

# **CIVIL MONEY PENALTY (CMP) FUNDED PROJECT**

## **FINAL REPORT**

### **Grantee**

**Good Samaritan Society-Lodi  
700 Clark Street  
Lodi, WI 53555**

### **Project Title**

**Intergenerational Program-Engagement with student**

### **Award Amount**

**\$7,000**

### **Grant Period**

**January 3, 2017-August 31, 2018**

### **Additional Information and Resources**



**Department of Health Services / Division of Quality Assurance  
Quality Assurance and Improvement Committee**

*This project report has been prepared by the author under a research grant from the Department of Health Services (DHS) Quality Assurance and Improvement Committee. The views expressed in the report/training are personal to the author and do not necessarily reflect the view of the Department of Health Services or any of its staff and do not bind the Department in any manner.*

**F-01593 (08/2015)**



# Intergenerational Relationship Building



# Intergenerational Relationship Building

## Nursing Home Grant Project

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# Intergenerational Relationship Building

## Nursing Home Grant Project

### Purpose:

#### **The purpose of this toolkit is to provide the following:**

- Information about implementing an Intergenerational Program.
- Examples of ways that organizations can promote connections within the greater community.
- A resource that can be used to establish relationships with school districts and nursing homes/care communities.
- Guidance for people who desire to begin an intergenerational program, helping them to feel comfortable with the process of bringing children and elders together in an engaging and equally encouraging experience.
- Examples of activities are provided to establish an intergenerational program.
- Guidelines and forms for an intergenerational program that can be reproduced and edited to enable such a program to succeed.

The authors of this manual hope this will be used as a guide, knowing that you will have to alter according to your cultural context and specific application.

This program manual/toolkit was developed to provide similar facilities with recommendations for establishing an intergenerational opportunity for children to engage with residents living at skilled nursing facilities. The intent of this toolkit is to provide guidelines for intergenerational programs that are successful and fulfilling for both children and elders. This manual also provides forms that may be reproduced and edited to enable such a program to succeed.

The authors of this manual hope this will be used as a guide understanding that relationships, environments and dynamics will be different in each setting.



# Intergenerational Relationship Building

## Nursing Home Grant Project

### Executive Summary:

The goal of this project from the beginning was to build relationships between two generations. We hoped the program would stimulate growth in both older adults and young students by sharing memories and stories, finding commonalities during interactions. We found that not only did that happen, but the students naturally attempted adaptations to improve activities. The students gained self-esteem which further inspired them to show compassion and appreciation. The students were empowered with self-expression, creativity and play.

The elders were comfortable joining in; creating a “win-win” program. We also wanted to encourage learning, exploring new ideas and having positive experiences thus building success for all involved. Another goal of this program was to facilitate being a part of the nursing home/ care center community and a connectedness to the greater community. We wanted to provide opportunities to grow relationships, help people feel comfortable and welcome. We also strived to enable them to understand differences and similarities. We wanted to encourage young people to value individuals, of varied ages and abilities.

It was important to build awareness for our care community, keeping the elders engaged and involved, and making people aware that they are still vibrant individuals able to help children of all ages to grow.

In providing intergenerational opportunities it is our hope to dispel perceptions of ageism and empower individuals to pursue the healthcare profession, thus “grow caregivers.”



# Intergenerational Relationship Building

## Nursing Home Grant Project

### Objectives:

- Build relationships
- Building character – developing empathy and compassion
- Increase self- esteem
- Developing a feeling of belonging and ways to connect
- Improve communication between the two generations
- Provide meaningful activities for both generations
- Help others implement a similar program
- Dispel perceptions of ageism
- Empower individuals to pursue the healthcare profession
- Workforce development, ie. growing caregivers
- Provide meaningful, purposeful activities for all
- See this project thrive in our community and share it with others.

*Summary: two different programs, a summer school class and an after school program will be addressed.*





# Intergenerational Relationship Building

## Nursing Home Grant Project

### Program Overview:

#### **Summer School**

In 2010, an idea for a summer school class was proposed to provide an environment where generations could interact and learn from each other. This program would provide meaningful activities, educational opportunities; innovative programming and relationships were developed between generations.

Our intergenerational connections continue to grow as we have been encouraged by students, parents and residents to start after school programming and special events. We hope to continue future intergenerational projects.

Many care centers invite students for seasonal events, music and interactions once a year. This program is unique because it allows the students to choose involvement by signing up for this opportunity. They express the desire to make a commitment to come and participate in different activities each day. Residents and students are given the freedom to adapt and be spontaneous during their time together. They have the opportunity to share knowledge, craft ideas and personal items, memories, hobbies and form lasting relationships.

#### **After School Program**

This intergenerational project was developed in 2011 and continues to grow and expand (at the time the manual was written.)

Currently, there are two groups of students coming into the nursing home after school. The first group is elementary students coming the first and third Thursdays of the month. An average of 20 students signed up for the program. We felt it was best to split the class into two groups to ensure a positive experience for students and elders.

Middle school students visit every other Monday after school. There were 30 students interested in the program. We decided to limit the number of students participating to 10 per session. Two separate age groups of approximately 10 students and 10 residents meet for 45 – 60 minutes every other week. Activities are led by a certified teacher and activity director. The middle school group was titled Middle School Friends.

Powerful, lasting connections are made through meeting on a regular basis. Lasting relationships and memories are formed that have positive, life changing effects on all involved.

Planning the daily program for the Summer School and After School groups is a team effort. The residents help to guide and offer ideas and suggestions during planning. The activity director is aware of the resident interests and abilities and the activities are geared for success for both populations.

Examples of ways to bring generations together:

- Make welcome back to school book marks or greeting cards to send to the school.
- Adopt a classroom
  - Get together once a month for an intergenerational activity
- Book Walk down the hallway\*
- Tour the facility, Halloween Open House\*
- Easter Egg Hunt
- Invite student and elders to display art projects for an Art Show
- Collaborate on an art project
- Bingo
- Have a singalong\*
- Send event flyers to include the school for any possible opportunity to bring families into the facility
- Readers Theater\*
- Talent Show\*
- Play Practice\*
- Piano Recitals\*

Your center provides an instant audience for children. As the saying goes....“It takes a village to raise a child.” A nursing home should be a part of that village. Our elders are still very capable, vibrant and engaged members of society.

Be willing to make connections with the school by talking with the building principal. Invite teachers and their classes to come for a visit, ask them to share lessons learned. Host an event, invite them to a sing-a-long, find common interests so that they are able to easily adjust to new situations and become comfortable.

Bridge the gap between generations. Start out with simple word games like finish the phrase or name five animals beginning with the letter "S". By starting out with these simple games everyone becomes more at ease, with time allowed to reflect and reminisce.

Community connections begin with inviting the students to come in, forming annual events. For example, each year the 2nd grade classes come over for a costume parade which has become an annual tradition and an easy way to acclimate students, get them excited about joining groups and expand opportunities. Classes come over to practice skits, reader's theater, group reading, and plays. Open up your facility to be an audience for a Read In, Poetry Slam, practice instruments, practice songs and piano recitals.

If the children are comfortable coming into the care center, their parents will feel it too. Be open to opportunities such as collaborative art projects, practice for concerts, and rehearsal for forensics.

What the care center offers is "instant audience". Parents are invited if they are able to attend, thus giving them an opportunity to be introduced to the nursing home setting. Just having the parents come into the facility to pick up their children from the after school program is a great way to familiarize them and an opportunity to get comfortable. In today's world it is not always possible for parents to leave jobs to attend performances. In this community approximately 65% of the workforce, leave the community to work in the nearby city. Nursing homes or community care centers are the perfect audience. Advertise your center to be a venue to listen to children read and share projects. Any type of sharing or listening to children read is beneficial to both generations.

There are many opportunities to reach out and provide listening ears and caring hearts. Children love to be listened to. By providing reading buddies, pen pal letters and engagement you are helping to meet a need in your community. Children love the chance to show off what they know or share a skill on their iPad, or opportunities to just be present. Collaboration between these generations is a win, win for all.

In today's world we are constantly plugged in and busy, making it difficult to just be present.

There is vibrancy in the room when these two generations come together, a feeling of hope and promise for the future. It is hard to explain how the students respond when they are here. Both the elders and the children think they are just here helping, but actually they are gaining confidence, self-esteem, communication skills, and etiquette. Children often bring in items to show the residents their hobbies and

interests; examples such as, small items, handmade cards, project books and games. Each generation believes that they are helping the other. This occurs as we stand on the sidelines amazed as relationships are developed and connections are formed. As program leaders, we feel blessed to be a part of it.

Another benefit to providing this opportunity is it gives children the chance to explore the many career options related to caring.

Programs such as these give children an opportunity to give back. The children learn two vital life lessons; they are valued and they learn what it means to be a volunteer. When children are given opportunities to share, bonds are formed thus creating connections, a symbiotic process.

Because of these intergenerational connections we find that students want to sign up multiple times and in addition they often become regular junior volunteers. Both children and elders make choices regarding their involvement in the class.

## **Program Leaders**

### **Leaders must be:**

- Innovative
- Creative thinker
- Able to adapt activities
- Able to step back when necessary
- Allow for spontaneity for both populations
- Resourceful
- Display positive attitude
- Empower others
- Be prepared but be flexible to know when to step back
- Know how to give and receive praise
- Have a sense of humor
- Trustworthy
- Visionary

In summary, leaders must have the commitment and the passion to carrying out the program on a regular basis throughout the year. Be open to the needs of the students and elders and flexible enough to incorporate their creative ideas and projects into the program, thus allowing both generations to have a voice. A good program leader is a guide. Be flexible and able to step back and watch the program take flight. Have the vision to see both generations thrive, by providing opportunities for connections. Be the starter, get them comfortable, empowering them to take the lead.



# Intergenerational Relationship Building

## Nursing Home Grant Project

### Promoting the Program

#### **Promoting the Program within the Care Center:**

- Education other staff members – make nurses and nursing assistants more aware of the benefits of the program.
- Share successes at morning meeting.
- Get others invested into the program by finding out their interests.
- Administrator needs to be aware and be supportive of the program.
- Newspaper articles, presentations, article in the newsletter.

#### **Ways to reach out to other organizations and schools**

##### **Make introductions at all opportunities, share your story**

- Reach out to schools, churches, youth groups, scouts, Sunday schools. There are many different avenues, possibilities and ways to bring children into your care center. The key to a successful intergenerational program is making connections, and allowing kids and elders to come together on a

regular basis. Emphasize that the program can be inexpensive to develop (the program does not require a lot of resources) the main expense was the transportation of students from the school to the care center.





# Intergenerational Relationship Building

## Nursing Home Grant Project

### Getting Started:

The school district summer school course booklet sent out electronically. Parents are able to access the Summer School Course descriptions and can sign up students in March or April prior to the end of the school year. Personal contacts can be made to students during the school year to encourage participation. Flyers or posters can be put up to encourage participation. Pictures can be posted on the school website or Facebook page. An article can be written for the local newspaper.

### Information included in summer school flyer:

- The age level of the students - students finishing 2nd grade – 8th grades.
- The Summer School Program runs for 2 or 3 week sessions (2 hour class)
- the school district determines the length of the summer school program.
- The school district charges a small fee for each class.

Parents fill out the paperwork. Information is given for allergies, special needs or diet restrictions, and parents sign permission slips.

### Forms Needed:

- Samples of permission slips and special needs
- Students photo release signed as part of the registration for school
- Care center procedure for photo release for each social media opportunity

Class Description for Summer School Program: (see Addendum)





# Intergenerational Relationship Building

## Nursing Home Grant Project

### Orientation of Students:

#### **Student Orientation in the Classroom prior to being bussed to the care center:**

##### Classroom Orientation:

Student met at the school to discuss various subjects.

Students have an opportunity to raise concerns.

The teacher checks in on student's comfort level, prior to going over to the nursing home.

Students are given an opportunity to share ideas for projects and choices about types of involvement.

Snacks were offered prior to getting on the bus.

- **Education topics:**

- Brain health

- What is dementia?

- What is Alzheimer's?

1. Communicate skills

- Speaking clearly

- Low and Slow

- Finding the ability to be understood

- **Discussion topics:**

- Reasons for signing up

- How do you feel about this class?

- What are your thoughts about the activity?

- Do you have any ideas for projects?

- Do you have any concerns?

- How is your comfort level?

If concerns, have group discuss:

- What are your hopes and expectations for this class?

- How are things going for you?

- Do you feel comfortable in the care setting?

- What went well?

- Do you have any thoughts of way we could do better?

- In what ways have you changed because of this class?

- Teambuilding activities and get to know you games
- Building trust and confidence and listening to their concerns
- Fill out a one page profile
  - Who am I? What are my interests?
  - What do others value in me?
  - What do you need to be supported?
- Concerns:
  - Example 1- The loss of a well- loved resident. Discussion about the grieving process and how each person handles a real life issue.
  - Example 2- Residents exhibiting anxiety, distress, witnessed by the students. Lead by example, the leader goes over to hold a resident hand, sit next to them and calms them, bring peace to that resident. Reassure



them. The leaders model appropriate behavior in handling anxiety and frustration.

Example 3 - A resident repeating themselves, “I have to go to the bathroom, I have to go to the bathroom.”

Both leaders work to establish open communication and allowing students to ask questions or express concerns. Model acceptance, acknowledge and move on.

### **Keeping the discussion going with the students:**

Students arrived 20 minutes before bus transport to the care center. The students participated in discussions about varies topics, including:

- Why did you sign up for this class? What are your hopes?
- Do you feel comfortable interacting with elders?
- How do you think the activities went yesterday?
- Do you have ideas for future activities?
- Is there something you would like to share?

## **On site Orientation in the Care Center:**

Simplified version of the volunteer orientation

- Confidentiality, HIPPA
- Abuse and Neglect and what to watch for
- Disaster Plan
- Infection Control
- Communication Skills, handling confrontations
- Physical limitations
- General wheel chair mechanics, foot pedals on when moving
- Facility tour (notify staff members for greetings and Introductions)
- Education about disabilities, hearing loss, low vision, dementia
- Brain Health Curriculum is shared during classroom time to help students understand about dementia prior to being bussed to the care center. Basic information about dementia is shared along with dealing with disabilities and deficits. Online Resources for Brain Health is available on [www.dpi.wi.gov](http://www.dpi.wi.gov)

Checking to be sure everyone is feeling comfortable, if they had any questions or concerns. Having a snack time also helps to calm and comfort.

## **Orientation of Older Adults:**

- The residents are all introduced to the idea of Summer School class at the Resident Group Discussion (Resident Council)
- The general program is explained and discussed.
- The topic area being covered the day of class is posted on the daily board.
- Residents have the choice to participate in the program on a daily basis.
- Some elders may attend every class just wanting to be with the students, others select days dependent on their interests.



# Intergenerational Relationship Building

## Nursing Home Grant Project

### Opportunities and Challenges

#### **Program Opportunities :**

- Achieving and maintaining positive mental health
- Enabling people to realize their own abilities through participation
- Providing a purpose in life
- Foster a sense of belonging and support

#### **Program Challenges :**

- Elders unable to participate due to scheduling of therapies, appointments, and personal cares
- Need to be flexible with shared spaces in the care center
- Some students may not be able to participate due to a 2 hour timeframe
- Getting the students out on time was a challenge. Having to leave on time, getting the students out to the bus on time since the students did not want to leave. Most of the students thought that the time went by too quickly.





# Intergenerational Relationship Building

## Nursing Home Grant Project

### Descriptions of Program Activities and Ideas:

- **Movement**– balloon volleyball, noodle ball, bowling, Velcro target ball, kickball
- **Ice Breaker Ideas**–“Getting to Know You” or “All About Me”
- **Outdoor games**– squirt guns, water balloons, horseshoes, dice, beanbag toss, bubble wands, fishing game
- **Fun and games**– Snowball fight, table games, puzzles
- **Word games**– have you ever, penny ante, Scattergories, Name 5, Spelling Bees
- **Creative Writing**– poems, *TimeSlips*®, Book Walk
- **Art**– painting, decorated boxes, drawing, posters, hand print, portraits, snowflakes, winter scenes, watercolor, prints
- **Baking**– Mystery cookies
- **Creative Play/ Drama**– dress up, reader’s theater, stand-up comedy
- **Bingo**
- **Music**– singalongs, kitchen band instruments, talent show, Harp Music, campfire songs
- **History**– volunteer from the historical society came dressed up to talk about long ago
- **Technology**– ipads demonstrations, Wii games
- **Parties**– birthday, holiday party, end of class celebration
- **Gardening**– group projects

**For descriptions see Addendum: Program Ideas**

**Program Set-Up:** Materials, equipment, location, implementation

### **Resources and Supplies**

The care center had most of the supplies needed to carry out the activities. Very little was purchased. Many items were donated. The care center was well equipped with materials and supplies. Many of the items used for the classes were part of the care center resources.

(a separate page to use as a template for activity planning , see Addendum)

### **Program Ideas**

Program Title:

Description:

Purpose:

Supplies/Equipment:





# Intergenerational Relationship Building

## Nursing Home Grant Project

### Discoveries:

We discovered that it helped to have students escort the resident down to the event. In this way, it helped as students introduced themselves and invited the resident to the daily activity. Each generation thought they were helping the other. We watched both students and elders took ownership of the activity and we saw that we could step back and watch.

Students who previously participated in the summer school program became leaders and volunteer at different times.

We have a resident that volunteers in an elementary class listening to second graders read.

The students are introduced to different careers in the healthcare field. Examples: Physical Therapists, Administrator, Life Enrichment Coordinator, Nursing, Nutrition and Food Services.

At the end of the summer school session, the students are encouraged to use a microphone and tell what the class meant to them, what they learned, and how they benefited. This exercise was extremely successful. This was done extemporaneously. However, it can be asked of them ahead of time, so they can be more prepared to speak.

Students are given opportunities to expand their world beyond themselves and an insight into a past generation of people. They learned that even though there are years between them, there are more similarities than differences.

It was noted that students with behavioral challenges and difficulties with communication skills and relationship building showed improvement at the end of the program.

Some students made a commitment to join as regular volunteers at the center or agreed to come when needed for special programming such as bowling and bingo.

Students are not able to spend time with their grandparents on a regular basis, or may not have grandparents living close. By providing the opportunity to join in this program, they learn and grow in relationships. Students have signed up because they miss that contact with the older generation.

We planned activities that we knew would be successful for both populations, but we did not realize the positive and powerful impact that it would have on both generations. The connections made were powerful.

Students were introduced to the game or activity. Once in motion we were able to step back and watch the magic. We saw relationships build, memories form. We have found that this program influences the course of events in a student's life and at the heart of it all is relationships.

## **Evaluate the Program:**

### **Here are some ways that we have evaluated this program:**

- Interviewed students and made video recordings of the residents, students and nursing staff asking them questions about the impact the program had on them.
- Opportunity to speak publicly at the care center by handing them a microphone to share thoughts about the program.

### **Parent feedback:**

- Cover letter to go with the evaluation to explain: (see Addendum)  
Additional ways of evaluation:
- Get testimonials- Guidance Counselor, Parents, Residents, students, care staff, resident family members, volunteers

Measurement of outcomes of the program was discovered using surveys and daily observation of participants and positive interactions. In the past eight years, we realized that all interactions were positive, we saw no negative interaction between students and elders.

We found the elders who were reluctant to participate in activities responded much easier with students involved. There was a marked increase in alertness and communication with lower functioning elders. The residents were always engaged and involved when with the students. They expressed joy after each event.

The student surveys and video -taped interviews showed a high percentage of positive response. They each expressed how much they enjoyed and benefited for their time with the elders during the program. They shared about improved self-esteem, increased respect for differences and disabilities. They talked about improved awareness, compassion and learning to be patient.

We know that this program is successful based on all of the positive written feedback from surveys and interviews. We struggle with attempts to provide measurable data.

We struggled to find ways to adequately measure the interactions and to track them as we were both involved with the activities. We noticed all the positive engagement but due to time constraints and coordinating we were unable to mark each positive response. It would be ideal to measure laughter, each smile, each time an elder does something they don't normally do, each time they move toward making a connection.

The participants were questioned using surveys and the results can be found in the Addendum.

## Measurable Outcome

Conclusion from the IG Surveys:

Results from the Staff:

It was asked, has participation in the program positively affected the resident's mood and 66% of the respondents strongly agreed. The average score out of a possible 10 was an 8.75. We consider that a favorable response. Staff members recognize an increase in resident mood after residents participated in the program.

For the question, how would you rate the residents' engagement, participation in the program? The average response rate was 7.75 out of a possible 10 points. This may be due to staff members transporting a resident to the event and having to leave, not seeing the engagement.

The third question asked, have you noticed changes in behavior due to participation in the program? This scored a 7.58. Again the response may be due to their workload and the same care partner may not be transporting that resident.

Question 4 was, how likely would it be that you would encourage others to participate? The response was at a 9.83. This would indicate that the staff members see value in the program.

Do you feel communication and social skills were improved? This question had an average score of 7.75

Perhaps this question was too vague. With the next survey we may ask specific questions regarding their communication and social connectedness.

Have you noticed a more positive outlook, more smiles? The response from this question averaged a score of 9.16 which is reassuring that the program is making a difference to each resident and the staff members are seeing the positive attitudes of the residents.

#### Results from the Residents Surveyed:

8.83 was our average score from the residents surveyed. The residents that responded to the survey did not necessarily participate in the intergenerational programming on a regular basis. They do have a choice and are aware of the opportunities. They choose to participate on any given day and it may be dependent on the program being offered. Other factors were appointments, cares, hair appointments, doctor visits, therapies and health concerns.

#### Results from Volunteers and Family members:

The volunteers and family members scored our program at 9.46 with a possible 10 points. From the volunteer and family perspective they rate the program to be very favorable. They notice positive changes in mood and overall attitude of their family member or friend.

#### Parents and Teachers:

9.7 out of a possible 10 points is a very favorable score. It is obvious to us that parents and teachers really like the program. When asked, how impactful was this class for your students, the responses were the best possible score. How would you rate student engagement in this program received a score of 9.25. The next question was, How likely would it be that you would recommend or encourage a student for this class. This was scored 100%. Did the students show gains in the area of communication and social skills? The response was 97% favorable. The last question asked, have you noticed signs of growth and positive changes in the student's behavior and the response was 95% favorable.

#### Our Conclusion:

We have seen students repeatedly signing up for this class each summer if they are benefiting and enjoying their time here. There are other students signing up to explore opportunities and they may not have the opportunity to sign up again. Students have many options of extra activities offered throughout the school year. Several students come back and help with other activities and are considered a junior volunteer program.

Reading the positive responses from the student surveys proves that the class has had *a positive impact and the experience was life changing for each student.*



# Intergenerational Relationship Building

## Nursing Home Grant Project

### Addendums:

**Questionnaire** – on a scale of 1 – 10 (10 being the best, one being the worst)

**Parents and/or Teachers:**

- What signs of growth in the students have you noticed?
- How impactful do you consider this class?
- How would you rate the students engagement in participation in the program?
- How likely would it be that you would recommend or encourage a student for this class?
- Have you seen signs of growth among student taking the class?
- Do you feel communication and social skills were improved?
- Have you noticed positive changes in the student's behavior?

**Student:**

- What has this program meant to you?
- What was the most important lesson you have learned?
- How as this class impacted your life?
- How has this program been a positive experience for you?
- What is the most important lesson learned?
- How have you changed because of this program?
- How likely is it that you would recommend this program to a friend?
- Do you feel that you have improved communication and social skills?
- Do you feel you are a more compassionate and understanding person?
- Overall, how satisfied are you with your involvement in the summer school program?

Which of the following words would you use to describe this program?

How well did our class meet your needs?

(Extremely well, Very well, somewhat well, not so well, not at all well.)

## Examples of questions to ask for survey:

### Students:

- What has this summer school class meant to you?
- What was the most important lesson you learned?
- How has this class impacted your life?
- How have you change because of this class?
- How likely is it that you would recommend this class to a friend?
- Do you feel you have improved your social skills?
- Do you feel that you are a more compassionate and understanding person?
- On a scale 1-10, how satisfied are you with your involvement in the summer school class?
- How well did our class meet your needs?  
(extremely well, very well, somewhat well, not so well, not well at all.)

### Parents:

- What changes have you notice since your child has been involved in this class?
- How likely would it be that you would recommend this class to others?



## Description of Class/Title

**Class Name: Good Sam Visits Cost: \$5**

*Class will go to the Good Samaritan Center. Students and residents will play games, participate in craft making, spelling and baking activities. Students will get to learn and share things with the residents. This class will be offered in both sessions. Please feel free to sign up for both sessions if you would like or you have the option to take just 1 session as well. This class includes bus transportation to Good Samaritan Center.*

**Good Sam Visits**

(Grade 3-8) Class 201640 Cost: \$10.00 9:00-11:00am

*Class will go to the Good Samaritan Center. Students and resident will play games, participate in craft making, spelling and baking activities. Student will get to learn and share things with the residents. This class will be offered in both sessions. Please feel free to sign up for both sessions if you would like or you have the option to take just 1 session as well. Student will be bused from the High School to the Good Samaritan Center and will return to the High School after class.*

## Program Ideas

**Program Title: Movement – Balloon Volleyball**

**Description:** Active game with two teams using a lower net and an over-sized balloon blown up so that it floats easily. All participants are sitting, alternating students and elders. one student on either side standing in the back to retrieve the loose balls. The object is to keep the ball in the air allowing everyone to take turns.

**Purpose:** To promote group bonding, social interactions, eye-hand coordination, acceptance of different abilities, play and have fun.

**Supplies/Equipment:** low net, oversized balloon, enough chairs for everyone to sit

Background music is optional – polka is popular.

**Program Title: Drama – Creative Play**

**Examples:** Reader's Theater, Stand Up Comedy – Joke telling, Theater Roll playing – dress up and act out a character,  
**Supplies and Equipment:** Costumes, hats, props

**Description:** Students dress up and are handed a microphone and they have to tell who they are and about their character.

## **Program Title: Movement – Bowling**

**Description:** Active game, place the ramp at good distance in front bowling pins, geared for success. Assist the bowler with positioning behind the bowling ramp, students hand them the ball and help place and remove pins. One student records the score (optional)

**Purpose:** To promote group bonding, social interactions, eye-hand coordination, and acceptance of different abilities. provides opportunities for students to be helpful, gives them a chance to adjust angles of the ramp, set up the pins, return the ball and cheer on the player and assist with bowl placement. Build confidence and have fun.

**Supplies/Equipment:** bowling set, 10 pins full size, hollow rubber bowling ball, back stop, aluminum bowling ramp, and a score sheet or grid drawn on a white board. \*\*Background music is optional

### **Variations -**

Horseshoe game, bean bag toss, and target toss, corn hole toss game, basketball toss, ladder toss game

## **Program Title: Movement – Noodle Ball**

**Description:** Water noodles, 4 foot length, light weight, use 10” diameter balloons. Form a circle of chairs and or wheel chairs

**Purpose:** To promote group bonding, social interactions, eye-hand coordination, and acceptance of different abilities. Provides opportunities for students to be helpful. Monitor to insure that everyone is feeling comfortable, safe, and having fun.

**Supplies/Equipment:** water noodles, balloons, students and elders sitting in a circle.



### **Program Title: Movement – Kickball**

**Description:** Form a circle of chairs, wheel chairs and regular chairs, so that the ball does not escape, using a beach ball, medium sized. The object is to keep the ball moving and use your legs.

**Purpose:** To promote group bonding, social interactions, eye-foot coordination. Simple fun, easy motion. Monitor to insure that everyone is feeling comfortable, safe, and having fun.

**Supplies/Equipment:** a beach ball 24”- 30” diameter.

### **Program Title: Movement – Target Toss**

**Description:** Throwing tennis like balls at a nylon hook and loop inflatable target. It is portable in that the students belted it onto themselves so that they could go directly to the residents for fun and easy scorekeeping.

**Purpose:** Provide another option for students and elders to have fun. Eye hand coordination. Simple fun, portable and easy motion and scorekeeping.

**Supplies/Equipment:** Nylon hook and loop inflatable target, tennis balls.

Alternative to darts.

### **Program Title: Outdoor Games – Ring Toss**

**Description:** Using an upright five peg ring toss with score numbers. This game can be used indoors or outdoors. Set up with one or two residents at a time, place close enough to succeed, students assist to hand the rings back. Adjust as needed dependent on abilities.

**Purpose:** Provide interaction between the generations, handing the ring, offering encouragement, allowing for easy interactions. Goal oriented, movement and coordination.

**Supplies/Equipment:** Ring Toss and four rings

Adapt as needed for each person.

### **Program Title: Outdoor Games – Bean Bag Toss**

**Description:** Using a target with different size holes. This game is an eye hand coordination game, used indoors or outdoors. Set up with one or two residents at a time, place close enough to succeed, students assist to hand the bean bags back. Offer encouragement, larger targets make success easier. Adjust as needed dependent on abilities.

**Purpose:** Provide interaction between the generations, handing back bean bags, improves range of motion, promotes interaction, cooperation.

**Supplies/Equipment:** Inflatable target, or wooden target, bean bags, variety of sizes can be used.

Adapt as needed for each person.

### **Program Title: Outdoor Games – Horseshoes**

**Description:** Using two single upright pegs or stacks. This game can be used indoors or outdoors. Set up with one or two residents at a time, place close enough to succeed, students assist to hand the horseshoes back. Adjust as needed dependent on abilities.

**Purpose:** Provide interaction between the generations, handing the horseshoes, offering encouragement, allowing for easy interactions. Goal oriented, movement and coordination.

**Supplies/Equipment:** Foam or Rubber coated horseshoes

Adapt as needed for each person.

### **Program Title: Outdoor Games – Bubbles**

**Description:** Provide students and residents with different sized wands, encourage conversation, have fun.

**Purpose:** Provide interaction between the generations, it illicitates response, encouragement, allowing for easy interactions. Goal is movement and have fun.

**Supplies/Equipment:** bubble soap and a variety of different sized wands. Soap trays, music could be used, the sounds of the outdoors is really all you need, laughter, calming

## **Program Title: Outdoor Games - Squirt Gun Game**

**Description:** Cans fly off the railing when hit by the water from the squirt gun.

**Purpose:** Maintain hand eye coordination, students retrieve the cans and fill the squirt guns, residents practice their aim and sometimes find other targets, like the students, all in fun.

**Supplies/Equipment:** Squirt guns, plenty of water, empty pop cans

## **Program Ideas – Mind Fitness – Word Games**

**Description:** all of the word games are done in a large intergenerational group and they are done verbally using a white board or large note pad. Students can take turns leading and writing on the board after the game is established.

## **Program Title: Mind Fitness – “Have you Ever...?”**

*adapted from the Penny Ante game*

**Description:** Provides intergenerational opportunities to engage in conversation, questions can be answered with yes or no, or can stimulate reminiscing, laughter and lighthearted fun. We do not use the pennies or chips because it is not about collecting coins. This activity makes a good ice breaker. Participants of both generations sit in a circle without a table.

### **Examples of adaptations for this game are:**

Have you ever ridden a horse, have you ever been out of this state, have you ever slept under the stars?, ridden an elephant?, acted in a play?

**Purpose:** A good “get to know you game”, encourages conversation, empower both generations to share about themselves.

**Supplies/Equipment:** question cards, could use the actual penny ante game cards, adapted.



## **Program Title: Mind Fitness – Word Game – Name Five**

**Description:** Ask easy questions, can you name 5, using the game cards only, start with the theme, example: (seasons, holidays, a popular community event) can you name 5 things starting with a P that you would associate with the fair.

Name 5 different kinds of ice cream, name 5 tools you might use in the kitchen to bake bread, Name 5 different school supplies, Name 5 animals you might find on the farm, Seasonal, or associated with your community, specific questions.

**Purpose:** This game draws participant together, great thinking activity, stimulates verbal skills, conversation, connecting thoughts to the community, not competitive, encourage team building, a social event.

**Supplies/Equipment:** a surface to write on, a white board, markers.

( Adapting to make it fit our community and population)

**Similar word games:** (Scattergories can also be adapted using the white board and simple categories, example: list foods beginning with M.)

## **Program Title: Mind Fitness – Spelling Bees**

**Description:** Come up with a list of word that would not be too difficult for both populations, participants take turns, allow for some reminiscing, it prompted some discussion regarding how popular spelling bees were years ago. Sparks conversations about how kids learned long ago. Challenge recall and encourage conversations.

## **Program Ideas: Art – Drawing**

**Description:** Large enough table for everyone to sit around, elders and students sat together, pencils and regular paper, set potted plants or an object to draw out on the table. Ask them to draw what they see. Every attempt is a success. Everyone has ability to put pencil to paper.

**Purpose:** All around the table there was conversation, laughter.

## **Program Title: Art – Painting**

**Description:** hand prints, potato prints, watercolors, theme pictures: hope, compassion, portraits, marble painting, ink blowing

**Purpose:** Creativity Engagement

**Supplies/Equipment:** paints, brushes of various size and shape dependent on projects

**Examples of Art Projects:** Decorated small boxes, painting, drawing, posters, hand prints, potato prints, winter scenes, watercolor leaves, birds.

Magazines for inspiration – collages, come up with a caption or title.

## **Program Title: Technology Day**

**Preparing:** Students are asked beforehand if they would bring in their tablets, ipads, and smart phones.

**Description:** Students teach elders how to play easy educational games on the ipad or how to play games on the Wii Sport, Wii Fun and Wii Music system. Cell phones

**Purpose:** Cognitive stimulation, playing together, engaged in close proximity.

**Supplies/Equipment:** ipad, smart phone, wii games

## **Program Title: Music –**

**Ideas:** Sing- a- long, Kitchen Band, Harp, Campfire Songs, Talent Show, Drumming Circle, Name That Tune, Chime Choir, Karaoke Singing

**Description:** Invite a musician or group to join

## **Program Title: Celebrations**

**Description:** End of Class Party, Bingo Party, Birthday Party

## **Program Title: Baking**

Mystery Cookies, Cupcakes baking

**Description:** Share ingredients; make certain each member had a job to do. 3 different recipes, 3 different groups of elders and students share in the tasks, with step by step instructions, and the bakers had to decide the kind of cookies they are putting together to bake. It is fun putting the cookies together and tasting the treats at the end.



## Good Sam Visits Intergenerational Program Survey

We are in the process of creating a program manual to provide other nursing homes and school districts with the ideas to start an intergenerational after school project for students to engage with residents.

We need your help in providing feedback about the program your student(s) experienced in the past.

Your responses will help us plan for future events.

Thank you for your time.

Please take a few minutes to respond to the following survey:

Questionnaire – on a scale of 1 – 10 (10 being the best, 1 being the worst)

Parents and/or Teachers:

\_\_\_\_\_1. How impactful was this class for your student?

\_\_\_\_\_2. How would you rate student engagement/participation in the program?

\_\_\_\_\_3. How likely would it be that you would recommend or encourage a student for this class?

\_\_\_\_\_4. Do you feel communication and social skills were improved?

\_\_\_\_\_5. Have you noticed signs of growth and positive changes in the student's behavior?

Please share any feedback:

## Good Sam Visits Intergenerational Program Survey

Resident Families, Volunteers, Good Sam Employees and Aegis Therapy:

We are in the process of creating a program manual to provide other nursing homes and school districts with the ideas to start an intergenerational after school project for students to engage with residents. We need your help in providing feedback about the program the student(s) experienced in the past. Your responses will help us plan for future events.

Please return the survey to Patty's mail box by June 30, 2017 Thank you for your time.

Take a few minutes to respond to the following survey questions:

On a scale of **1 – 10 (10 being the best)**

Has the program had a favorable effect on the resident's mood, behavior, affect, anxiety and energy level?

\_\_\_\_\_ 1. Has participation in the program positively affected the resident's mood?

\_\_\_\_\_ 2. How would you rate residents' engagement/participation in the program?

\_\_\_\_\_ 3. Have you noticed changes in behavior due to participation in the program?

\_\_\_\_\_ 4. How likely would it be that you would encourage others to participate?

\_\_\_\_\_ 5. Do you feel communication and social skills were improved?

\_\_\_\_\_ 6. Have you noticed a more positive outlook, more smiles?

Please share any feedback:

## Narrative Responses from the Surveys:

### **Resident response:**

“ I noticed that those less fortunate than me were included in the activities, the interactions with the school children is very nice. Good Sam is doing an excellent job for me and others.”

### **Resident Family members:**

“My wife, stricken with MS and Depression became vastly improved with participation in the program, with a very young student; she looked forward to timely visits especially game times, as Bingo. Working with the program made her help feel better. They quickly bonded.”

### **Staff member Feedback:**

Has the program had a favorable effect on the resident’s mood, behavior and affect, anxiety and energy level? “Yes, for those who are more alert about things, who enjoy being in conversations.”

*How would you rate engagement: short term residents not interested due to therapy, long term don’t always get there due to cares?*

“Keep up the great work.”

*Have you notice changes in behavior due to participation in the program?*

“Some really enjoy, others need more help in generating conversations.”

*Do you feel communication and social skills were improved?*

“Those who are alert, feel good, someone is spending time with them.”

“CNAs could be more involved. Talk to the resident about it and encourage feedback from them.”

“I think middle schoolers need help in starting discussion, even in crafts they don’t seem to talk with residents or include them in conversations. “

“It is a very good program all around to have the interaction between young and old.”

### **Next:**

“This program is great for all involved; residents, kids, staff, etc. please let me know if I can help. You already left an amazing mark or impact of Lodi GSS. To spread this throughout Wisconsin is a great dream, let’s make it a reality.”

*Has the program had a favorable effect on the resident’s mood, behavior and affect, anxiety and energy level?*

“This program has been very rewarding for all involved to see the interaction between both parties is amazing. I feel it breaks down a stigmatism. Having a positive experience here will impact them the rest of their life. Allowing the interaction with youth is an amazing gift. As these students get older, they will feel comfortable being around the older residents and it will be a great pool of resources to offer jobs too. I also feel that anyone going into the medical field can benefit from this; they can become a CNA and would then be familiar with our building and the residents making this a great place for a first job.”

*How would you rate resident's engagement/participation in the program?*

"Dependent on resident, wish more residents would be involved, the ones who generally don't participate in activities due to their preference. "

"Keep up the great work!"

"I think it is wonderful for not only the residents but the school aged children, our future caregivers."

### **Responses from the Parents and Teachers - School:**

"I think this class is the way we introduce students to being future caregivers."

"I witnessed students engaging with residents, and both were delighted, these students bring great joy to the residents."

"I appreciate all of the hard work and effort, both of you has put into this unique program, please keep up the great work."

### **Responses from Students:**

*What has this class meant to you?*

"I got to meet a lot of new people and made some new friends."

"I love going to the nursing home."

"It made me want to be more helpful."

"I learned don't judge by looks."

"Friendship and being a part of the community is important."

"I know how to control a wheel chair."

"I can talk to older people better now."

"I think this class made me come out of my shell and talk more."

"Being helpful always feels right."

"I am being helpful and that makes me feel good inside."

"I learned to listen carefully."

"It gave me another option for a career."

"I have had more fun than anything else."

"It means getting out of the house and having fun."

*What was the most important thing you learned?*

"I learned to respect older people."

"Being helpful always feels right."

*How has this class impacted your life?*

"It showed me all the things I could do with my life."

*Do you feel you have improved your social skills?*

"I improved because you have to learn how to be patient with older people."

### **Responses from the Volunteers:**

“The resident faces light up immediately when the children enter the room. They engage more, they are more positive, it is a beautiful sight to behold!...When these two generations come together!”

“The more intergenerational programming, including with infants, - the better! It is good for everyone involved, thank you Activities, for all that you do to make life good for residents, families, staff, and volunteers at Good Sam, and they are in the Lodi community!”

“I am also certain that interaction between residents and younger folks is a positive, re-generative activity.”

### **Conclusion from the IG Surveys:**

#### **Results from the Staff:**

It was asked, has participation in the program positively affected the resident’s mood and 66% of the respondents strongly agreed. The average score out of a possible 10 was an 8.75. We consider that a favorable response. Staff member recognize an increase in resident mood after residents participated in the program.

For the question, how would you rate the residents’ engagement, participation in the program? The average response rate was 7.75 out of a possible 10 points. This may be due to staff members transporting a resident to the event and having to leave, not seeing the engagement.

The third question asked, have you noticed changes in behavior due to participation in the program? This scored a 7.58. Again the response may be due to their workload and the same care partner may not be transporting that resident.

Question 4 was, how likely would it be that you would encourage others to participate? The response was at a 9.83. This would indicate that the staff members see value in the program.

Do you feel communication and social skills were improved? This question had an average score of 7.75

Perhaps this question was too vague. With the next survey we may ask specific questions regarding their communication and social connectedness.

Have you noticed a more positive outlook, more smiles? The response from this question averaged a score of 9.16 which is reassuring that the program is making a difference to each resident and the staff members are seeing the positive attitudes of the residents.

### **Results from the Residents Surveyed:**

8.83 was our average score from the residents surveyed. The residents that responded to the survey did not necessarily participate in the intergenerational programming on a regular basis. They do have a choice and are aware of the opportunities. They choose to participate on any given day and it may be dependent on the program being offered. Other factors were appointments, cares, hair appointments, doctor visits, therapies and health concerns.

### **Results from Volunteers and Family members:**

The volunteers and family members scored our program at 9.46 with a possible 10 points. From the volunteer and family perspective they rate the program to be very favorable. They notice positive changes in mood and overall attitude of their family member or friend.

### **Parents and Teachers:**

9.7 out of a possible 10 points is a very favorable score. It is obvious to us that parents and teachers really like the program. When asked, how impactful was this class for your students, the responses were the best possible score. How would you rate student engagement in this program received a score of 9.25. The next question was, How likely would it be that you would recommend or encourage a student for this class. This was scored 100%. Did the students show gains in the area of communication and social skills? The response was 97% favorable. The last question asked, have you noticed signs of growth and positive changes in the student's behavior and the response was 95% favorable.

### **Our Conclusion:**

We have seen students repeatedly signing up for this class each summer if they are benefiting and enjoying their time here. There are other students signing up to explore opportunities and they may not have the opportunity to sign up again. Students have many options of extra activities offered throughout the school year. Several students come back and help with other activities and are considered a junior volunteer program.

Reading the positive responses from the student surveys proves that the class has had a positive impact and the experience was life changing for each student.



# Intergenerational Relationship Building

## Nursing Home Grant Project

### About the Authors:

Patty Morter has worked at Good Samaritan Society –Lodi for 39 years and has worked as an activity professional for over 26 years. She has always looked for new ways to be creative and find meaningful experiences for the residents.

Beth Sokol grew up in Lodi, WI where she has taught students at the Lodi Elementary school for 34 years. For many years, she reached out to Patty to ask about bringing her students over to the nursing home to preform plays, recite poetry and sing songs. Patty always welcomed the programs with the children. Each time there was a need for an audience Patty said yes.

Eight years ago, the school district requested innovative ideas for summer school classes. Beth and Patty quickly wrote up a proposal and it was accepted.

We realized we both had a passion for bringing the generations together and the many benefits to both generations.

We were thrilled when we were asked to go to the Pioneer Network Conference in Bellevue, Washington in 2013 to share our program.

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