
The body it crumbles, grace and vigor depart.  
There is now a stone where I once had a heart.  
But inside this old carcass a young girl still dwells,  
And now and again my battered heart swells,  
I remember the joys, I remember the pain,  
And I'm loving and living life over again,  
I think of the years all too few -- gone too fast,  
And accept the stark fact that nothing can last.

So open your eyes, people, open and see  
Not a crabbit ole woman, look closer -- see Me!

## QUOTES

Do not think that love is being discovered today. It is a gift from our ancestors.  
- *Maori proverb*

A society that cuts off older people from meaningful contact with children is greatly endangered.  
In the presence of grandparent and grandchild past and future merge in the present.  
- *Margaret Mead*

Do not reject us in our old age; do not abandon us when our strength fails us.  
- *Psalm 71:9*

Everybody can be great because everybody can serve.  
- *Martin Luther King*

When grace is joined with wrinkles, it's adorable. There is an unspeakable dawn in a happy old age.  
- *Victor Hugo*

Youth is a gift of nature. Age is a work of art.  
- *Anonymous*

To be old is a wonderful thing when one has not unlearned what it means to begin.  
- *Martin Buber*

Life is lived forward but understood backwards.  
- *Kerkegaard*

How old would you be if you didn't know how old you were?  
- *Satchel Paige*

The best age is the age you are.  
- *Maggie Kuhn*

Never doubt that a small group of thoughtful, committed citizens can change the world; indeed, it is the only thing that ever has.  
- *Margaret Mead*

I hope, believe and dream that service will remain throughout the life of America not a sense of promises, but a series of challenges across all the generations and all walks of life to help us to rebuild our troubled and wonderful land.  
- *President Bill Clinton*