

Intergenerational Activities: An Observational Study of the Experiences of Children and Adults

by

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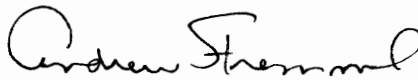
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IN

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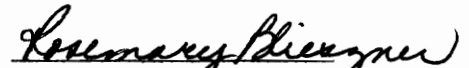
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OF THE EXPERIENCES OF CHILDREN AND ADULTS

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ABSTRACT

The purpose of this study was to begin to understand what exactly occurs when young children and adult day care participants interact together during planned intergenerational activities. Data were recorded through field notes, video tapes, activity plans and evaluations and through the assessment of the interaction by using an adaptation of the Early Childhood Classroom Observation Scale. The presentation of discoveries includes a description of each of the 12 activities implemented between the two groups, the environment, interactions between staff and participants and interactions between children and adults. The findings indicate implications for practice as well as future directions for research.

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CHAPTER I: INTRODUCTION

Problem and Significance

Americans today face a rather new and growing dependent care crisis. With the increase in double-income/dual job families has come a subsequent increase in the need for quality care for children and older adults. Whereas the insufficient number of high quality care facilities for children and aged persons is problematic, the situation worsens when one considers that older adult represent the fastest growing age group in the United States (Cavanaugh, 1993). The U. S. Census Bureau (1993) reported that in 1980 there were 5,109,800 adults aged 65 years and older, and in 1990, that figure rose to 6,215,800 for the same age group.

Because children in the 1990s are less likely than before to live near grandparents and other relatives and because many are placed in day care facilities, the children of dual career families might not interact frequently with older adults (Crites, 1989). Observers have noted that some children and youth have fewer opportunities for traditional elder/child nurturing, leading perhaps to a loss of cultural and historical connections and an increase in their fears of aging (Newman, 1989).

Similarly, [more elders than ever are participating in adult day care centers or living in nursing homes, where they may have limited social contact with members of younger generations. Many elderly adult day care participants and nursing home residents have a form of dementia; and lack of social interaction among such individuals can lead to a decline in self-esteem and self-worth and an increase in feelings of loneliness] (Newman, 1989).

Although there is no simple solution to situations that limit intergenerational contact, one of more innovative responses is intergenerational programming designed to bring young children and dependent older adults together. The National Council on Aging defines intergenerational programs as activities that increase cooperation and exchange between any two age groups. Typically, the programs involve interaction between older adults and children in which there is a sharing of skills, knowledge, and experiences (Chamberlin, Fetterman, & Maher, 1994).

The most common model in intergenerational programming involves older persons teaching skills or sharing their knowledge of history, occupations, and a variety of other content areas with young participants (Ames & Youatt, 1994). Some programs, however, have emphasized the

important principle of reciprocity and have provided opportunities for the children to teach older participants computer skills (Ames & Youatt, 1994). Programs that promote understanding about issues affecting other generations and programs that bring the generations together in service to each other demonstrate the value of strengthening the bonds between generations (Kingson, 1989). To be effective, such programs must be carefully planned. Valerie Kuehne (1993) stated, "it is not good enough to simply create experiences for children, or older adults. We must recognize the responsibility involved in engineering such relationships." By taking responsibility, she meant to put thought and organization into planning, creating, and implementing intergenerational activities.

Previous research has focused primarily on children's perceptions of elders and has shown that preschool children may have fewer biases and fewer negative stereotypes about elderly individuals than older children have (Seefeldt, Jantz, Serock, & Bredekamp, 1982). Isaacs and Bearison (1986) stated that one of the most significant and pervasive problems that older people have today is negative social attitudes toward them. By the age of three, children have developed negative attitudes towards the older adults

(Chamberlin et al., 1994). Thus one goal of conducting developmentally and functionally appropriate activities is to foster positive prosocial skills in order to decrease negative attitudes towards older adults.

Many child and adult day care centers have developed intergenerational activities in order to address the specific needs of both young and old participants. Physical proximity is probably the most salient factor in determining the frequency of visits between child and the older adult participants (Kocarnik & Ponzetti, 1991). The more frequent the intergenerational contact, the more chances there are for accomplishing programmatic goals.

There is little documentation about how older adults and children experience intergenerational relationships and even less about what actually occurs when older adults interact with children of various ages in community settings (Kuehne, 1992). Some researchers have suggested that adult and child caregivers are receptive to providing intergenerational activities, though there is some question as to the soundness of existing curriculum activities and objectives (Stremmel, Travis, Kelly-Harrison, & Hensley, 1994; Travis, Stremmel, & Kelly-Harrison, 1995). Kuehne (1985)

stated that intergenerational programs should provide social situations in which primarily positive experiences are shared by members of two distinct age groups. The results of this study contribute to the limited body of knowledge about significant features of informal intergenerational activities. Carefully planned, developmentally appropriate activities were conducted and evaluated at the Virginia Tech Adult Day Care Center and Virginia Tech Child Development Laboratories.

Purpose

The purpose of this study was to create a detailed description of the experiences, interactions, and staff participation in intergenerational activities. Young children and older adults were observed as they engaged in simple informal activities that are regularly planned in the Virginia Tech Child Development Lab and the Virginia Tech Adult Day Care Center. The primary research questions are as follows:

- 1) In what ways do planned intergenerational activities meet the developmental and functional needs of the children and adults who participate?
- 2) What types of interactions occur between child and adult participants

during planned intergenerational activities?

3) What types of interactions occur among staff and child and adult participants during planned intergenerational activities?

CHAPTER II: LITERATURE REVIEW

Angelis (1992) stated that intergenerational programs represent a major innovation in American life that promotes unification of the ages. The innovation is not the interaction between old and young; rather, the innovation is how they gain access to each other: the linkage of generations, through structured activities in community settings. Intergenerational programs are on the increase throughout the country, and they assume more significant roles in our communities (Bocian & Newman, 1989). Some programs are aimed at providing fun and friendship and others focus on complex educational or service components. While activities and programs vary widely, organized intergenerational initiatives can now be found in all 50 states (Kuehne, 1989).

Value/Advantages of Intergenerational Programming

The value of intergenerational programs is that they provide social situations in which primarily positive experiences are shared by members of two distinct age groups (Kuhene, 1989). Intergenerational programs must promote caring between the generations and help the children to think more positively and older adults about their own aging. Intergenerational

programming is defined as the purposeful bringing together of different generations in ongoing planned activities designed to achieve the development of new relationships as well as specified program goals (Ventura-Merkel, Liederman & Ossofsky, 1989).

Chamberlin and associates (1994) cited many advantages of intergenerational programs. One possible advantage is that frail older adults and children need similar care and providing care for both groups in one facility can be economically profitable. Other advantages for older adults increased personal fulfillment by being involved in meaningful activities with youth, establishing new friendships while receiving and providing services, strengthening their self-esteem and mental health, and sharing their life experiences (Chamberlin et al., 1994). Chamberlin and associates also stated that children who interact with elders increase their understanding of the aging process; have a heightened appreciation of the past; provide needed services that increase self-esteem; and learn, grow, and receive support for specific problems.

Seefeldt, Warman, Jantz, and Galper (1990) suggested that contact between old and young must be intimate, pleasurable, and rewarding for

both groups. By participating in successful intergenerational activities, children and older people can interact with one another and be involved in the caring relationships believed vital for the continuity of all cultures.

Intergenerational programming may increase the frequency of contact between generations, foster positive attitudes between generations, foster a sense of continuity of life for both the young and old, provide accurate information and knowledge about the elders, and allow children to feel positive about their own aging (Seefeldt et al., 1990).

A review of the current literature suggests that intergenerational activity is beneficial for older adults (Newman & Ward, 1993). These benefits include a significant increase in touching and extending hands when the children were present and increased smiling, eye contact and attentiveness. Newman and Ward (1993) also found that demented older adults demonstrate consistent positive behaviors in the presence of young children during music activities that they do not display without the children being present. This suggests that music activities may be an appropriate intergenerational experience for these two groups.

Dellmann-Jenkins, Lambert, and Fruit (1991) found that contact with

older adults in both nursing home and school settings was beneficial in fostering 3-and 4-year-olds' prosocial behaviors toward the older adults; children who participated in a nine-month intergenerational program were more willing to share, help, and cooperate with older adults than those children who did not have the experience. The goal is always the same: bringing people together from different generations who might not normally have access to such relationships and enabling them to benefit and learn from each other (Ventura-Merkel, Liederman & Ossofsky, 1989).

Recent Research

A study conducted at the University of Maryland found that children as early as three years of age begin to internalize stereotypes about elders and soon develop negative attitudes towards the elders and their own futures (Seefeldt et al., 1983). However, "aging education" can be effective in promoting positive attitudes about aging among children (McGuire, 1993). Children who interact with the older adults not only increase their understanding of the aging process, but they also have a heightened appreciation of the past and get services that increase their self esteem (Kocarnik & Ponzetti, 1991). Carol Seefeldt (1987) found that negative

attitudes toward nursing home residents may be altered when children are given the opportunity to explore the individual gifts older adults have to share. Consistent visits that encourage interpersonal relationships allow children the opportunity to overcome their initial reactions to any negative aspects associated with visiting frail older adults. Seefeldt (1987) even acknowledged that intimate rather than casual contact, that is pleasant and rewarding for both groups, and active participation by both groups in planned activities could foster more positive outcomes.

Professionals who work with older adults in senior centers, retirement residences, nursing homes, and other institutions for or involving older persons see intergenerational experiences with children as opportunities for older adults to develop themselves and to share their accumulated knowledge with a new and often eager audience (Kuehne, 1992). Therefore, since professionals see the positive outcomes from intergenerational activities there is a need for new and sustained efforts to link the age groups (Tice, 1991).

Newman and Ward (1993) cited previous research with frail older adults to support the assumption that intergenerational interaction can positively affect frail, memory-impaired older adults. Frail elders, who are

typical participants in adult day care centers, and children have many similar needs. These needs include: constant care, housing, health care, the development of appropriate activities and meaningful relationships, the need for support, and a desire to feel needed in society (Tice, 1991).

Planning for Intergenerational Contact

Many program planners make the mistake of bringing children into an adult care setting without a defined plan of interaction. It is imperative that planners meet the developmental needs and abilities of both young and old participants, and develop and implement activities that create positive feelings between generations (Kocarnik & Ponzetti, 1991). Kocarnik and Ponzetti (1991) asserted that in order to implement a successful intergenerational program, staff should be trained in development across the life span: that is to say, they recognize knowledge of both adult and child development. Staff involvement is extremely important to the success of intergenerational activities. Any negative attitudes that staff members have about either group can and will be identified by the participants involved. If a child sees a teacher pull a hand away from an older adult then the child will likely model the same behavior.

Kocarnik and Ponzetti (1991) stated several issues that must be addressed before intergenerational programming can take place. The issues are as follows: adequate understanding of planning appropriate activities for both groups, knowledge of both adult and child development, consideration of individuals involved, and a facilitator to carry out the interactions between the two groups. The facilitator should be available to help initiate the interactions between the generations since merely bringing children and seniors together does not guarantee positive results.

An inadequate understanding of planning or implementing intergenerational activities can lead to frustration on the part of the staff and participants which can lead to a negative experience. Thus planning and implementing developmentally and functionally appropriate activities is critical to intergenerational activities. Developmental appropriateness involves two areas: age appropriateness and individual appropriateness. Age appropriateness refers to the fact that there are universal, predictable sequences of growth and change that occur in all domains of development-physical, emotional, social, and cognitive, during the first nine years of life (Bredekamp, 1987). Individual appropriateness refers to each child as a

unique person with an individual pattern and timing of growth, as well as individual personality, learning style, and family background (Bredekamp, 1987). Functional appropriateness in older adults challenges current levels of developmental skill and functioning (Dr. Shirley Travis, personal communication, February 1996). For example, rather than enhance development, functionally appropriate activities assist or challenge those developmental abilities that one has. The most common domains of human functioning are physical, mental, social and environmental. Having knowledge in both adult and child development will assist program planners in developing and evaluating appropriate activities for both young and old populations.

The consideration of individual needs is very important. Children's and adult's abilities vary greatly and a trained coordinator must focus on the developmental tasks appropriate for each age group. Lastly, the facilitator of the interaction should be able to assist and initiate interactions between generations since merely bringing children and seniors together does not guarantee positive results.

Children and older adults have different energy levels, therefore, one

must keep the activities short and not too physically strenuous. The children are usually very excited and energetic which of course affects the older adults. However, the older adults' energy levels decrease quickly, just as the attention span of the children is short. Thus, the activities must allow for consideration of the physical, emotional, and psychological needs of both age groups involved. Older adults and children also have different needs as more that need to be considered when planning intergenerational activities. Children are growing and learning how to use motor skills and develop communication skills whereas many frail elders are starting to decline in motor skills. Of course, older adults recovering from a stroke, might be relearning some basic motor and communication skills, but probably would require different activities to enhance these skills than children do.

Reciprocal enjoyment for the children and the older adults participating in intergenerational programs is extremely important. Therefore activities must promote this. Exercise, music, art appropriate and storytelling are all informal and mutually engaging activities to share between generations. Planning should be sensitive to the interests of the older adults as well as those of the younger participants. There should be times for individual activities within

the group process. For example, if older adults were interacting with children by watching the children play with play dough, the older adults might become easily bored with the activity and lose interest. However, changing this activity by pairing an older adult with a child and giving them instructions to build or make something together would result in a more positive experience for both parties. An example of an adult activity would be reading a story to the children. The older adult uses his or her reading skills and previous experiences to read and explain the story to the less experienced children.

Maintaining dignity and self respect of the elders is important (Seefeldt, 1987). The elders must see their involvement with the children as an opportunity to share experiences and skills and good times. Kocarnik and Ponzetti (1991) suggest using the seniors' expertise when planning the activities. Some programmers fall into the trap of "doing for" the seniors rather than involving them in the activities as individuals of worth and value. Activities in which children "perform for" rather than become "involved with" seniors often imply a lack of understanding or respect for the underlying abilities of the seniors.

Older adults, like children, are people in need of love, nurturing, caring, and respect. Often, older adults and society seem to lose sight of their purpose. The older adults have lived a long time and accumulated many valuable experiences that they can share with children. Older adults can help educate and care for the children of our society. And, children can provide contact, care, and a sense of purpose through interaction that benefits older adults.

Intergenerational activities need to be developmentally and functionally appropriate for both age groups as Seefeldt and associates (1990) stated. the overall goal is for the older adults and the children to utilize and enhance communication skills, develop a positive sense of self, and enjoy the activities. Activities and experiences involving direct contact between young and old appear to be the most effective approach when attempting to foster young children's positive behaviors and attitudes towards older adults (Dellman-Jenkins et al., 1991).

When planning intergenerational activities one should consider the space in which the activities will take place. The environment should have clear steps and pathways and appropriate handrails. There should also be

appropriate seating for the older adults. For example, during an intergenerational activity the adults might want to be seated in comfortable and appropriate chairs with the children standing beside them, depending on the height of the children.

Other important considerations are the schedule of activities and size of the groups involved. Studies have found that frequent interactions with smaller number of individuals are best for promoting intergenerational understanding and building trust and friendship between the elders and the children (Generations Together, 1989).

Future Research

Though there has been some research on children's attitudes towards aging, there is an increase in further exploration and research in the area of intergenerational programming. Observational research has provided some information about how children actually interact with older adults in care settings (Newman & Ward, 1993). However, intergenerational activity should be observed, interviews should be conducted, and the activities themselves should be evaluated for mutual benefit by researchers of intergenerational interactions. Recent research suggests that

intergenerational exchanges that involve routine, "family style" activity such as conversation, music, cooking, and storytelling may be among the most appropriate activities for adults and children to express themselves and share with each other (Travis et al., 1995).

Kuehne (1987) suggested the need for additional research and program development for intergenerational programming. Support for intergenerational initiatives and research exists at many different levels, with current knowledge about program effectiveness severely limited (Kuehne, 1987). Additional documentation of appropriate intergenerational activities is needed.

Research on attitudes of older adults and how intergenerational activities might change those attitudes exists (Seefeldt et al., 1982). However, there is much more to gain from intergenerational activities than attitudes. Kuehne (1992) suggested that those committed to intergenerational programs should continue to investigate program characteristics, participants' ages, and the varying experiences reported by program participants.

Newman and Ward (1993) conducted a study on demented adult day care clients and preschool children interacting in music activities and observed

those activities for consistent positive behaviors (i.e., eye-contact and smiling). As stated earlier, the results indicate that the demented adults increased positive behaviors when the children were present. They recommended that this study should be replicated to look at other activities such as cooking or crafts during intergenerational exchanges to see if positive social behaviors occur in different types of activities. Kocarnik and Ponzetti (1991) also commented on the fact that although many professionals involved with seniors in long term settings or working with young children believe in the opportunities that intergenerational activities provide, there continues to be a paucity of empirical evidence to support this belief.

Based on a review of the current literature, this study was designed to provide a description of intergenerational activities, including information on staff interactions and child and adult interactions. This study was carried out at the Virginia Tech Adult Day Care Center and The Virginia Tech Child Development Laboratories. The two university centers are in the same building, connected by an intergenerational space. The intergenerational space consists of chairs, carpet, a piano, and open space for activities. The set up of these two facilities adjacent to each other has increased the frequency

of contact between the children and the older adults.

This research was exploratory with the purpose of observing what actually occurs when the children and the adult day care participants interact in informal activities. This research empirically documented the interactions of the two groups.

CHAPTER III: METHODOLOGY

This research employed a qualitative methodology in order to develop detailed descriptions of the activities and interactions that occurred between children and adults in the Virginia Tech Child Development Laboratories and the Virginia Tech Adult Day Care Center. A qualitative approach was selected for this study to ensure depth and comprehensive understanding of what actually happens when children and adult day care participants interacted in intergenerational activities (Angelis, 1992). Participants of both centers were observed during regularly planned activities involving the adult participants and combination class members (i.e., 3 and 4 year olds).

Participants

Adult day care has become a generic term to describe a variety of community-based programs which provide a wide range of health, social, and related support day services to sick, frail, and impaired populations in a therapeutic environment (Conrad et al., 1990). The participants in this adult day care sample were 100% Caucasian and ranged in age from 27 to 105 years. This range reflects an increasing trend for members of younger adult

populations to utilize day care services. This is especially true for those with developmental disabilities who may not have access to any other type of service or care.

The adult day care participants were in declining health and many had physical health problems with disabilities such as Alzheimer's Disease, Parkinson's Disease, Down's Syndrome, Fredericks Ataxia, Clinical Depression, and paralysis. There were a number of participants in wheelchairs or walkers which decreased the amount of available space. Participants were more cognitively and physically frail than originally anticipated. There were approximately 5 to 10 older adults participating during the intergenerational activities.

The children in the child development laboratories typically range in age from infancy to 5 years and come from a variety of cultural backgrounds. The classroom used for this study was the combination class. There was a total of 16 children who ranged in ages from 3 to 5 years. The combination class met three days a week from 1:00 pm to 4:00 pm on Mondays, Wednesdays, and Thursdays. This group had been involved in intergenerational activities as a whole group since September, 1995. The

children typically went over to the adult day care center for a period of twenty minutes and participated in a variety of activities such as making fruit salad, playing music, and reading stories. The activities were typically implemented in a large group (usually all 16 children) and had been planned by the teacher of the combo class and the recreation specialist of the adult day care center. The combination class was selected for the study because of the time the class met. The activities had been planned on a bi-weekly basis and had been a regular part of the curriculum in both centers. Approximately every two weeks, the teacher from the child development lab and the recreation specialist from the adult day care center met to plan activities. Sometimes the assistant director from the Virginia Tech Child Development laboratories would be present as well.

Procedures

The study began the fifth week of the spring semester of 1996. A letter was sent to all of the participants to gain consent for their participation in the study (see Appendices A & B). The letters were sent to all children from the combo class and to all participants from the adult day care center, two weeks before the study began. All parents of the children, caregivers' of the older

adults, and those adults who signed their own consent forms agreed to participate in the study. The children and the adult day care participants were given the freedom to choose whether or not to participate in a specific intergenerational activity. Also, children and adults were free to leave an activity at any time. It is important to note that since the activities were done in small and large groups, not all participants could participate in every intergenerational activity. The adults and children were randomly asked on the specific day of an activity to participate in the activity and once there were enough participants for a particular activity, no more participants were asked. Some older adults sat off to the side of the activities, but those adults were not included in the count of persons for that activity. Any child who came to the activity was included in the count for the activity.

The activities observed were planned as a regular part of the curriculum by the teacher of the combination class and the recreation specialist from the adult day care, with input from the researcher, who has been instrumental in intergenerational programming in the Child Development Laboratories. These activities were planned to involve the children and adult day care participants in ways that promote interaction in one of two locations: the

adult day care center or the intergenerational space (the location between the adult day care and child care) (see Appendix C for map of centers).

Depending on the type and nature of the activity, its location always varied. However, most of the intergenerational activities were implemented in the adult day care center, because of the size of chairs and the space needed for the adult participants.

The activities were planned based on the interests of the children and the talents and interests of the adult participants. For example, Sue, an adult participant, used to teach at a preschool and enjoyed reading stories to the children. Therefore, reading and sharing stories had been a popular activity especially with this participant. Reading stories was also an activity commonly enjoyed by the children in the child development laboratory. The activities of free conversation time, singing/music, telling/reading stories, cooking, arts/crafts, games and field trips have been rated by adult and child caregivers as well as researchers, as those perceived to have developmental and functional benefit to intergenerational partners(see Travis, Stremmel, & Kelly-Harrison, 1996).

For this study, three types of intergenerational activities were planned:

telling/reading stories, cooking/baking and singing/music. Each activity was intended to be carried out on the same day of the week, over a period of four weeks, for a total of 12 intergenerational activities(see attached Appendix G for dates, times and type of activity). For example, on Mondays there was a cooking activity, on Wednesdays a singing/music activity, and on Thursdays a story telling/reading activity. This type of scheduling provided consistency for the children and adults. Due to the occurrence of the Virginia Association of Early Childhood Education Conference, the lab school was closed on March 7, 1996 so the schedule of intergenerational activities had to be rearranged (see Appendix G for amendments). The ninth activity which would have been on March 7, 1996 was changed to March 6, 1996 and the activity on March 6, 1996 was changed to March 25, 1996. Each series of activities was evenly divided so that two activities occurred in small groups and two activities occurred in large groups. This arrangement allowed for a comparison of the group size during intergenerational activities.

Data Collection

Data collection proceeded in three ways: The primary method of data collection was through participant observation. The independent

observations of the researcher were recorded in anecdotal field notes (see Appendix J). Independent observations included a record of events in the activity environment, descriptions of the environment, and descriptions of the interactions involving the children, adults, and staff. The researcher took field notes during the intergenerational exchanges themselves and as reflected on those notes directly after the exchanges. All observations were conducted by the researcher. The researcher did review each video tape, from each activity, and take more extensive field notes. These field notes are not reflected in the appendices.

The second method of data collection was through video taping the activities and coding the data using an adaptation of the Early Childhood Classroom Observation Scale (see Appendix D). After each activity and the viewing of the video tape, the researcher and a research assistant each used the modified version of the Early Childhood Classroom Observation Scale and rated the intergenerational exchange in several different areas. The research assistant was a graduate student in Family and Child Development. The adaptation of the Early Childhood Classroom Observation Scale includes several different categories which are listed below:

Part A--Interactions among staff and participants

Part B--Activity

Part C--Environment

Part D--Interactions between children and adults

Each of these categories was rated on the following criteria:

1) Not met. The criterion was not met. This rating was used when there was little evidence that this statement accurately described the program. The behavior happened rarely or seldom.

2) Partially Met. The criterion was partially met. This rating was used when there was some evidence that a statement accurately described the program. The behavior happened some of the time.

3) Fully Met. The criterion was completely met. There was a great deal of evidence that a statement accurately described the activity throughout. The behavior happened most of the time.

The researcher rated the criterion by circling only one of the numbers, (1), (2), or (3). The rating could also be explained in the comments section. If the rater felt a score needed an explanation, then the rater circled the (C), standing for comments, and wrote comments in the section below the

criterion scale. If the rater did not see evidence of an item during the observation time, the rater selected the N/A category for "not applicable" if the question did not apply for the type of activity that was being carried out. For a criterion to rate a (3), all indicators (o) related to the activity being observed had to be present. However, it was possible for all indicators to be present without rating the criterion a (3).

The researcher and assistant viewed the tapes separately and recorded the results immediately following the viewing of each tape. There were a total of 12 tapes to be viewed (one tape per activity) and 12 scales to fill out for each rater. The results were then recorded on four coding sheets (see Appendix E) at the end of the 12 activities.

The third way of assessing the intergenerational interaction was the activity itself. The activity followed a planned format (see Appendix H). The researcher developed the actual lesson plan for each activity which was then evaluated by the criteria specified in Appendix I. Both the activity format and the activity evaluation criteria were adapted from the Curriculum and Instruction course that undergraduate students use to write and evaluate their lesson plans.

The researcher planned the intergenerational activities by writing a lesson plan. The lesson plan was followed by the implementation of the activity where the researcher took field notes. Once the activity was completed, the researcher wrote an evaluation of the activity , viewed the video tape, and answered the questions on the Adaptation of the Early Childhood Classroom Observational Scale. All 12 activity plans, field notes, and evaluations are compiled in order of activities, 1-12, in Appendix J.

Data Analysis

After both the researcher and the research assistant had viewed each tape and answered the questions on the scale, a chart was made for the four areas of the scale. On those charts (see Appendix E), the information was recorded so a comparison of answers could be made between the researcher's responses and the research assistant's responses. The researcher originally recorded the information and then the research assistant reviewed the information to make sure it was correct. After the information had been checked, the researcher highlighted the areas on the four charts where there were discrepancies between the researcher's results and the research assistant's results. Once this had been done, the researcher met with the

research assistant to talk about the discrepancies, took notes, and then used this information in the findings chapter. This method of analysis was chosen by the researcher because it seemed the most logical way to organize the information. The information had to be recorded in some fashion so the researcher could tell where the two raters agreed or disagreed. Once those areas were discussed, the researcher used the activity plans, field notes, activity evaluations, more extensive notes from the video tapes, and the results from the scale to write the findings chapter. The information was read and reread in the process of data analysis and interpretation.

The researcher also viewed the 12 tapes again to count the number of participants, children and adults, who participated in each activity. Each participant's name was recorded and a tally kept of the number of activities in which he or she participated. This information is recorded on Appendix F. The participants were assigned a number to maintain their confidentiality. Beside each participant number, an M or F indicates the participant's sex (M=male or F=female).

Once all of the data had been collected and results compiled, the researcher provided a detailed description of each activity and a summary of

the three different types of activities. This description was based on the four areas from the adapted version of the Early Childhood Classroom Observation Scale.

The researcher used all three methods of data collection to assess intergenerational activities, exchanges, and group size. The researcher included the summaries from each activity and then elaborated on one activity from each series. For example, the researcher wrote about 'making peanut butter balls' in detail and then provided a description of the other three cooking activities. This description is followed by a summary of the cooking activities. The researcher proceeded through the other two types of activities, music and storyreading, by following the same format. A final summary of all of the activities was compiled at the end of the findings chapter.

CHAPTER IV: FINDINGS

The purpose of this study was to begin to understand exactly what occurs when young children and adult day care participants interact together during planned intergenerational activities. A series of intergenerational activities was carried out in the Virginia Tech Adult Day Care Center or the intergenerational space located between the Virginia Tech Child Development Laboratories and the adult day care center. The activities were video taped and rated by the researcher and a research assistant using an adaptation of the Early Childhood Classroom Observation Scale (NAEYC, 1991). The adapted scale addresses four areas: Interactions between the staff and participants, activities, environment, and interactions between the children and adults. Names of the participants were changed to maintain confidentiality.

Program Participation

Children of the combination class and the adult day care participants have been involved in intergenerational activities since the beginning of Fall semester 1995. Before the intergenerational activities began for this study, the children and adults were regularly involved in informal activities that

were planned by the recreation specialist and the teacher of the combination class.

These activities were typically done in a whole group (approximately 16 children and 10 to 12 adults) and were carried out in the adult day care center or in the intergenerational space. Therefore, the children and adults had established some type of relationships before this study began.

Description of Intergenerational Activities

Over a four-week period a series of cooking, music, and storyreading activities were implemented with the children and adults. The following section includes a picture of the types of experiences, the place of implementation, and the nature of interactions that took place during the activity implementations.

This section is divided into three main parts. Each of those main parts consists of a description of each series of activities (cooking, music, and storyreading). At the beginning of the three sections, one activity from each group is described in detail for the four areas: environment, activity, interactions between staff and participants, and interactions between the children and adults. These activities were selected for their developmental

and functional appropriateness and for the richness of the interactions among all persons involved. Each section is further divided into a mini-description of each individual activity (for a total of 9). At the end of each main section is an overview of the interactions between the staff and participants and the interactions between the children and adults. For this study, a small group activity was defined as three to four children with three to four adults. A large group activity was defined as six to seven children with six to seven adults.

The information below is a combination of the three data collection as described in the previous chapter. However, the main source of data provided for the four areas of analysis is the adaptation of the Early Childhood Classroom Observation Scale. Information on discrepancies in the scores as well as the information about activities that fully met the criteria for the specific questions is presented.

Cooking Activities--Description.

The first group of activities was cooking activities. These activities involved the children and adults following simple recipes and directions. The four activities were: a) making cheese sandwiches (small group), b)

making peanut butter balls (large group), c) making mini-pizzas (small group), and d) making fruit salad (large group).

These activities promoted the following concepts, skills, and dispositions for the children: communication, eye-hand coordination, following directions, enjoyment, self-help skills, cooperation, prosocial behaviors, fine motor skills, listening skills, and awareness of senses. These activities promoted the following concepts, skills, and dispositions for the adults: communication, eye-hand coordination, following directions, enjoyment, cooperation, reminiscing, prosocial behaviors, small motor skills, and listening skills.

The peanut butter ball activity is described in detail because of the frequency of the interactions between the children and adults and the interactions between the staff and participants. This activity is an excellent representation of a developmentally and functionally appropriate activity for both age groups. The activity provided opportunities for helping, sharing, and talking among the participants. Descriptions of the uniqueness of the activity, environment, interactions between staff and participants, and interactions between the children and adults follow.

Activity: Making Peanut Butter Balls (large group).

Environment: This activity was carried out in the adult day care center near the long table (see Appendix C). This is the best space to have large group cooking activities because it provides a large work surface for all of the participants. The adults were already at the table for safety reasons, with seats for the children in between each adult. If the goal is to have the two groups interact then the setting must facilitate that as much as possible.

The setting was warm and inviting. "Warm" means that the area has plants, pictures of the adults, pictures of other things, games, a fish tank, and carpet. By having the adults already at the table, the children felt invited by the adults greeting them as they entered and by the way the adults asked the children to sit beside them.

Activity: This activity involved the participants is making peanut butter balls. The materials used for this activity included peanut butter, corn flakes, honey, powdered milk, bowls, spoons, measuring cups, and paper towels. All of the materials were arranged on the table before the children arrived. A recipe was listed on a chart at one end of the table.

The chairs and adults were prearranged due to some of the adults taking

time to walk to the table and the moving of the wheel chairs. Once the children arrived they all found a seat.

Betsy, the recreation specialist, and the adults welcomed the children into the center. Many of the children and adults said hello to each other. Then, Betsy went over the recipe, which included multiple ingredients and steps. For example, corn flakes had to be crushed, the mixture had to be mixed with the various ingredients, and the completed mixture was rolled into balls, and lastly, the balls rolled in the cornflakes.

The process of making the peanut butter balls had finally begun. The children and adults, for the most part, were involved cooperatively in some way with making the balls. For example, children and adults crushed flakes, adults measured out peanut butter while children held the bowls, and a child helped an older adult roll his peanut butter ball in crushed corn flakes.

This activity provided for active learning, encouraged language development, provided a safe environment, and had many materials and interaction opportunities (see Appendices D and E). The children and adults were constantly doing or making something during this activity. There was a lot of talking among the children, adults, and staff, which facilitated language

development and use.

The activity was functionally appropriate for the adults because it stimulated prior knowledge of cooking activities. It allowed them to follow instructions and activated their short term memory by following the steps involved in making the peanut butter balls. The activity provided for eye-hand coordination which allowed the adults to maintain the skills they have and enabled the children to further develop their skills further. Lastly, this activity encouraged social interaction between the groups.

For both the children and adults, the activity allowed them to share, help each other, and work together toward achieving a common goal. For example, the adults and children had to share bowls, spoons, and containers. The activity encouraged these behaviors in positive ways which allowed the children and adults to feel comfortable.

The activity was developmentally appropriate because it allowed the children and adults to work at their own pace and use their knowledge of cooking. The activity avoided stereotyping the adults and children by providing a range of jobs for both groups to perform. By having a range of jobs, the adults and children could choose one in which they would feel

successful. The children or adults could measure or mix ingredients, crush cornflakes, roll dough into peanut butter balls, or roll balls into crushed cornflake mixture.

Interactions between staff and participants. From the very beginning the high level of interaction between these two groups was evident. The staff and participants seem to feel very aware of what was expected of them and everyone began as soon as Betsy gave the directions. The staff interacted frequently with the adults and children by smiling, touching, and listening to them. The staff members were available and responsive to the children and adults and spoke to them in a clear, friendly, and courteous manner. The staff did make an effort to learn the children's and adults' names and then call them by their names. Lastly, the staff encouraged prosocial behaviors between the two groups. Here is an example of an interaction between Betsy and a child.

Betsy: "How many people have made peanut butter balls before?"

Child: "I have, I've don't [help my mom cook, I just helped her put them down on the pan]."

Betsy: "Well...good...maybe you can help Christa or Bob while we are making the peanut butter balls."

As this illustrates, from the very beginning of the activity the facilitator created an environment in which the adults and children knew they were going to work together. It is extremely important for the staff to be aware of the activity and to know what they are supposed to do to help facilitate the interaction.

Another adult facilitated interaction by modeling to the participants how to help each other. Here is an example of how the staff facilitated interaction between the two groups. A staff member stated, "Jason [child] you can make the peanut butter balls from the mix and then you can give them to Bob [adult] to roll in the cornflakes." Here the staff member was making the child and adult aware of each other and providing them with the understanding that they can help each other and an example of how to help each other.

Interactions between children and adults. The interaction between the children and adults came from their own desire to interact as well as the staff facilitating the two groups assisting each other. Several of the adults wanted

to know the children's names as soon as the children entered the room. Here are some excerpts from that initial contact:

Sue(adult participant): "Will you come and sit beside of
[me]?"

Martha(child participant): "Yes." She then nodded her head
and went beside Sue.

Sue: "What is your name?"

Martha: "Martha."

I found this conversation interesting for two reasons. The first reason is that Sue obviously wanted a particular child to come and sit beside her. Secondly, Martha did not ask Sue her name in return. Martha appeared a little bit nervous from the expression on her face and the way she sat in the chair. She slowly moved beside Sue and lifted herself into the chair. Sue likes to have the children interact with her and she tries to talk to them and engage the children in conversation.

Another adult participant, Bob, also wanted to know a child's name as soon as the child sat down beside him.

Bob: "Can you tell me your name?"

Tom: "My name is Tom, what is your name?"

Bob: "Bob, " then they both smiled at each other.

This interaction was a little bit different from Martha and Sue's interaction in that Tom obviously felt more comfortable in telling the adult his name and did, in turn, ask the adult his name. Like Martha this child had no problem sharing his name with the participant, however, he extended conversation by asking Bob his name.

Throughout this activity children and adults helped each other in many ways. For example, one child held a bowl while an adult put his peanut butter ball inside to roll them in cornflakes. In another instance a child talked with an adult about the size of the peanut butter ball:

Ross: "Look at the size of mine!"

Adult: "Yeah-look at the size of mine too!"

Ross: "I think they should be this size!"

Adult: "O.K. I think so," and they both laughed.

From reading and observing this interaction between the child and adult, it appears that both of them were having a lot of fun making the snack together. They both had smiles on their faces and laughed simultaneously. This is an

example of reaching a shared understanding between the child and the adult. The two participants had thought about a particular topic, discussed it and made a joint decision on the outcome or solution. This activity created a lot of verbal interaction between the two groups, probably due to Betsy's skill in introducing the activity as well as the nature of the activity itself. There were many things to be done and there were too few bowls and spoons for each person to make his or her own mixture! They had to share to participate.

The interactions between the children and adults were frequent and were demonstrated by showing affection, interest, and respect for each other (see Appendices D and E). The adults and children responded to each other by answering questions and complying with requests from each other for the most part. The two groups spoke to each other often and at eye level. The children did not ask the adults their names as frequently as the adults asked the children their names, as reflected in the results from the rating scale (see Appendix D and E, question D-6), probably because the children are more interested in the activity at hand. Most children came into the center, found a seat, and looked around at the materials on the table, trying to figure out

what they were going to be doing. They probably did not even think about asking the adults their names. this pattern also occurs in the preschool classroom, where the children typically call a teacher by, "Teacher," instead of his or her name. The adults in general appeared to find the activity motivating and view it as a chance to practice the skills they already had. They smiled and laughed together and made some physical contact such as touching or putting an arm around another participant. This cooking activity was a social time and the activity created an environment where the adults and children appeared to share, help, and communicate with each other in positive ways. The children and adults ate the peanut butter balls for a snack in their own rooms later.

Activity: Making Cheese Sandwiches (small group).

This activity involved the children and adults making half of a cheese sandwich. The adults were going to eat them for snack. Bread, plates, plastic knives, cheese slices and mayonnaise was provided for the participants to make their sandwiches. The materials were placed on the table and the participants were allowed to make their sandwiches at their own pace. Once the children were done, they went back to their room. However,

several of the children wanted to stay and eat snack with the adults, so we let them and then made the decision to have the two groups eat whatever they make together for future activities.

This activity was carried out in the intergenerational space. This space was chosen because of the small group size. There was an adult table in that space for 3-4 adults and 3-4 children to comfortably sit around during the activity.

Activity: Making Mini-Pizzas (small group).

The mini-pizzas were made with English muffins, pizza sauce, mushrooms, pepperoni, ham and cheese. The mini-pizzas were made by getting an English muffin and then adding anything the participants wanted to their pizza. Of course, these had to be baked so they were eaten later as a snack separately due to the fact that the pizzas had to bake.

There are two interactions that occurred during this activity that I would like to describe for you. The first one was a child showing his pizza to an adult participant. Mark, a child, said, "Melanie!! look at this!!," and Melanie responded, "Yeah, uh huh." This interaction is significant in that the adult, Melanie, is age 34 and is mentally retarded. However, Mark felt no anxiety

and had obviously developed some sort of friendship with Melanie because he knew her name. Melanie was sitting across the table from Mark.

The second interaction I would like to describe is an interaction between Mark and Sue (an adult participant). I watched Mark try to get some mushrooms out of the bowl for his pizza. He just could not do it. Then, a wonderful thing happened. Sue saw that he needed help and asked him. She asked him if she could help him get some mushrooms. Mark agreed and then Sue preceded to get some mushrooms out of the bowl and gave them to Mark.

These two interactions show that the children and adults were responsive to each other and helped each other. Throughout the cooking activities, helping and sharing seemed to be an integral part of the interactions between the children and adults.

Activity: Making Fruit Salad (large group).

This activity involved the children and adults making a fruit salad from apples, bananas, grapes and pineapple. The fruits were pre-peeled so they would be easier for the adults and children to cut with the plastic knives provided. The grapes were pulled from the stems and included in the large

bowl of fruit salad.

This activity was implemented in the adult day care center at the large table. The large table provided for the best space to carry out this activity because of the group size and the need for work space.

Summary of cooking activities.

The cooking activities were successful. The children and adults appeared to enjoy the interactions and sharing snacks together. The adults and children displayed a variety of positive interactions such as: smiles, talking, and the acknowledgement of each other (see Appendices D and E). The directions for making their own snack were simple and easy to follow. The directions for such activities need to be simple and easy due to the developmental and functional levels of the participants. The children and adults were able to leave the activities feeling successful because they all could participate in some way with the activity and feel as if they contributed. For example, when fruit salad was made, there were a variety of fruits to cut up and if a participant could not cut an apple, then he/she could possibly cut a banana.

The four activities appeared to be developmentally appropriate for the children. The children could use the materials such as plastic knives to

spread the mayonnaise easily. The activities appeared to be functionally appropriate for the adults. The adults were able to use cooking skills and prior knowledge of the sequence of activities to make their own snack. The activities chosen did not appear too child-like in nature and therefore created a positive and interactive environment. One area a planner of intergenerational activities must be aware of the need to create activities that are of interest to both groups. One needs to remember that children are not adults but yet adults are not children and try to create an activity that is possible for both groups to enjoy.

The interactions between the adults, children and staff during the cooking activities varied from one to another. One disadvantage to having the child development lab and adult day care center as training centers is that the staff varied from day to day. Betsy, the recreation specialist at the adult day care center, was the only constant person for the children. But, the staff did vary greatly from activity to activity. Due to this variation, I feel the interactions between the staff and participants varied somewhat. The adult day care staff were made aware that the intergenerational activities were going to take place and that they were to interact with the children. However, I found in the

beginning that the staff from the adult day care interacted more frequently with the participants from the adult day care. The staff from the child development laboratories interacted with the children more frequently. This data came only through observation and made me aware of how important cross training individuals for the two groups really is. The staff must be trained and made aware of the things the adults and the children can and cannot do.

Betsy usually initiated the first "hi" to the group of children as a whole. The staff from both groups would help the children find a seat and then stand close to the child/ren or adult/s that needed some special attention.

The staff was very good about looking around the tables for children that were sitting idle or did not know exactly what to do. They also helped the adults get involved in the activity. The staff would get objects such as knives, bowls, or napkins for the participants as they needed them.

One area I found where the staff of both groups need to be made more aware is speaking at eye level with both the children and adults. In almost every activity the staff would stand over or near the participants but would not bend down to make direct eye contact at eye level (see Appendices D and

E, question A-4 for all activities). I feel this is very important in communicating with others. When a staff member talks to an adult or child at eye level then the child or adult does not feel like they are "under" the staff member. Making eye contact, at eye level, creates a sense of respect for both individuals and respect for what the other person has to say.

The interactions that took place between the children and the adults were an informal and a reciprocal process. The children would talk to the adults and the adults would talk to the children. The interactions did vary from one activity to another but I am not sure if it was the activity itself or the "mood" of the group for that particular day. This variation consisted of different amounts of talking between the two groups.

Overall, the cooking activities were successful and this is due in part to the staff facilitating the activities. The activities could not have been carried out without the help and support of the staff. The date, order and size of group during these activities is shown on Appendix G.

As reported by Travis, et al (1995), cooking activities require the attainment of joint meaning and understanding on the part of the participants and involves both children and adults in mutual activity. The main area I

would like to point out here is mutual activity. The children and adults were simultaneously involved in stirring, mashing, cutting, pouring and measuring during the activities. The children and adults, for the most part, were equally involved in the activities and this was due in part by the staff being present to facilitate the interactions.

Music Activities-Description.

The second series of activities was music activities. These activities included 1)puddle jumping (small group) 2) singing/movement to songs (large group) 3) painting to music (small group) and 4) singing with a music therapist (large group).

These activities were designed to promote the following concepts, skills, and dispositions for the children: social skills, exposure to different types of music, listening skills, large motor skills, verbal skills, following directions, responding to feelings, and fine motor skills. These activities promoted the following concepts, skills, and dispositions for the older adults: recalling past experiences, familiar music sounds, large motor, verbal skills, communication skills, listening skills, eye-hand coordination, responding to feelings and fine motor.

The environment for all four of the music activities was the adult day care center. Three of the activities were carried out near the recliners (see Appendix C) because there was a carpet space for the children to sit for the activities. Also, this area provided enough space for movement and dancing. The space on the floor near the recliners might not have been the best choice for the activities because the children ended up sitting on the floor and the adults in the recliners. Therefore, the children and adults were not in close proximity to each other appeared to have reduced the interaction between the two groups. Only one activity was carried out at the large table area of the adult day care. This was because the activity was painting to music and the paint needed to be on the table with plastic to avoid getting the paint on the carpet.

The music activity chosen to be described more thoroughly was the activity led by the music therapist. The reason this activity was chosen was because the music therapist did a good job of facilitating interaction between the two groups. The selection of songs that was sung with the guitar made the interaction pleasant because the participants smiled, laughed, sang and had fun.

Activity: Music Therapist/singing songs (large group).

Environment. The children were on the floor and the adults were in the recliners (see map on Appendix C). The music therapist was centered at the head or front of the circle near the television.

Activity. As the children entered the room the music therapist was tuning his guitar. The children instantly came in and sat down on the floor in front of the music therapist. The adults were sitting in recliners surrounding the children. Immediately the music therapist began singing a "hello" song with the children and adults. He went around to all of the adults and children and asked them their names. This was a nice way to start the activity. The children and adults were immediately involved with the activity.

Once all of the participants had said their name, the music therapist moved into singing "If Your Happy and You Know It." He went through many versions of this song. For example, the participants stomped their feet, blinked their eyes, nodded their heads, shrugged their shoulders, acted confused, thankful, silly and excited. Within each of those things to do the music therapist would ask the children or adults to give a suggestion. One was:

Simon (child participant): "I think we should bump our heads."

Music therapist: "Well....o.k....How about 'If you're silly and you know it, bump your head.'"

After this suggestion everyone was laughing and actually bumping their heads. The children gently bumped their heads on the floor and the adults bumped their heads with their hands. It was a very creative suggestion and I was glad to see the music therapist comfortable with creating 'new' ways to do the song.

After the song was over the music therapist moved right into passing a balloon around the group. He started it with the adults in the chairs and the last adult on that side of the room passed it to a child. It made its way slowly from one child to another and then to the adults on the other side of the group and then finally back to the therapist. The music therapist then explained how to play hot potato. He told the children and adults that they were going to pass the balloon from person to person and when the music stopped, whoever was holding the balloon would ask an opposite group member a question. By opposite group member, he meant that if the balloon stopped

with a child then the child would ask an adult a question and if the balloon stopped with an adult then the adult would ask a child a question. This will be elaborated on in the interactions section.

The balloon made its way around the group by the children and adults tapping it to the next person and the therapist would stop the music periodically and have the participants ask each other questions. Shortly after this game started, the music therapist realized that the activity was not going to work as he planned so he quickly changed his plan and decided to end the game. This game ended fairly shortly and the music therapist wrapped up with a goodbye song for everyone to sing. The children then left and went back to their classroom.

Interactions between staff and participants. The main interaction that took place during this activity was with the music therapist and the participants. When the children arrived, the other staff members did say hello and greet the children but the rest of the time the staff interaction focused primarily on the music therapist and the participants.

From the beginning of the activity, the children and adults were very aware of who was leading the activity. When the music therapist started

playing the music most of the children and adults focused their attention on him. The therapist began by singing the hello song. For example:

Music Therapist: "Hello everybody--how are you today? Hello
everybody--how are you today? My name is
Mike and I'm here to say--hello everybody--
how are you today?"

Then he proceeded to go around the room and ask each adult and each child his/her name and sang the song with their names in it. He had the participants respond and say, "Hi, Sue," during the song. This was a very good ice breaker for the children and adults and it helped the adults with the childrens' names and the children with the adult names.

The next series of interactions were from the song, "If you're happy and you know it." The music therapist had created a list on the chalk board of suggestions on changing the song and he did refer to it frequently but he also went with the participants suggestions. For example:

Music therapist: "Do any of you know what shrugging your
shoulders means?"

Participants: "No not really."

Music Therapist: "Adults, do you know what shrugging means?"

Adult Participant: One participant motioned with her shoulders and shrugged them up and down.

Music Therapist: "Jane! Wonderful! You can shrug your shoulders-see--watch me." The participants shrugged their shoulders. How about----if your confused and you know it--shrug your shoulders. If your confused and you know it shrug your shoulders....."

Within this interaction the music therapist was very responsive and patient with the children and adults for an answer on exactly what shrugging meant. He waited until someone did come up with a suggestion and commented on it. One last interaction with this song was when several children began snorting like a pig a couple of different times so the music therapist took advantage of this sound and said:

Music Therapist: "O.K. Let's get snorting like a pig out of our system!! If you're silly and you know it --

snort like a pig (snort snort). If you're silly
and you know it -- snort like a pig (snort
snort), etc...

The children and adults responded by laughing and snorting like a pig. I was surprised that the adults did this activity as well as the children! My immediate thought was 'snorting like a pig' was too childlike in nature and it would deter the adults from participating in the song. However, the adults found it amusing, which was demonstrated by their smiles, laughs and snorts.

The music therapist was great at facilitating communication with the participants. The music therapist did interact constantly with the children and adults and was available and very responsive to the participants. He spoke to them in a courteous manner and was friendly to both groups. He allowed for both groups to have equal part in the activity and encouraged prosocial behaviors during the activity.

Interactions between children and adults. The interactions between the adults and children were mostly based on the singing and responses to songs. This is an example of when they were playing hot potato and the music stopped.

Michael (child): "When is your birthday?"

Jane (adult): "October 7th."

Jane: "When is your birthday?"

Michael: "June 13th."

This interaction is significant because the child chose an adult to ask a question to and that child picked Jane. Jane often talks and interacts with the children. Even though Jane typically talks to the children, the children seemed to choose adults that were in front of them or near them as opposed to those adults sitting behind them. The children were at a disadvantage here because they were sitting in the middle of the floor and the adults created a circle around them.

Another interaction that took place was interesting because it involved a new adult day care participant that had not been involved in intergenerational activities.

Simon (child): "Where do you live?"

Music therapist: "Angie, Simon is asking you where you live."

Angie (adult): "Christiansburg."

Music therapist: "Angie, why don't you ask Simon where he lives?"

Angie: "Simon, where do you live?"

Simon (child): "In the middle of the woods."

Music therapist: "Which town do you live in?"

Simon: "Blacksburg."

Music Therapist: "So you and Angie do not live in the same towns. Angie lives in Christiansburg and you live in Blacksburg."

I know this interaction involves the music therapist which is considered staff, but I felt the interaction was unique in the adult and child looked at each other and responded to each other in a friendly manner. This interaction was more of a free conversation between the participants. Ironically, Simon turned around on the floor to choose his participant instead of picking someone in front of him. This might have been because most of the participants in front of him had already been selected to answer a question.

Activity: Puddle Jumping (small group).

The puddle jumping activity consisted of having 4-5 "puddles", which

were made out of paper, placed on the floor in a circle. As music was playing, the children and adults were to walk around the circle and when the music stopped, they were to jump into a puddle. The puddles had been made and decorated by the adult day care participants earlier in the day. This activity seemed appropriate because the children and adults had to listen to the music and respond when the music stopped. The puddles that were made were just big enough for two people. It might have facilitated more interaction if the puddles had been large enough for three or four people. I feel this would have increased the sharing and helping that was seen between the two groups.

Activity: Singing Songs (large group).

Another activity was simply singing songs together. There were a few songs chosen by the researcher and recreation specialist to have the children move and sing along with music. The songs that were sung were: "Friends" and "Colors" which were created by the Kinderman Music. The "Friends" song allows for the children and adults to sing, point to their friends and sing in pairs with their friends. This song also allows for individuals to sing if they so choose. The "Colors" song involves the children and adults listening

for directions and matching certain body parts to the colors. For example, the song goes "when I say red put your hands on your head, when I say black put your hands on your back....." The song goes through 12 colors with twelve different body parts.

Activity: Painting to Music (small group).

The third activity was painting to music. We provided paint, brushes and a large sheet of paper for the small group and had them paint to three types of music. The three types of music were fast rock, orchestra and country. With this activity, we thought the children and adults would paint faster or slower to the different types of music. This particular activity did not go as well as planned. The children and adults did not interact much together and I am not sure this activity really promoted interaction. The adults and children were asked to listen to the music and paint. Occasionally, the children and adults would look at each other and smile or laugh but they really did not talk that much.

Summary of music activities.

The music activities were entertaining for the children and adults and to watch. The participants appeared to enjoy the activities and responded in a

positive way to the activities. For example, when the children and adults painted to music, they requested to play a song again so they could keep on painting and moving to the beat of the music. The music activities were usually louder than the other activities and required more movement from the participants. The general mood during the music activities was happy and pleasant. The children and adults would sing, dance, and laugh together.

The four activities chosen were appropriate for the children for the most part. The last activity was the music therapist who played music and sang with the participants. The music therapist did an excellent job. However, I thought the therapist was going to sing songs and do finger plays. But, he played hot potato with them and had a balloon as the hot potato. As a teacher of young children, I knew immediately when I saw the balloon that it was not an appropriate choice for that particular activity. However, the singing of songs and interactions that did take place were developmentally appropriate (see Appendix D, question B-3). The adults were sitting in the recliners and the children on the floor. The balloon provided new space for the children which was straight up in the air. Therefore, the children did not "pass" the balloon as was expected. Based on this observation, I would

suggest that you find out the entire plan of action by a specialist that you have come in. By having simple communication between the therapist and myself, we could have avoided the disruption during the activity.

The activities appeared to be functionally appropriate for the adults. The songs were familiar songs to the adults and children for the most part and provided the adults with the opportunity to sing and move to music. Singing is something that people of all ages do and therefore the adults did want to participate.

There was a lot of positive interactions between the children and adults. For example, at the beginning of the puddle jumping activity in the beginning the children would share a puddle with another child, but by the end of the activity, the children were sharing puddles with the adults and vice versa. At one point, a child had not landed on a puddle and an adult told the child to come over and hurry to her puddle. Later in that same activity, Martha, a child, showed an adult, Jane, how to share her puddle. One adult, Jane, was moving around in the middle sometimes and on the outside of the circle and did not always jump on a puddle. However, for this particular instance, Martha wanted to help Jane find a spot on a puddle. So when the

music stopped, Martha went over and got Jane's hand and pulled her over to the puddle she had been standing on.

During the singing of songs, an adult participant, Jane, tried two times to get a child to dance with her. She would walk over to the child and hold out her hands or gently put her hands with the child's hands. The child would pull away his/her hands or tell her he/she did want to dance. I wondered why the children would not dance with Jane, the adult participant. I could not decide if it was because she would not ask or because she was so much taller than the children. After the second time, Jane moved back to her seat. She stayed there for about two-three minutes and then I guess she thought she would give it another try. She went close to Martha, a child, and held out her hands and Martha told her that she would dance but she did not want to hold hands.

Other than holding someone's hand for a second to pull them close to a puddle there was not much physical contact between the two groups (see Appendices D and E, questions D-10 and D-11 for activity 2). The children just did not hug and touch the older adults. However, the adults did attempt to make some physical contact but the children were not as receptive as

adults thought they would be.

The music activities did create some mutual participation between the two groups, sharing of puddles, and acknowledgement of each other. One of the songs the children sang was about friends and the participants were to point to each other. They did this and would smile and laugh at each other.

The interactions between the participants and adults went fairly smoothly. The staff really did not participate as much as I thought they would. However, it is reasonable to say that when children and adults and staff are singing songs then there is not a whole lot of opportunity for interaction. The staff did interact by smiling at the children and adults. If the children or adults asked a question or needed something then the staff was available and helpful. The staff of the two groups tried really hard to learn the names of the participants. The staff were very aware of the fact that they needed to use the children's and adult's names when they spoke to them. The staff would encourage turn taking or model turn taking. For example, during the puddle jumping the children and adults really were not sharing the puddles. Betsy, the recreation specialist, joined in with the group and modeled sharing the puddles by sharing a puddle with an adult first and then with a child.

The interactions between the participants and staff were affected somewhat by the nature of the activity. There still was a lot of modeling and the encouragement of prosocial behaviors by both sets of staff.

Music activities provides children and adults with an opportunity for inventing, originating, and sharing insights, ideas, feelings and relationships (Alper, 1987). Throughout the music activities, the children and adults demonstrated and exhibited a variety of the above opportunities. For example, the participants were allowed to invent new lines for songs and express their emotions and feelings.

Storyreading Activities-Description

The third series of activities were storyreading activities. All four activities consisted of one adult reading a story to the children. The size of the group did vary from small group to large group. There were 2 small group activities and 2 large group activities.

These activities promote the following concepts, skills, and dispositions for children: listening skills, social skills, developing literacy skills, sharing stories and problem solving skills. These activities promote the following concepts, skills, and dispositions for the adults: language skills, social

interaction, recalling prior knowledge, reading skills, sharing stories and modeling.

The environment in which these activities were carried out in was the adult day care center. All four activities were near the recliner area (see Appendix C) of the adult day care. The adult participants sat in a chair and the children sat on the floor. The children were allowed to lay on the floor if they chose to do so. This area has recliners, carpet, stuffed animals, a television, and some rocking chairs. This area is a nice place for story reading because the chairs form a mini-circle inside the center and a good place for two groups to interact.

The four activities all entailed the reading of a story to the children. Each time, several stories were selected by the researcher and then the recreation specialist would assist the adult participant in selecting a book to read to the children.

The activity chosen to be described in detail is when Sue read, Wilfred Gordon McDonald Partridge to the children. This storyreading was selected over the others because of the story content which facilitated conversation about young and old persons. This story is about a young boy who lives next

door to a nursing home. He goes to visit the nursing home regularly and likes the different older adults there for different reasons. One day he overheard his parents talking about one lady at the nursing home, they said that she had lost her memory. So the boy went to the nursing home and asked the different adults, "What is a memory?" The adults told him a variety of things. He went back to his house and found the items that the older adults had told him would represent a memory. He then went back to the nursing home and shared those items with the one female older adult who had reportedly lost her memory. The items allowed for the older adult to remember certain stories from her past. Therefore, the boy felt he had helped the lady find her memory.

Activity: Reading. *Wilfred Gordon McDonald Partridge*. by Mem Fox (large group).

The activity began by having the children enter the adult day care center. As soon as they entered, the adults and staff began greeting the children. Sue told the children, "Sit right down in front of me here." The children found a spot and sat down.

Sue read the title of the story and the author. She went through the books

reading the sentences on the pages and asking the children questions about the pictures. Once she was finished with the story, she asked them some questions about going back to the child development lab and what they were going to be doing next.

Interactions between staff and participants. The interactions between the staff and participants was limited due to the nature of the activity. The interaction was really facilitated by the reader of the story and Betsy, the recreation specialist. The few staff interactions that did take place were positive. The staff did respond to any questions the children had and encouraged prosocial behaviors by having the children wait their turn to talk or ask Sue a question.

Interactions between the children and adults. This interaction mainly took place between Sue and the children. Other adult participants did greet the children as they entered and left but most of the interaction was with Sue.

Sue did a fantastic job of reading the story to the children. Right when she began the story Sue facilitated conversation with the children. For example:

Sue (adult): (pointing to the boy in the picture). "How old do

you think he is?"

Children: "Three. Four. Five."

Sue: "About as old as you all are, I bet."

It was interesting to see the children relate to the boy in the picture as the same age as they were as well as Sue stating that he looked about their age as well. The identification with the characters in the story is important for children to connect to the story.

Another interaction that took place was when Sue was talking about the old people in the picture.

Sue: "Who's the old people here?"

One Child: "Like you (pointing to Sue)."

Sue: "Like me, well I guess that's a good question to ask then."

I think during this conversation Sue obviously did not get the response she wanted. However, when the child responded, "Like you," all Sue could do was laugh about it. It was a priceless moment during the activity. It was priceless because I do not think either set of participants had viewed each other as being in the setting of the book.

At the end of the activity, Sue stated:

Sue: "Thank you all for coming over and letting me read
you a story."

Child: "Can you read it again?"

Sue: "Maybe you can come over another day and we'll
read it again."

This activity went fairly smoothly and the interaction between the adult and children was limited to the talk about the book for the most part. The 'thank you' from Sue let me know that she felt privileged that the children would come and listen to her read. I am not sure if Sue was tired and did not want to read it again or that she wanted the children to come back again therefore, she said she would do it later to get to see them on another day. Through this interaction, it was clear that Sue was in charge of the activity and felt as if she could make the decision to read it later on her own.

The other three stories selected to be read to the children all involved the same procedure of having one adult read a story to the children and the children would sit in the floor. The first reading was Love You Forever, by Robert Munsch (small group). This activity involved Sue reading the story to

the children. The second story was The Very Busy Spider, by Eric Carle (small group). This activity also involved Sue reading the story to the children. The last story read was The Rainbow Fish, by Marcus Pfister (large group). This activity involved Barbara reading the story to the children. The same procedure was followed except that a different adult read the book. Of course, since a different person read the book then the activity did go a little bit differently. Barbara has a softer voice than Sue and the children found it hard to hear Barbara while she read. Also, Barbara did not show the pictures to the children which created problems as well. This will be further explained in the summary of storyreading activities.

Summary of storyreading activities

The storyreading activities were short and to the point. The children would come in and the story would get read. Then, the children and adults would talk for a couple of minutes and leave. The stories read to the children made a difference in the conversation the children and adults had after the story was over. For example, one story was The Very Busy Spider, this story is more focused towards children. Therefore, there was not a whole lot to talk about after the story besides the spider. However, when the story,

Wilfred Gordon McDonald Partridge was read, the story was about a family and older adults, and it facilitated more conversation at the end of the story.

The last storyreading was done by Barbara who does enjoy reading to the children but sometimes has a hard time following along with the story. She sometimes forget to show the pictures to the children and turns the page backwards instead of forward to read. Barbara read the story to the children in a low voice. Therefore, the children could not hear her very well and did get distracted from the story. The adult often forgot to show the pictures to the children. The children would request it each time and she just forgot to show them or did not hear their requests. In this case, having someone else hold the book might have been better for that particular participant or selecting a book that was not quite as long for her to read might have helped with some of the problems she was having reading the story.

During one storyreading, a staff member from the child development lab was sitting on the floor with the children. Carey, an adult participant, came over and sat on the floor, which she typically would do, and sat right beside the staff member. Then, Carey grabbed a hold of the staff members hand. The two of them sat and listened to the story holding hands. I felt this was an

excellent role model for the children. One important aspect to intergenerational planning, is that the staff must be comfortable interacting with both groups. This incident showed me that this particular staff member was very comfortable.

The interactions between the children and adults were basically greetings as the children entered the adult day care and questioning during and following the story reading. The children came in and sat on the carpet area facing the reader. They would talk a little bit and the adults would ask the children how they were and then the reader would start.

The children and adults did treat each other with respect during the storyreading activities. Especially when Barbara, the reader of the last story, did not read very loud or show the pictures. The children actually sat very quietly during the entire reading of the book. This to me, shows respect for the adult participant. The children were distracted and looking at other things but they did not get up and move around or start talking loudly.

The children and adults did exhibit prosocial behaviors towards each other (see Appendicies D and E, questions D-7 and D-8, activities 3, 6, 9, & 12). The children would wait on the adult to call his/her name before talking and

the adult would give everyone who wanted a chance to talk a turn to talk.

Once again, this activity did not promote a much physical contact between the children and adults. The way the activity was set up with the children on the floor, the adults were not really close to the children which often created the environment for more contact. This was one problem with the space in which these activities were carried out. However, with a simple storyreading I am not sure how much physical contact you would expect. The children and adults did greet each other upon entering the activity and upon leaving the activity.

At the beginning of one story reading time, two girls came into the activity and they were giggling a lot. Bob, an adult participant, turned to the girls and asked them, "Did ya'll bring some silly juice?" The girls just continued to laugh. Bob enjoyed the children coming over and always wore a smile when they were present. However, the two girls did continue to laugh while Sue was starting to read the story. She turned to them and said, "You can listen to my story or you can go back to your room." Sue said this with a little laugh but the two girls knew that she meant they could choose to stay or go. They decided to stay.

Overall, the interactions between the children and adults was positive. For this positive experience, I would recommend a soft area, carpet or bean bags, for the children to sit on. Storyreading is a relaxing activity and the children did end up laying on the floor or stretching their legs out. When adults and children read together, a context for learning about the function and meaning of literacy is created, and children are instilled with the motivation and disposition to read as well as fostering and maintaining the adults literacy skills (Travis, et al, 1995).

Summary of Intergenerational Activities.

As this chapter makes evident, there are many factors that go into planning an intergenerational activity. Not only does the time, place and space matter but also the staff and especially the activity. The activity must be well planned and thought through to a great extent. The example I used earlier about the music therapist is a perfect example. If you want the activities to go smoothly, then they need to be as well planned as possible.

The environment and space in the environment is another important aspect to be considered. If your goal is to facilitate interaction between the two groups then having the groups intermingled is better than all of the

children on the floor and the adults in chairs. During some of the activities, I felt as if the space just did not facilitate a great deal of interaction. Where as, when the children and adults sat at the small table or large table, they were intermingled so a child was in between two adults and vice versa. It is harder to get interaction when the two groups come together for an activity and then when we place all of the children at one end of the table and adults at the other.

When you are planning for staff interaction to be involved in the activities, you must plan for training of the staff. Why do they interact more with the participants from the center they currently are working? What does this tell the children and adults? The planner of the activities must make the members of the staff aware of the activity and what is expected from them. If the staff only facilitate interaction with children and not the adults and children, then there will not be much interaction between the children and adults. Not only does the staff need to be familiar with the children and adults but also the other staff members form both groups.

One other area I would like to point out is that the children just do not call the adults by name that often (see Appendices D & E, question D-6 for all

activities). The adult participants did wear name tags however, the children could most likely not read them at this age. I did not think about having the children wear name tags for the activities, but this possibly would have helped the older adults that could read the children's names. The adults did want to know the children's names and did ask the children what their names were.

As an observer of the intergenerational activities, I have realized so many things that need to be considered before you even put the two groups together. The preplanning can create a positive learning environment for all of those involved. By preplanning, I mean training the staff, introducing the children and adults, and doing simple activities first then moving to more detailed activities between the two groups.

Evaluating the activity is an extremely critical part to the process. If you do not evaluate your activity, then you might not remember the next time what did not go well the first time.

The purpose of this chapter was to describe the intergenerational activities and give evidence of interactions between the various groups. The next chapter will discuss these descriptions in terms of the literature review and

will take the information gathered to provide some direction for teachers as well as future research.

CHAPTER V: DISCUSSION AND CONCLUSIONS

In this section I would like to revisit the theoretical assumptions of the study and elaborate on the findings in relation to the literature. The assumptions were about planned intergenerational activities, interactions between staff and participants and interactions between children and adults.

My primary research question was in what ways do planned intergenerational activities meet the developmental and functional needs of the children and adults who participate?

Kuehne (1993) stated, "it is not good enough to simply create experiences for children and older adults. We must recognize the responsibility involved in engineering such relationships." From this study, I found that there is a lot of responsibility in creating developmentally and functionally appropriate activities for children and adults. Seefeldt, et al (1990), state that the activities need to be developmentally and functionally appropriate for both age groups. There is a need to match the curriculum in ways that children and the older adults learn at the appropriate maturational levels.

I would like to refer back to Bredekamp's (1987) definition of developmental appropriateness which includes two dimensions: age

appropriateness and individual appropriateness. Age appropriateness indicates that there are universal, predictable sequences of growth and change that occur in all domains of development-physical, emotional, social, and cognitive during the first 9 years of life. Individual appropriateness refers to each child as a unique person with an individual pattern and timing of growth, as well as individual personality, learning style, and family background (Bredekamp, 1987).

Functional appropriateness relates to challenges to current levels of developmental skill and functioning (Dr. Shirley Travis, personal communication, February 1996). For example, rather than enhance development, functionally appropriate activities assist or challenge those developmental abilities that one has. The most common domains of human functioning are physical, mental, social and emotional. The preparation of having knowledge in both child and adult development, might assist program planners in evaluating and enhancing their understanding of appropriate activities for both populations.

The three types of activities planned and implemented in this study: cooking/baking, music/singing, and reading stories were considered to be

developmentally and functionally appropriate in almost all instances. That is in all but two instances, the researcher and the research assistant agreed that all 12 activities were developmentally and functionally appropriate with a criterion rating of 3 for each activity. For children the activities provided for active learning, encouraged language development, provided many materials and opportunities and were designed to develop children's self esteem. For adults, the activities were also functionally appropriate. Activities served to stimulate prior knowledge, foster the following of instructions, encourage social interaction, activate the participants short-term memories, and motivate the adults to participate.

There three types of activities used in this study fostered different developmental and functional skills for the children and adults. For example, when the music therapist was present, the songs he sang with the participants were repetitive and simple beats to follow. As Travis, et al. (1995) have pointed out, that much more work needs to be done to determine the kinds of music activities that the groups will find mutually satisfying and beneficial, simple songs that have recurring verses and some hand clapping or foot stomping are a good place to start. For singing/music activities Alper (1987)

stated that because singing/music activities offer a psychological and historic link with the past, it is an appropriate intergenerational activity, creating shared meaning and purpose for both groups.

The reading and selection of stories appeared to effectively demonstrate developmental appropriateness for the children by providing stories for the children was a wonderful way to promote emergent literacy for the children. The reading of the stories were functionally appropriate and allowed for two adults to maintain their speaking abilities by reading the story as well as reminiscing for the adults. Travis, et al. (1995) talk about the excellent storybooks that have appeared on the market today. The book entitled, Wilfred Gordon McDonald Partridge was a perfect example of the a book that involves both generations within the story. This particular book was selected because of the uniqueness of the story, in that the little boy lived right beside a nursing home.

I found cooking/baking activities to promote the most communication and verbalization between the two groups. However, Travis, et al. (1995) did not find cooking/baking activities to be ranked first of the seven types of intergenerational activities provided by day care settings. The ranking of the

by the day care providers is as follows: 1) singing/music, 2) free conversation time, 3) telling/reading stories 4) games 5) arts/crafts, 6) field trips, and 7) cooking/baking. These findings are inconsistent with my findings because if they were found to promote the most interaction then it seems like the activities would be offered more frequently at centers. I would encourage adult day care centers and child care centers to consider cooking/baking activities where the recipes are very simple and easy to follow. I would also recommend that the activity entail a variety of jobs within the activity so the children and adults can choose what they would like to do.

Within intergenerational programming another important aspect is to discuss the logistics of curriculum planning. I have found that planning is very important. Kocarnik & Ponzetti (1991) agree that one main area of creating intergenerational programming is the successful planning of activities. I found that planning activities that provided for a lot of different tasks created more interaction between the two groups. One of the activities was making cheese sandwiches. This activity did not last very long and the participants really did not have to share many things. They each made their

sandwich, ate it, and left the activity. However, the activity of making peanut butter balls seem to facilitate more interaction, because there were many things to do. Some participants were crushing corn flakes, some were mixing the ingredients, and some were rolling the mixture into balls. Thus, a planner must take into account many things, such as arranging space and the setting up of materials, before the interactions can even take place. Brummel, 1989, commented that activities, delivery of service, formal and informal interactions of elders, young people, staff and the parents of the children/youth must all be considered in the design and implementation of quality intergenerational programs.

A planner needs to be aware of the variety and wide range of developmental needs of the participants and be able to help the participants as necessary. Frail elders and young children have similar needs. These include the need for constant care, housing, health care, appropriate activities and meaningful relationships, support, and "belongingness" (Tice, 1991). A variety of 'needs' came up during this study. For example, some adults needed to go to the restroom and had to be moved in their wheelchairs. Sometimes this created a disturbance among the participants when the

wheel chairs were in the middle of the group and had be moved. This is an important consideration when planning the environment for the activities.

One last area I would like to discuss is need for an appropriate setting and environment. From implementing the activities, the arrangement of the group (children and adults) did seem to be a significant factor. For example, when the participants did cooking activities, they sat at a table and there was a child in between each adult. This way, the children and adults were sitting next to each other. Another example is when the children did a couple of the music activities. The children sat on the floor and the adults were in recliners around them. This arrangement of the children and adults allowed for less interaction because the children were all together on the floor and the adults were spread out around the circle. I found it best to alternate the children and adults when they were sitting at the tables.

This research has discussed certain ways in which planned intergenerational activities meet the developmental and functional needs of the children and adults who participate.

The second question addressed in this study was: What type of interactions occur between child and adult participants during planned

intergenerational activities?

Peacock & Tally (1984) stated that , "through intergenerational contact, individuals can learn to interact at a comfortable, natural level." I found that the children and adults over an extended period of time, did develop meaningful relationships and throughout the intergenerational activities the participants seemed to reach a higher level of comfort with each other and the activities themselves. The children began remembering some of the adult participants names and where to sit when they came into the adult day care center. Also, I feel the children and adults knew what to expect, to a certain degree, when the two groups did get together.

The activities were a regular part of the childrens' day and they were very aware of the fact that they could choose to participate or not. I found that by bringing the two groups together they were able to communicate and learn from each other. For example, the children were able to be exposed to print when an older adult read a story which fosters emergent literacy for the children. The reading of stories also allows for the older adult to practice and maintain his or her reading skills. The overall goal is always the same: bringing people together from different generations who might not normally

have access to such relationships and enabling them to benefit and learn from each other (Ventura-Merkel, Liederman & Ossofsky, 1989).

Intergenerational programming is particularly complicated because we are working with two and often three or more different age groups, each with its own unique needs and preferences (Brummel, 1989). Bocian & Newman, 1989, state that the persons served by intergenerational programs are drawn from a population with diverse economic, racial and ethnic backgrounds. Participants in intergenerational programs also represent the elderly population over 55 who are well or frail, who are living independently or in supportive settings such as nursing homes or personal care facilities.

Even though intergenerational programming involves a diverse population I still found it surprising that there was not much physical interaction between the adults and children and especially initiated by the children towards the adults. The interaction seemed to be unidirectional from adult towards children. The lack of physical contact could possibly be due to the character or personality of each of the children and adults. The participants might not be people who normally touch or hug, for example. However, Newman & Ward (1993), found that music activities, in particular, promoted

consistent positive physical interaction between young children and older adults. During the music activities in this study there was some physical interaction like holding hands. The physical interaction aspect of intergenerational interactions needs to be studied further to be able to clarify these results. Further research is needed to clarify which activities promote the most physical interaction and to see if physical contact occurs in other activities with different child and adult groups.

The frequency of physical contact might be related to the frequency of visits by the participants. One adult (female) participant and one child (female) were at 11 of the 12 activities carried out in this study. Of the 13 older adult participants, 11 participated in one or more intergenerational activities. Of those 11 adults, 8 participated in 4 or more activities. Of the 16 child participants, 15 participated in at least two or more intergenerational activities and 11 of those 15 participated in 4 or more activities. However, from this study it is impossible to tell how many participants chose to come to each intergenerational activity because there was a limit to the number of child and adult participants allowed at each activity. However, these findings are significant because a relatively high number from each group participated

in at least once 1 of the 12 intergenerational activities. Overall, the intergenerational activities did seem to promote positive interactions between the two groups.

Third, this study addressed the question: What type of interactions occur among staff and child and adult participants during planned intergenerational activities?

The interactions between the participants and staff were also positive. In the beginning of the study, there appeared to be some hesitation among the staff to participate in the activities. However, by the end of the study, the staff members appeared to be more comfortable with interacting with both groups because there was more interaction.

The findings are also consistent with Kocarnik & Ponzetti (1991) who stated another issue that must be addressed before intergenerational programming can take place. The issue is the facilitator who will carry out the activity and foster the interactions between the two groups. This study could not have been done without Betsy, the recreation specialist. She did an excellent job of facilitating interaction between the two groups and did a wonderful job of modeling to both groups and staff that it was appropriate to

interact with all involved in the intergenerational activities. This aspect of the findings indicate the need for cross training of staff. If the staff are trained to interact with both groups then one would hope the trained staff would then interact more frequently with all the participants.

McGuire, 1993, strongly recommended that both teacher and gerontologist training include coursework on aging education. Practitioners in these areas need to evaluate their own attitudes about age and aging, and what these attitudes may project or teach. While observing the activities, the importance of having training for both groups was clearly evident. This evidence was in the fact that sometimes there were too many staff members during the activities, therefore staff members were standing around and observing. The two centers are labs for the undergraduate students and the students in the two fields must do placements in the centers for a certain amount of time. Therefore, sometimes there are quite a few staff members.

At the beginning of the activities, the researcher noticed that the staff of the children interacted with the children and the staff of the adults interacted with the adults. In the beginning, Betsy and a couple from each of the staffs interacted with both groups. However, by the end of the study, on the last

couple of video tapes, there was much more interchange between the staffs and participants. This could be for two reasons. First, the staff new more of what was expected by the end of the activities. Second, the staff felt more comfortable with the children/adults after they had interacted with them for four weeks.

Implications for Practice

The findings of this study offer a variety of implications for intergenerational programming practice which are discussed below.

1) The activities need to be well planned. Specifically, activities need to have clear guidelines to follow for the staff involved. A planner will want to be flexible with the plan and also have a back-up plan! Planning needs to be made a joint effort from all the staff, at least one member from each center, involved to maximize the benefits for the children and adults. Ames & Youatt, 1994, comment that activities must have value and meaning to the participants. Good programs include activities that not only meet the desired outcomes of the program, but also provide balance and diversity to participants.

2) The planners must consider the needs of both groups. It is important

for the two planners (from child center and adult center) to meet before the two groups meet and discuss the characteristics of the participants and find an activity or two the groups might find in common. Based on the needs of each group, some activities might be impossible to do. For example, if all participants are very frail and have problems with their arms and hands then a parachute game is probably not an appropriate choice. But, storyreading might be or just having the groups visit with each other or have the two groups sing songs to music. The intergenerational activities need to have a facilitator that is comfortable interacting with both groups as well as having a cross-trained staff or staff knowledgeable of both groups developmental and functional stages is extremely helpful.

3) The activity needs to allow for both verbal and cooperative interaction. Activities that foster cooperation were found to facilitate more conversation because the participants had to talk/interact to share materials.

4) The activity needs to be in a safe and warm environment. The environment needs to be free of dangerous objects. For example, if an intergenerational activity is planned between toddlers and adults for the singing of music. However, when the toddlers enter the center there are

sharp scissors on the small table which just happens to be in the reach of the toddlers. The consideration of the materials and objects in another center is extremely important. Though a child care center might be free of unsafe objects this does not mean an adult day care center is free of objects the adults might use on a regular basis. The activity should also be implemented in an environment that will foster interaction between the two groups. The large table area was wonderful for the activities. However, the recliner area was not as good of a space because it separated the two groups from the beginning of the activity.

5) The activities need to be kept short and in small groups. Having smaller groups allows for the children and adults to be more one on one with each other. If a group of children are visiting a center, a planner might want to divide the participants into two smaller groups. Also the children and adults should have a choice as to whether to participate. Fortunately, our centers are adjacent and our centers provided that luxury. The co-location of the two centers used in this study allowed for the children and adults to leave the activity and return to his or her own center when they chose. It also alleviated the issue of transportation. A planner might want to plan an

alternative activity for the visiting group if he/she chooses to opt out of the intergenerational activity.

6) Each intergenerational activity needs to be evaluated after each implementation for future changes/additions/deletions. Evaluation of each activity is critical to the continuation of the same activities as well as future types of activities that are implemented. For example, if music activities seem to be a particular hit with the intergenerational group, then the planner might want to capitalize on this and extend music activities in a variety of ways. For example, sing songs, paint to music, have a music therapist visit, guitar player, parents or caregivers come in and play an instrument, or visit a concert hall as an intergenerational activity. Bocian & Newman (1989) state that as intergenerational programs become more evident and assume more important functions, they need to assume a greater responsibility for assessing their effectiveness and their contribution to the community. Comprehensive evaluations of intergenerational programs are essential to their future growth and success.

Future Recommendations for Research

My first recommendation for future research is that we simply need more

observational research in co-located centers. There is still very little documented about how older adults experience such intergenerational relationships, and even less has been documented on what actually occurs when older adults interact with children of various ages in community settings (Kuehne, 1992).

My second recommendation for research is to repeat this same study with various populations to see if results would be consistent. The sample size included approximately 35 children and adults. It was not a random sample. The sample was selected based on the location and availability of that sample. The study needs to be repeated with varying populations and demographics. This study was done in an area that is drastically different from other places.

The third recommendation for research is to test the adaptation of the Early Childhood Classroom Observation Scale for reliability and validity. The original scale (NAEYC, 1991) was tested for reliability and validity (Bredekamp, 1986) and I would suggest referring to that information and doing similar tests on the adapted scale (Appendix C).

My fourth recommendation is to repeat the study with various

intergenerational activities. This study only looked at three types, cooking, storyreading and music. There are a lot of other types of activities that can be done between the two groups. For example, field trips, free conversation, or games.

Final Comments

The final comments I would like to make about creating, adapting, and implementing my study are that qualitative research can add so many rich details to a study. I know if I had chosen to calculate numbers for a study on intergenerational programming that I would not have gotten the richness and uniqueness of the comments and interactions that took place during these activities.

I loved listening and watching the children and adults interact. There were so many times that I just smiled and thought to myself, "Wow! This is why I wanted to do this study!" Seeing children and adults help each other, smile at each other, and have respect for each other is what intergenerational programming is all about to me.

Appendix A

Letter of request for participation:

April Hamby
750 Tall Oaks Drive Apt. 1900E
Blacksburg, VA 24060
(703) 961-3125

Dear _____,

I am a graduate student at Virginia Polytechnic Institute and State University. I am doing a study on intergenerational activities. Intergenerational activities are activities that include the participation of the adult day care participants and children whom are interacting with each other. The adult day care participants and children work together to do an activity such as a cooking activity.

I will be video taping the intergenerational activities. I will be looking at the interactions that take place when the two groups interact together.

This study will approximately last 4 weeks. There will be a total of 12 activities between the two groups that will be videotaped for later review.

I would like to request permission for _____ to participate in the informal activities. A list of the dates and activities has been attached for you to review. If you choose to give your child permission to participate in the activities please sign the statement below and return to April Hamby at the Virginia Tech Child Development Laboratories.

If you have any questions, please contact me at 961-3125.

Sincerely,

April Hamby

I, _____, give permission for _____ to participate in the intergenerational activities at the adult day care. I understand that the activities will be video taped to help with an observational study to promote intergenerational activities. I understand that at any time I can remove my child from the ongoing study.

Appendix B

Letter of request for participation:

April Hamby
750 Tall Oaks Drive Apt. 1900E
Blacksburg, VA 24060
(703) 961-3125

Dear _____,

I am a graduate student at Virginia Polytechnic Institute and State University. I am doing a study on intergenerational activities. Intergenerational activities are activities that include the participation of the adult day care participants and children whom are interacting with each other. The adult day care participants and children work together to do an activity such as a cooking activity.

I will be video taping the intergenerational activities. I will be looking at the interactions that take place when the two groups interact together.

This study will approximately last 4 weeks. There will be a total of 12 activities between the two groups that will be videotaped for later review. The activities will start on Monday, February 19 and last until Thursday, March 21, 1996.

I would like to request permission for _____ to participate in the informal activities such as cooking or story reading. If you choose to give _____ permission to participate in the activities please sign the statement below and return to Dawn or Judy at the Adult Day Care by Monday, February 19, 1996.

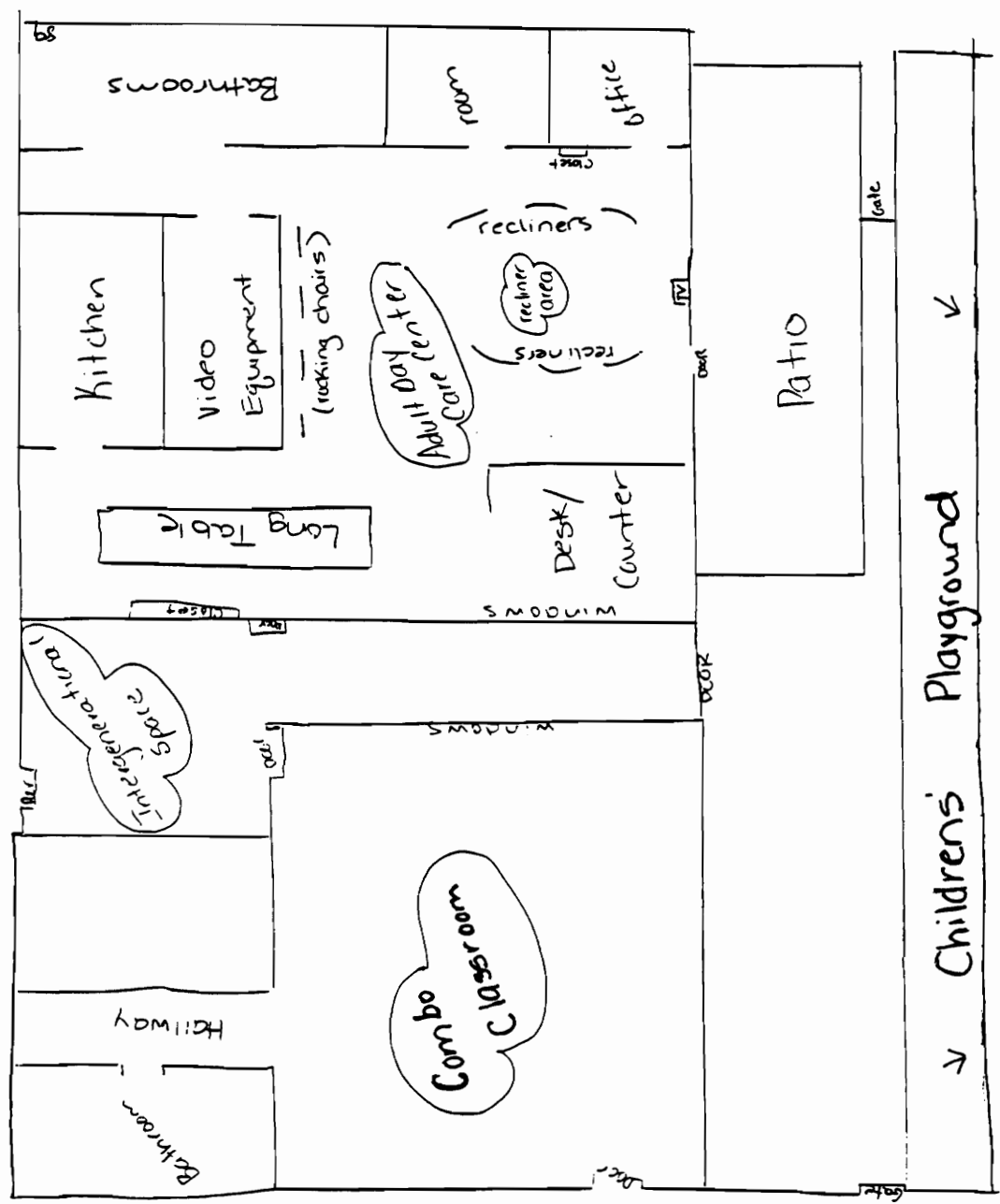
If you have any questions, please contact me at 961-3125.

Sincerely,
April Hamby

I, _____, give permission for _____ to participate in the intergenerational activities at the adult day care. I understand that the activities will be video taped to help with an observational study to promote intergenerational activities. I understand that at any time I can remove _____ from the ongoing study.

Appendix C

Drawing of the layout of the Virginia Tech Child Development Laboratories and the Virginia Tech Adult Day Care



Appendix D

The Adaptation of the Early Childhood Classroom Observation Scale

The adaptation of the Early Childhood Classroom Observation Scale includes several different categories which are listed as follows:

Part A--Interactions among staff and participants

Part B--Activity

Part C--Environment

Part D--Interactions between children and adults

Each of these categories is rated on the following criteria:

- 1) **Not met--the criterion is not met.** You observe little evidence that this statement accurately describes the program. The behavior happens rarely or seldom.
- 2) **Partially Met--the criterion is partially met.** You observe some evidence that this statement accurately describes the program. The behavior happens some of the time.
- 3) **Fully Met--the criterion is completely met.** You observe a great deal of evidence that this statement accurately describes the activity throughout the activity. The behavior happens most of the time. **For a criterion to rate a (3), all indicators (O) related to the activity being observed must be present. However, it is possible for all indicators to be present without rating the criterion a (3).

The researcher will rate the criterion by circling only one of the numbers (1) or (2) or (3). The rating can be explained in the comments section. If the rater feels a score needs an explanation, then the rater will circle the (C) standing for comments and will write comments in the section below the criterion scale. If the rater does not see evidence of an item during the observation time, the rater may select the N/A category for "not applicable" if the area does not apply.

Appendix D-continued

Interactions among staff and children and adults

	not met	part met	fully met	N/A	Comments
A-1 Staff interact frequently with children and adults showing affection, interest, and respect.	1	2	3	NA	C
○ staff interact nonverbally by smiling, touching					
○ staff talk and listen to individual children and adults during activities					
○ staff of lab school interact with older adults					
○ staff of adult day care interact with children					
A-2 Staff are available and responsive to children.	1	2	3	NA	C
○ listen to children with attention and respect					
○ respond to children's questions and requests					
○ staff are aware of the activities of the entire group					
○ staff spend time observing the children without interrupting an actively involved child					
A-3 Staff are available and responsive to adults.	1	2	3	NA	C
○ listen to adults with attention and respect					
○ respond to adult's questions and requests					
○ staff are aware of the activities of the entire group					
○ staff spend time observing the adults without interrupting an actively involved adult					

Interactions among staff and children and adults, con't

not part fully N/A comments
met met met

A-4 Staff speak with children in a friendly, courteous manner.

1 2 3 NA C

- ☐ speak with individual children often
- ☐ speak to children at eye level
- ☐ call children by name

A-5 Staff speak with adults in a friendly, courteous manner.

1 2 3 NA C

- ☐ speak with individual adults often
- ☐ speak to adults at eye level
- ☐ call adults by name

A-6 Staff provide children and adults with equal opportunities to take part in the activity

1 2 3 NA C

- *when acknowledging individual children staff avoid gender stereotypes in language references
(i.e. use words such as strong, gentle, little girl, little boy)
- *when acknowledging individual adults staff avoid gender stereotypes in language references
(i.e. use words such as strong, gentle, old man, ...just part of being old)

Interactions among staff and children and adults, con't

	not met	part met	full met	N/A	Comments
A-7 Overall sound of group is pleasant most of the time.	1	2	3	NA	C
For ex., happy, laughter, excitement, busy activity					
A-8 Children and adults are generally comfortable, relaxed, happy and involved in the activity	1	2	3	NA	C
A-9 Staff encourage prosocial behaviors in children such as cooperating, helping, taking turns	1	2	3	NA	C
ex. adults model the desired behavior					
adults initiate opportunities for exploring					
valuing similarities and differences					

Interactions among staff and children and adults, con't

	not met	part met	fully met	N/A	Comments
A-10 Staff encourage prosocial behaviors in adults such as cooperating, helping, taking turns	1	2	3	NA	C

Activity

	not met	part met	fully met	N/A	Comments
B-1 Modifications are made in the environment, staffing pattern, schedule, and activities to meet child's special needs	1	2	3	NA	C
☐ appropriate chairs to sit in for children ☐ bathroom is accessible if necessary ☐ program modified as needed, such as provisions of special materials and equipment					
B-2 Modifications are made in the environment, staffing pattern, schedule, and activities to meet adult's special needs	1	2	3	NA	C
☐ appropriate chairs to sit in for older adults ☐ bathroom accessible if necessary ☐ program modified as needed, such as provisions of special materials and equipment					
B-3 Activity is developmentally appropriate for children	1	2	3	NA	C
☐ provides for active learning ☐ many materials and opportunities ☐ encourage language development ☐ safe environment ☐ experiences are provided that meet children's needs and stimulate learning ☐ each child viewed as unique individual ☐ activities designed to develop children's self esteem and positive feelings toward learning					

Activity, con't

	not met	part met	fully met	N/A	Comments
B-4 Activity is functionally appropriate for adults	1	2	3	NA	C
☐ stimulates prior knowledge					
☐ allowed to follow instructions					
☐ encourages social interaction					
☐ activates short term memory					
☐ allows for practicing eye/hand coordination					
☐ motivating					
B-5 Encourages children to interact with adults in positive ways	1	2	3	NA	C
☐ provides opportunities for sharing and helping					
☐ provides opportunities for caring					
☐ provides opportunities for cooperation and collaboration					
B-6 Encourages adults to interact with children in positive ways	1	2	3	NA	C
☐ provides opportunities for sharing and helping					
☐ provides opportunities for caring					
☐ provides opportunities for cooperation and collaboration					

Activity, con't

	not met	part met	fully met	N/A	Comments
B-7 Encourage language and literacy development	1	2	3	NA	C
☐ read books, poems, tell stories					
☐ provide time for conversation					
☐ answer children's questions					
☐ answer adult's questions					

B-8 Activity is culturally appropriate	1	2	3	NA	C
☐ represents aging in a positive manner					
☐ avoids stereotyping of adults					
☐ represents children in a positive manner					
☐ avoids stereotyping of children					

Environment

	not met	part met	fully met	N/A	Comments
C-1 There is enough usable space indoors so children and adults are not crowded	1	2	3	NA	C
C-2 Space is arranged to accommodate children and adults individually and in the large group	1	2	3	NA	C
C-3 There is enough lighting for the children and adults	1	2	3	NA	C

Environment, con't

	not met	part met	fully met	N/A	Comments
C-4 A variety of age-appropriate materials are available to children and adults	1	2	3	NA	C

Interactions between children and adults

	not met	part met	fully met	N/A	Comments
D-1 Children interact frequently with adults showing affection, interest, and respect.	1	2	3	NA	C
☐ children interact nonverbally by smiling, touching					
☐ children talk and listen to individual adults during activities					
D-2 Adults interact frequently with children showing affection, interest, and respect.	1	2	3	NA	C
☐ adults interact nonverbally by smiling, touching					
☐ adults talk and listen to individual children during activities					
D-3 Adults are responsive to children.	1	2	3	NA	C
☐ listen to children with attention and respect					
☐ respond to children's questions and requests					

Interactions between children and adults, con't

not met part met fully met N/A Comments

D-4 Children are responsive to adults.

1 2 3 NA C

- ☐ listen to adults with attention and respect
- ☐ respond to adult's questions and requests

D-5 Adults speak with children in a friendly, courteous manner

1 2 3 NA C

- ☐ speak with individual children often
- ☐ speak to children at eye level
- ☐ call children by name

D-6 Children speak with adults in a friendly, courteous manner.

1 2 3 NA C

- ☐ speak with individual adults often
- ☐ speak to adults at eye level
- ☐ call adults by name

Interactions among staff and children and adults, con't

	not met	part met	fully met	N/A	Comments
D-7 Children exhibit prosocial behaviors towards the adults such as cooperating, helping, taking turns	1	2	3	NA	C
D-8 Adults exhibit prosocial behaviors towards the children such as cooperating, helping, taking turns	1	2	3	NA	C
D-9 Children and adults smile and laugh together	1	2	3	NA	C

Interactions between children and adults, con't

	not met	part met	fully met	N/A	comments
D-10 Children make physical contact with adults	1	2	3	NA	C

☐ touching

☐ hugging each other

D-11 Adults make physical contact with children

1 2 3 NA C

☐ touching

☐ patting each other

☐ hugging each other

☐ putting arm around one another

**Interactions between children
and adults, con't**

	not met	part met	fully met	N/A	comments
D-12 Children and adults greet each other when entering and leaving activity	1	2	3	NA	C

Appendix E

***Results from the Adaptation of the Early Childhood Classroom Observation Scale**

Instructions:

Across the top of the chart is the part of the scale (a, b, c, d) and the series of questions.

Down the side of the chart is the raters responses.

The researcher responses equals the letter A (only down the side of chart).

The research assistants responses equals the letter K (only down the side of chart).

There are four pages to the results from the scale:

Part A--Staff interactions with children and adults

Part B--Activities

Part C--Environment

Part D--Interactions between children and adults

If rater marked 1 --criterion not met

If rater marked 2 --criterion partially met

If rater marked 3 --criterion fully met

If rater marked a number and the letter "c"--then there are comments on raters chart

If rater marked a number and the letters "n/a"--then the rater felt the question did not apply

****Here is an example:**

The response to question A1 (look at chart, this is across the top) for #1 from the researcher (#1-A) was 3. The response from the research assistant (#1-K) for #1 was 3.

So, both researchers found that the criterion for question #1 was fully met because the raters marked 3's.

(If you still need clarification please see pages 28-30 in the Methodology section)

Appendix E, continued
Staff Interactions with Children and Adults

Staff Interactions	A1	A2	A3	A4	A5	A6	A7	A8	A9	A10
#1-A	3	3	3	2-c	2-c	3-c	3	3-c	3	3-c
#1-K	3	3	3	3	3	3	3	2-c	3	3-c
#2-A	2-c	3	3	2-c	3	3	3	3	3	3-c
#2-K	2-c	3	3	2-c	3	3	3	3	3-c	3-c
#3-A	3	3	3	3	3	3-c	3	3	3	3
#3-K	3	3	3	3	3	3	3	3-c	NA	NA
#4-A	3	3	3	3	3	3	3	3	3	3
#5-A	3	3	3	3	3	3-c	3	3	3	3
#5-K	3	3	3	3	3	3	3	3	NA	NA
#6-A	3	3	3	3	3	3	3	3	NAC	NAC
#6-K	3	3	3	3	3	3	3	3	NA	NA
#7-A	3	3	3	2-c	3	3	3	3	3	3
#7-K	3	3	3	3	3	3	3	3	3	3
#8-A	3	2-c	3	3	3	3	2-c	2-c	3	3
#8-K	3	3	3	3	3	3	2-c	2-c	3	3
#9-A	3	3	3	3	3	3	3	3	3	3
#9-K	3	3	3	3	3	3	3	3	3	3
#10A	3	3	3	3	3	3	3	3	3	3
#10K	3	3	3	3	3	3	3	3	3	3
#11A	3	3	3	2-c	3	3	2-c	2-c	3	3
#11K	3	3	3	3	3	3	2-c	2-c	3	3
#12A	3	3	3	3	3	3-c	3	3	3	3
#12K	3	3	3	3	3	3	3	3	3	3

Appendix E, continued

Activities

Activ- ities	B1	B2	B3	B4	B5	B6	B7	B8
#1-A	2-c	3	3	3-c	3	3	3NA	3
#1-K	3	3	3	3	3	3	3-c	3
#2-A	3	3	3-c	3	3-c	3	NA	3-c
3-c#2-K	3-c	3-c	3	3-c	3-c	3	NAC	3
#3-A	3-c	3	3-c	3	3	3	3	2
#3-K	3-c	3	3	3	3-c	3	3	3
#4-A	2	3	3	3	3	3	3	3
#4-K	2-c	3	3	3	3	3	3	3
#5-A	3-c	3	3	3	3	3	3	3
#5-K	3	3	3	3	2-c	2-c	3	3
#6-A	2-c	3	3-c	3	3-c	3	3	3
#6-K	3	3	3	3	3	3	3	3
#7-A	2	3	3	3	3	3	2	3
#7-K	2-c	3	3	3	3	3	3	3
#8-A	2-c	3	2-c	3	2-c	3	3	3
#8-K	3	3	3	3	3	3	3	3
#9-A	2	3	3	3-c	3-c	3	2-c	3
#9-K	2-c	3	3	3	3	3	3	3
#10-A	2	3	3	3	3	3	2	3
#10-K	2-c	3	3	3	3	3	3	3
#11-A	3-c	3	2-c	3	3	3	3	3
#11-K	3	3	3	3	3	3	3	3
#12-A	2-c	3	3	3	3	3	3	3
#12-K	3	3	3	3	3	3	3	3

Appendix E, continued
Environment

Environment	C1	C2	C3	C4
#1-A	3	3-c	3	3-c
#1-K	3	3	3	3
#2-A	3	3	3	NA/C
#2-K	3	3	3	NA/C
#3-A	3	3	3	NA
#3-K	3	3	3	NA
#4-A	3	3	3	3
#4-K	3-c	3	3	3
#5-A	3	3	3	NA/C
#5-K	3	3	3	3
#6-A	3	3	3	3
#6-K	3	3	3	NA
#7-A	3	3	3	3
#7-K	3	3	3	3
#8-A	3	3	3	NA/C
#8-K	3	3	3	NA
#9-A	3	3	3	3
#9-K	3	3	3	3
#10-A	3	3	3	3
#10-K	3	3	3	3
#11-A	3	3	3	3
#11-K	3	3	3	NA
#12-A	3	3	3	2-c
#12-K	3	3	3	NA/C

Appendix E, continued
Interactions between children and adults

Inter actio ns	D1	D2	D3	D4	D5	D6	D7	D8	D9	D10	D11	D12
#1A	3	3	3	3	3-c	2-c	3	3	3	1-c	2-c	3
#1K	2-c	3-c	3	3	3-c	2-c	3-c	3-c	3	1-c	2-c	2-c
#2A	3	3	3	3	2-c	2	3	3	3	2-c	2-c	3
#2K	2-c	3	3	3	2-c	2-c	3-c	3	3	2-c	3-c	3
#3A	3	3	3	3	3	2-c	NA	NA	3	2	2	3
#3K	3	3	3	3	2-c	2-c	NA	NA	3	2-c	2	3
#4A	3	3	3	3	3	2-c	3	3	3	2	2	3
#4K	3	3	3	3	3	2-c	3	3	3	2-c	2-c	3
#5A	2-c	3	3	2	3	2	3	3	3	2	2	3
#5K	3	3	3	3-c	2-c	2-c	2-c	3	3	2-c	2-c	3
#6A	3	3	3	3	3	2	3	3	3	1	1	3
#6K	2-c	2-c	3	3	3	3	NA	NA	3	1-c	1-c	3
#7A	3	3	3	3	3	3-c	3	3	3	2	2	2-c
#7K	3	3	3	3	3	3	3	3	3	2-c	2-c	3
#8A	2-c	3	3	2	3	2	NA	3-c	3	1	1	2-c
#8K	3	3	3	2-c	3	3	3	3	3	2-c	2-c	3
#9A	3	3	3	3	3	2-c	3	3	3	1	1	3
#9K	2-c	2-c	3	3	2-c	2-c	3	3	3	1-c	1-c	3
10A	3	3	3	3	3	2	3	3	3	2	2	3
10K	3	3	3	3	3	2-c	3	3	3	2-c	2-c	3
11A	3	3	2-c	2-c	2	2	3	3	3	1-c	1-c	3
11K	2-c	2-c	3	3	2-c	2-c	NA	NA	3	1-c	1-c	3
12A	3	3	3	3	3	3	3	3	3	1	2	3
12K	2-c	2-c	3	3	3	3	3	3	3	1-c	1-c	3

Appendix F

Number of times each participant came to intergenerational activity

Adult Day Care Participants

Child Development Lab

M=Male		F=Female	
<u>Participant</u>	<u># of activities</u>	<u>Participant</u>	<u># of</u>
<u>activities</u>			
Participant #1-F	0	Participant #1-F	4
Participant #2-M	2	Participant #2-F	6
Participant #3-F	0	Participant #3-M	5
Participant #4-F	7	Participant #4-M	5
Participant #5-F	7	Participant #5-M	5
Participant #6-F	9	Participant #6-M	3
Participant #7-F	4	Participant #7-M	0
Participant #8-M	4	Participant #8-M	6
Participant #9-F	11	Participant #9-F	11
Participant #10-M	6	Participant #10-M	6
Participant #11-F	1	Participant #11-F	2
Participant #12-F	7	Participant #12-M	5
Participant #13 -M	2	Participant #13-M	2
		Participant #14-F	9
		Participant #15-F	2
		Participant #16-F	4

Appendix G

Dates, times and tape numbers of intergenerational activities:

<u>Date</u>	<u>Time</u>	<u>Tape No.</u>	<u>Activity</u>	<u>Group</u>
February 19, 1996	1:30-2:00pm	01	making sand.	small
February 21, 1995	1:30-2:00pm	02	puddle jumping	small
February 22, 1996	1:30-2:00pm	03	story reading	small
February 26, 1996	2:30-3:00pm	04	peanut butter balls	large
February 28, 1995	2:30-3:00pm	05	singing songs	large
February 29, 1996	2:30-3:00pm	06	story reading	large
March 4, 1996	1:30-2:00pm	07	cooking	small
March 6, 1996	1:30-2:00pm	08	painting to music	small
March 7, 1996	1:30-2:00pm	09	story reading	small
March 18, 1996	2:30-3:00pm	10	fruit salad	large
March 20, 1996	2:30-3:00pm	11	music therapist	large
March 21, 1996	2:30-3:00pm	12	story reading	large

Revised schedule for last 5 activities due to closing of centers and spring break:

March 6, 1996	1:30-2:30pm	08	story reading	small
March 18, 1996	2:30-3:00pm	10	fruit salad	large
March 20, 1996	2:30-3:00pm	11	story reading	large
March 21, 1996	2:30-3:00pm	12	Music therapist	large
March 25, 1996	1:30-2:00pm	09	painting to music	small

Appendix H

Activity Plan Format

1. Type of activity _____

Location of activity _____

Date: _____ Approximate time: _____

2. Brief description of activity (i.e. making peanut butter balls)

3. Preparation required

4. Equipment and materials to be used

5. Suggested procedure to follow for activity

6. Possible learning/anticipated experiences

*What concepts, skills, feelings, and dispositions might this activity promote or strengthen for the children and the adults?

* What other possibilities for children's and adult's involvement might result?

7. Questions for reflection

* Why was this particular activity selected?

* Describe any thoughts, feelings or concerns that come to mind when planning?

Appendix I

Activity Plan Evaluation

Activity: _____ Activity #: _____ Date: _____
Evaluated By: _____

1. Plan description: What was the activity and how did you carry out the activity?

2. What went well with the activity? What influenced the outcome of the activity?

***State how you know the activity went well.

a) The activity itself (purpose, materials, set up, arrangement and clean up)

b) Children's and adult's responsiveness to the activity, the materials and the teaching method used

c) The teaching strategies or methods used to guide, extend, or enrich the activity

d) Your flexibility or willingness to alter plans

e) The particular context or setting in which you carried out your plan

3. What problems were encountered? Why do you think they occurred?

4. What would you change or do differently about this activity for the next time?

Appendix J

This appendix contains all 12 activity plans, field notes and evaluations. The activity plan, field notes and evaluation for each activity are together in order from activity 1 to activity 12.

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Activity # 1

1. Type of activity: Cooking --- Making cheese sandwiches
Location of activity: intergenerational space--small group
Date: 2-19-96 Approximate time: 1:30ish

2. Brief description of activity (i.e. making peanut butter balls)

Making Cheese Sandwiches

3. Preparation required

- 1) Get supply list to Fran Friday before activity

4. Equipment and materials to be used

- 1) Cheese-sliced
- 2) bread
- 3) small paper plates
- 4) mayonnaise
- 5) plastic knives

5. Suggested procedure to follow for activity

1. Have table set up in intergenerational space
2. Have the adult day care participants at the table
3. Have the children come to the activity
4. Judy will then give brief directions
5. Allow the children and adults to start
6. Once the children are finished, they may return to the room
7. Have the adults leave the activity area
8. Clean up the space

6. Possible learning/anticipated experiences

***What concepts, skills, feelings, and dispositions might this activity promote or strengthen for the children and the adults?**

Children

communication
eye-hand coordination

following directions
directions

Adults

communication
eye-hand
coordination
following

*** What other possibilities for children's and adult's involvement might result?**

***The children and older adults might want to eat the sandwiches.**

. Questions for reflection

*** Why was this particular activity selected?**

This activity was selected because there are few steps to follow which will allow the adults and children to have success at the activity. Also, this activity will be snack for the adult day care participants.

*** Describe any thoughts, feelings or concerns that come to mind when planning?**

****Hopefully, the intergenerational space will provide a warm atmosphere for the two groups to interact in.**

Activity #1-Field Notes

Activity #1--Making Cheese Sandwiches

Older adults are greeting children as they come into the intergenerational space. There is some smiling going on and Older adult (female) asked for a little girl to come over and sit beside of her so the child (female) did. Older adult (female) wants him to move his chair a little bit closer--older adult asked assistant from day care to help move the child up closer to the table.

Older adult (female) wanted to know child's name beside of her. Older adult assistant interacting with child (female)

Some older adults have made their sandwiches and some are still in the process

At about 5 minutes into the activity almost all participants are participating except one--assistant moved around and asked and she decided to make a sandwich-- older adults commenting on how good the sand. are

while the children and adult are eating they are talking a little bit to the children beside of them

children are making sandwiches and some of them are eating them

two children chose to leave the activity after they had made their sandwiches.--one girl took a bite and another did not want to eat anything at all

some children have eaten about half of their sandwiches

some adults have finished

Older adult (female) wanting to talk to the children--asking the children for their names

Conversation going between two older adults (two females)

Adults asking the children--girl--how old she is and talked more about "someday some boy will like you"

Older adult (female) asked child (boy) if he would like some more juice

Lots of comments are on physical appearance--eyes, pretty, dimples.

The bell in the intergenerational space went off and all adults were looking at me--Ha--I did not make the bell go off--I suppose they looked towards me because that is the direction the sound came from

Older adult (female) finally poured the child (boy) the juice--"now drink it or I'll pour it over you head," and she laughed and laughed. Then she said no she was just kidding

Older adult (female) changed from juice to his shirt to talk with him about

Older adult said, "I don't want anymore--I'll get fat from eating anymore."

Other lady--adult (female) just sitting and observing hasn't said much just observing

Older adult (female) is helping clean up and encourage children to finish-- Same older adult commented on the food making him(a child) grow into a big man

Young adult said, "I'll be a woman."

Older adult (female) sought out a variety of people to talk to --children boys and girls--assistants from adult day care and assistants from child care

Older adult (female) doesn't want to embarrass the child (boy)

She is helping him gather up all of his crumbs

Older adult wanted to know who was going to wash the table- She said, " I wouldn't worry about it--let someone else clean it up."

Older adult assistant went and got older adult (female participant) a sponge to help clean the table

Older adult was looking for a place to rinse the sponge--asked me for help to show her how the water from the water fountain worked

Said bye to last child to leave and the adults left the activity

Plan Evaluation: Activity #1--Making cheese sandwiches

1. Plan description: The activity was making cheese sandwiches for snack. The activity was carried out in the intergenerational space and was a small group activity. The activity included 5 children and 4 adults.

2. What went well? The transition into the activity seemed to go smoothly. The assistants, I felt, helped with that transition and seem to make the activity something fun to come to. I feel the activity was influenced by the making and eating of snack. Also, the area in which the activity was located was close to the child care therefore allowing the children to exit whenever they chose to.

I feel the activity went well because the children and adults were interacting and talking about a variety of things. I also feel the activity went well because it was an activity that the adults and children could feel successful at and participate in only if they wanted to.

3. The activity itself:

The activity was designed with the purpose to facilitate interaction between the children and adults. The main purpose was for the children and adults to interact together while they made cheese sandwiches--for their snacks for that day.

The materials that were used were: sliced cheese, bread, plastic knives, paper plates, cups, juice, mayonaise and napkins.

The activity was set up in the intergenerational space with the adults being spread out for the children to fill in the spaces inbetween two adults. This activity was set up in this space but it has been a while since an activity has been done in that particular space.

Clean up was done by the assistants and adults. One particular adult wanted to help clean up so an assistant went and got her a sponge to start cleaning.

b) The children and adults seemed open to the activity and materials. The children and adults are used to making their own snacks on occassion so the

activity was nothing unusual for them. The teaching assistants sat around the participants and helped and encouraged when necessary. I would have liked for them to have moved closer to the participants and gotten at eye level.

c) The assistants used an open approach to the activity and teaching. The assistants talked about making a cheese sandwich and that they could use mayonnaise if they wanted. Several assistants instructed the children and adults to get cheese or put some mayo on their bread.

d) The recreation specialist of the adult day care was not here today to facilitate the activity so one assistant from the adult day care helped get everything started.

e) The setting was in the intergenerational space.

f) One problem I saw was the children sitting in "big chairs." I know it is better for the adults to sit in the large chairs but some of the children could barely see over the table. I guess the children could have sat on their knees to reach the table better. Also, the chairs could have had arms-like the ones for the adults-so that if the child needed to sit on his/her knees then the arms to the chairs would be safer.

g) Next time, I would want the staff to be more directly involved instead of off to the sides. I would also have the other chairs for the children to sit in.

Activity #2

1. Type of activity: Music--Puddle Jumping

Location of activity: Adult day care near rockers and chairs

Date: Feb. 21, 1996

Approximate time: 1:30-
1:45pm

2. Description of activity:

Using music and doing puddle jumping--the older adults will make the puddles for the activity

----this activity is similar to musical hula hoops

3. Preparation required:

The older adults are making the "puddles" to jump into during the activity. The puddles will be made out of paper. The other preparation is selecting music--songs like "the freeze" by Greg and Steve will be used as music for the activity. The puddles will need to be placed appropriately spaced in the adult day care center. We will also need to make sure there is a record player available for our use.

4. Equipment

- record player
- music-cassette tapes
- puddles(similar to the size of hula hoops)

5. Suggested procedure to follow:

1. Have puddles set up in room as well as record player
2. Have adult day care participants in chairs near the puddles so they will be close to the activity when it starts.
3. Have four or five children come over to participate.
4. Assign Judy to be in charge of the music.
5. Explain the activity to the children. The music will start and everyone is

to walk in a circle. When the music stops--jump into a puddle--the closest one to you!! Then the music will start again.

6. Possible learning/Anticipated experiences:

Children: following directions

social skills

exposure to music

listening skills

feelings of happiness

Adults: following directions

recalling of prior

music experiences

familiar music sounds

coordination skills

feelings of happiness

7. Questions for reflection:

This activity was selected because of the children and adults interest in music.

One concern that comes to mind is the mobility of the older adults. I hope they will be able to participate in the activity. Another concern is that the children might get excited and want to run--bumping into another adult and causing them to fall.

Activity #2-Field Notes

Activity #2

Children enter into day care and older adults are turning and watching the children enter

Betsy is going over rules to the activity and telling them to jump on the puddle when the music stops

Music starts and walk around the circle--when music stops, jump onto a puddle

Older adult (female) dancing and moving to the music

Adult (female) joined the group and moved around the circle--most of the children stayed together and adults are staying together

Betsy gave new directions at the middle of song on how to walk around the circle on the outside of the circle

Betsy then joined the group and made a point to jump onto a puddle when the music stopped

Child (female) joined the circle with a young adult participant and jumped onto a puddle when the music stopped

The music was switched to another song and the adults are still mostly together and the children are together

Two children passed the older adults while walking around the circle

Child (female) helped older adult (female) find a puddle

Betsy helped same older adult(female) find a puddle again

Two children once again passed three or four older adults and again once the music started

Not much verbalizations going on just some laughing and smiling

Plan Evaluation: Activity #2--Puddle Jumping

1. Plan Description: The activity was puddle jumping to music. When the music would stop the participants were to jump on a puddle. The activity included 5 children and 4 adults.
2. What went well? After the first song, the participants seemed to catch onto the game a little easier. the first time through, the participants seemed to need a little more direction. The children and adults were laughing and having a good time.

I feel the activity went well because the children and adults seemed to pep up when listening to the music. The children and adults did not mind sharing the puddles.

3. The activity itself:

The activity was created to allow the children and adults to express themselves to music and cooperate and participate in the activity.

The older adults made the "puddles" out of construction paper and markers and paints. The older adults decorated the puddles and made the puddles inviting to "jump in."

The activity was set inside the adult day care facility near the recliners. This area provided the largest open space for the participants to carry out the activity. The adults were sitting and waiting for the children to arrive and stood up shortly after the children arrived. Then Betsy explained the rules of the puddle jumping game to the participants. Then, they started. Three songs were played for the children and adults to listen to and follow the directions of the game. The activity ended after three songs had been played.

b) At first, the adults and children did not seem as responsive to the game. Then, Betsy got involved with the activity and things seemed to flow much smoother. Also, Betsy stopped after the first song and gave more direction. The children and adults seem to enjoy the activity because they had smiles on their faces and were laughing frequently.

c) Betsy added to the activity after the second song and had the participants walk on the outside of the circle then when the music stops--jump on a puddle.

d) This activity was flexible. There was to be an assistant from the combo class to come with the children, however, due to the implementation of a center activity--the assistant could not come. Then, I asked the assistant director of the labs--to bring the children over. Well--when she was ready to bring the children over another child got a bloody nose and she had to tend to that. Another person ended up getting the children and the children did not have a teacher with them.

e) The activity was carried out in the adult day care near the recliners.

3. What problems were encountered? the main problem was someone to get the children. However, things seemed to work out. I will be giving the assistants in the combo class a schedule of the activities so they will know and will help them with their planning.

4) I would have different music. The music just seemed to be at a very slow pace and it seemed like the participants wanted to move faster. Or--just have music without words or music without directions. One of the songs chosen told the participants to put their hands high then low, etc... However, I do feel some of the participants were listening to the words and doing the motions and participating on puddle jumping when the music stopped. So--there were two things going on at one time.

Activity #3

1. Type of activity: Story reading

Location of activity: Adult day care center near chairs

Date: 2-21-96

Approximate time: 1:30ish

2. Brief description of activity (i.e. making peanut butter balls)

This activity will be a story reading activity.

3. Preparation required

- 1) Planning with Judy on the best place to have the activity
- 2) Selecting a text for older adult to read--will select 3 or 4 books and allow the adult to choose from those. The preselection has been made based on the interests of the children.

4. Equipment and materials to be used

- 1) 3-4 books--Love You, Forever
The Very Busy Spider
Corduroy
- 2) Three or four large recliners for older adults to sit in. One adult will be reading the story. The children will sit on the floor.

5. Suggested procedure to follow for activity

- 1) Will have the adults be situated and ready for the children to come in.
- 2) An assistant from the combo class will ask four or five children to come over to hear a story from the adult day care.
- 3) When the children arrive, the children will sit on the floor in front of the reader.
- 4) The older adult will begin with the title of the story and read the story.
- 5) Once the book is finished, time for discussion.
- 6) Allow the children to go back to the child lab.

6. Possible learning/anticipated experiences

***What concepts, skills, feelings, and dispositions might this activity promote or strengthen for the children and the adults?**

Children

listening skills

reading

social skills

develop literacy skills--read story left to right

--book has beginning and ending

Adults

language skills-

social interaction

prior knowledge

*** What other possibilities for children's and adult's involvement might result?**

The children will have questions about the story or the adult will have questions to ask the children. The older adult could extend the story in some way.

7. Questions for reflection

*** Why was this particular activity selected?**

***Story reading has been regarded as a enjoyable activity and meaningful to both groups. Both the head teacher and the recreation specialist have mentioned the enjoyment of Story reading. For the children, they are just developing literacy skills and Story reading is a good way to promote a love for reading.**

*** Describe any thoughts, feelings or concerns that come to mind when**

planning?

I really do not have any major concerns about Story reading. Except, if the adult gets stuck on a word or repeats the same page due to impairments they might have. However, Judy, the recreation specialist will sit close to the reader just in case.

Activity #3--Field Notes

Activity #3-Storyreading

Children came in saying "I've changed my mind."

Older adult (female) started saying, "look at the cover and read the title." She moved to the end of the chair to get closer to the children. The children would look at the adult who is reading the story and imitated the older adult as she was pretending to rock the baby, in the story, back and forth

Children seem to be listening intently to the story

Older adult who is reading the story is asking lots of questions after she reads every page

ex. "What do you do as a teenager?"

One child (female) responded, "You are wild."

One little boy was sucking his finger while the older adult was reading the story

Older adult reading the story made some comments about always being your Mama's baby--never to old even if you are 50 years old

Older adult reading the story is sitting on the end of her chair to read--she looks at the children and asks them questions

She asked, "What's on this rug?"

"A kitty, " answered one little girl.

After the story, the children laid down on the floor to go resting because they have to go bowling

Older adult asked if anyone knew a song and one little girl started singing a song and sang at the older adult's request

After the song, the older adult referred back to the book and two girls moved closer to the older adult to look at the book

Then, the children pretended to be animals (horses) and eat grass

The older adults and children were laughing

The older adults started saying bye and the children left the room saying bye as well

Evaluation #3

1. Plan description:

The activity was planned to be a storyreading time. The activity was carried out by having the children come over to the adult day care center and sit near the storyreader. The children sat in the floor facing the female older adult. The adult began with the title of the story and then she stated the author. She read the book until the end. She would stop inbetween pages and discuss the sentences on that page.

2. The adult did an excellent job of reading the story. She worked with children during her working career and loves interacting with them. She was a very good person to choose for this activity.

I think the environment that was set up and the fact that she likes to read to children influenced the activity in a positive manner.

a) The purpose of the activity was to read the story to the children.

She chose the book entitled, Love You, Forever, to read to the children. the seating arrangement in the adult day care center did not have to be changed because of the small group of children and only one reader. The other adults sat in chairs close by.

b) The children and adults seemed to respond positively to the activity. The children were focused on the story and interacted when the opportunity came up. The older adult had a great time referring to her past and the importance of the mother-child relationship. The book was a very good book to select because the older adults could relate because the mother in the book becomes old.

c) The adult reader questioned the children after just about every page. She chose to talk about how the child was doing things he should not be doing.

d) There really was no reason to alter the plans. Therefore, being flexible

was not so much an issue here.

e) The activity was carried out in the adult day care center on the carpet area.

3. Towards the end of the activity, you could tell the children were getting tired. they began to lay on the floor, etc...

4. I would want to include more of the older adults, but I just do not see how???????

Activity #4

1. Type of activity: Cooking

Location of activity: Adult Day Care Center at large table

Date: 2-26-96

Approximate time: 2:30pm

2. Brief description of activity (i.e. making peanut butter balls)

--making peanut butter balls

3. Preparation required

1) Give list of supplies to Fran--cook for day care center--she will purchase the materials since it will be for snack for the children.

2) Make sure area in adult day care is ready to use.

4. Equipment and materials to be used

- recipe
- peanut butter
- bowls
- crushed corn flakes
- honey
- spoons
- paper towels
- napkins

5. Suggested procedure to follow for activity

- 1) Check to make sure the adult day care is ready for our activity
- 2) Have the table set up and cleaned
- 3) Set out materials along with the directions to making the activity
- 4) The materials will be spread out along the table--there should be enough materials to have to groups working at each end of the table .
- 5) A couple of assistants will bring over the majority of the children from the combo class

****We will make sure all of the children and adults have washed their hands.

- 6) A teacher will refer to and read over the recipe
- 7) Then the children and adults will start making the mixture.
- 8) The children and adults will roll the mixture into balls and then dip and roll in crushed corn flakes.
- 9) Once the mixture has all been used we will clean the area. We will take a portion of the balls back to the lab and part will stay with the adult day care participants to eat for snack.
- 10) Then the children will leave.

6. Possible learning/anticipated experiences

*What concepts, skills, feelings, and dispositions might this activity promote or strengthen for the children and the adults?

Children

happiness
enjoyment
self-help
cooperation
communication

Adults

enjoyment
self-help
communication
cooperation
reminiscing

- * What other possibilities for children's and adult's involvement might result?

An older adult might show a child how to roll the balls or vice versa. An older adult might tell a story about making something similar to the peanut butter balls.

7. Questions for reflection

- * Why was this particular activity selected?

**wanted to encourage self-help skills and cooking is an every day activity in humans lives and allowing children to be exposed to the activity will foster their development. The adults probably do not have much chance to cook at home and will get the opportunity here.

- * Describe any thoughts, feelings or concerns that come to mind when planning?

**the children enjoy cooking in the classroom and so do the adults-- hopefully the two groups will enjoy the activity together.

Activity #4-Field Notes

Activity #4--Making Peanut Butter Balls

Children enter into the adult day care and greetings and smiles get started

Children cam in and found chairs

Betsy gave directions to peanut butter balls and getting groups started to mix stuff together

Both staffs (adult day care and lab school assistants) moved right in and began facilitating the activity

Staff of lab school allowing children to help mix the ingredients

Children and older adults are both crushing the flakes while others are mixing and measuring

Staff looking around and making sure the children are getting to participate

Looking for someone to help stir--several children said they didn't want to stir then a child (boy) volunteered

One older adult (female) is getting up and leaving the activity--she wants to leave the activity -- I heard her mention to someone that someone was going to come and get her but not yet---she said she didn't want to make them--referring to the peanut butter balls

Then a staff member asked everyone what the balls taste like and an older adult (female) said that they were good

Older adult (who left the activity earlier) came and sat beside of me and wanted a chair to sit in so I helped her get a chair then within a few seconds

an assistant from the adult day care center came over and got the older adult to come back to the table

One of the child development lab assistants is showing a child (female) how to make a ball--the assistant referred the child to another child (male) to watch how he was making the peanut butter balls

Child (male) is interacting and talking with an adult day care participant--he is talking about the size of his peanut butter balls--he displayed his tiny one

Older adult (Female) told Sam to make some more peanut butter balls on his plate

I looked over at the older adult(female) who had left the table and then rejoined the group--she is rolling a peanut butter ball

Child (male) said, "I need cornflakes, I need cornflakes."

One child (female) does not want to make the peanut butter balls because they will make her hands sticky--however, she stayed at the activity by her choice--she eventually turned over her plate and started making the sound like a drum

Overall, the children and adults seem involved and participating in the activity in some manner
ex. rolling, crushing, eating or measuring

One child (male) was commenting on how well he made his peanut butter balls

One little girl commented to me that she will eat the snack in her room but she just didn't want to help make them in this room

Sam was demonstrating how he stirred the mixture--he said he needs more dough

Child (male) commented that he wanted to eat snack here--Betsy said, "you'll eat them next door (referring to the child development lab) and one child (female) said, "We are next door!"

Another child (male) said, " I would like to eat them now." And another child (male) said he wanted to too!

The children left the activity and went back to their room

Plan Evaluation: Activity #4

1. Plan description: What was the activity and how did you carry out the activity?

The activity was making peanut butter balls. The activity was carried out in the adult day care center at the large table. This was a large group activity.

2. What went well with the activity? What influenced the outcome of the activity?

****State how you know the activity went well.**

The activity went very well. The directions were clear and concise and easy to follow. Betsy did an excellent job of talking about the materials and explaining what to do. Then the children and adults just got started. I feel the activity was well planned and fun for the children and adults. I was surprised at the amount of interaction that was taking place. The large group activity actually went very well. The children and adults seemed to be involved in the activity and there was plenty to do for everyone.

a) The activity itself (purpose, materials, set up arrangement and clean up)

The purpose of the activity was for the children and the adult day care participants to make peanut butter balls together for their snacks.

The materials used were:

honey

cornflakes

peanut butter

measuring cups

bowls

trays for peanut butter balls

rags

****The area was arranged in the adult day care and was at the large table. The supplies were divided in to two groups--one at each end of the table.**

b) Children's and adult's responsiveness to the activity, the materials and the teaching method used.

****The children and adults were responsive to the activity because they followed the directions and participated in making peanut butter balls.**

c) The teaching strategies or methods used to guide, extend, or enrich the activity

Betsy had a child demonstrate on how to roll the mixture into a ball.

d) Your flexibility or willingness to alter plans

Some of the adults and children began eating their snacks there!!

e) The particular context or setting in which you carried out your plan

The adult day care center at the large table.

f) What problems were encountered? Why do you think they occurred? We could have had another set of supplies(3) so that everyone could reach the materials. The table is a long table and that needs to be accounted for.

g) What would you change or do differently about this activity for the next time?

I would probably make three or four sets of bowls if we did another large group activity like that.

Activity Plan #5

1. Type of activity: singing

Location of activity: adult day care

Date: 2-28-96

Approximate time: 2:30

2. Brief description of activity (i.e. making peanut butter balls)

****Singing songs**

3. Preparation required

1) Go over plan with Judy

2) Gather music for Judy to have ahead of time

3) Get music box to play music on into the adult day care

4. Equipment and materials to be used

1) Two Songs, "Friends, and Colors," by Kindersize man

2) music box

5. Suggested procedure to follow for activity

1) Have music box set up

2) Get music with box

3) Have the chairs and area arranged

4) Have adults seated in chairs

5) Have children come over to the adult day care

6) Start the music after the hellos

7) Sing the friends song first then colors

8) Open for discussion

9) Have the children go back to the child lab

6. Possible learning/anticipated experiences

*What concepts, skills, feelings, and dispositions might this activity promote or strengthen for the children and the adults?

**The activity will promote happiness and excitement with the participants. The activity will allow for the children and adults to use their motor skills.

Children

large motor
listening
verbal skills
following directions

communication

Adults

large motor
listening
verbal skills
following
directions

communication

* What other possibilities for children's and adult's involvement might result?

**The children and adults might help each other find where the body parts go with the song--i.e. "when I say blue, put your hands on your shoes."

. Questions for reflection

* Why was this particular activity selected?

The children and adults seem to enjoy music and singing activities really well.

*** Describe any thoughts, feelings or concerns that come to mind when planning?**

I hope the adults will be able to follow the directions to do the activity. Hopefully, they will be able to do the larger movements without hurting themselves.

Activity #5-Field Notes

Activity #5-Singing Songs

Children are coming into the center saying, "hello."

Older adult (female) told the children to come on in and say hello to her--one child (boy) agreed and said hello to her

Betsy got the children in a circle

Adult (female) wanted to come and sit in the circle so Betsy helped her find a spot

Child (female) did not want to dance with older adult (female)--I wonder why?

No one volunteered to sing the song Betsy and I had selected by themselves

Older adult (female) moved back to her chair and then she moved back to the middle of the circle

Children did not point when the song said to point to a friend, however, they all were holding hands with each other--the children and adults had formed a circle and they were all holding hands with the person next to them

Older adult (female) tried again to get a child to dance with her--this time she tried to get a child (male) but he would not dance with her and pulled his hands away from his front to his back

Older adult (female) stood up at the end of the song

One child (female) said, "If we are going to have to point to each other then we can't hold hands." Wow!! This was a great observation!

The second song began and as soon as the music started the adult (female) started moving to the music

On neat--an older adult participant (male) who was sitting off to the side began singing the song--"brown, brown, brown." He began making the motions to the colors of the song

The adult day care participants that are sitting around observing are smiling as they are watching and listening

Wonder why more participants did not stand up? How can this activity be improved to support interaction and close proximity with the large chairs in the adult day care area inhibiting interaction???

Children and adults are listening to the next color

Child (male) fell down onto the floor and is rolling along the floor

Child (male) was anticipating what was next because he was leaning into the circle as if he was waiting what was next
ex. he knew the next color was blue so he had his hands on his shoes before the color blue was mentioned

Once the song was over, Betsy wanted them to do stretches and three children did not want to participate

This pretty much ended the activity

Plan Evaluation: Activity #5

1. Plan description: What was the activity and how did you carry out the activity?

The activity was singing songs. The activity was carried out in the adult day care center near the recliners.

2. What went well with the activity? What influenced the outcome of the activity?

****State how you know the activity went well.**

The activity seemed to go very well. The children and adults were involved in the singing and movements of the songs. Betsy did a really good job of helping the children and adults get involved with the activity.

a) The activity itself (purpose, materials, set up arrangement and clean up)

The purpose of the activity was to bring the two groups together to enjoy listening and participating in a singing activity. We used records from the child development lab. The set up was easy. We had the adults sit or stand near the recliners and the children filled in in the middle of the floor or near the adults. There was basically little clean up----the record player was taken back to the classroom as well as the records.

The songs used for this activity were "friends" and "colors" both of these songs had movements with them.

b) Children's and adult's responsiveness to the activity, the materials and the teaching method used.

At first, the children and adults were a little slow at getting involved in the

activity. This is where Betsy helped a great deal. The adults had not listened to the songs except for that day the songs played in the room. It might have been helpful to have done the activity with the adults prior to the children coming over.

c) The teaching strategies or methods used to guide, extend, or enrich the activity

Betsy modelled for the children and adults how to point with their fingers and how to do the motions with the colors song.

d) Your flexibility or willingness to alter plans

Betsy did alter the plans by changing the way the children and adults walked around the circle.

e) The particular context or setting in which you carried out your plan

The adult day care center near the recliners.

f) What problems were encountered? Why do you think they occurred?

There were really no problems encountered.

g) What would you change or do differently about this activity for the next time?

Prepare the adults ahead of time!!

Activity # 6

1. Type of activity: Story reading large group

Location of activity: Adult day care center near chairs and floor

Date: 2-29-96 Approximate time: 2:30

2. Brief description of activity (i.e. making peanut butter balls)

****Reading a story--"Wilfred Gordon McDonald Partridge"**

3. Preparation required

1) Select book for female older adult to read (based on last storyreading)

2) Have area set up for children

4. Equipment and materials to be used

1) Book entitled, "Wilfred Gordon McDonald Partridge"

2) Get area set up

3) Make sure the children are coming (about 7-8)

5. Suggested procedure to follow for activity

1) Have everything set up in adult day care center

2) Make sure female older adult is ready to read

3) Make sure Betsy and camera are ready to start

4) Have children come over

5) Have older adult start reading the story

6) Thank children for coming and thank the older adult for reading the story

6. Possible learning/anticipated experiences

***What concepts, skills, feelings, and dispositions might this activity promote or strengthen for the children and the adults?**

Children

listening
communication
sharing stories

Adults

reading
communication
sharing stories

- * What other possibilities for children's and adult's involvement might result?

Children might talk about the older persons in the book.

. Questions for reflection

- * Why was this particular activity selected?

The children have heard this book before and like it. The story in the book provides an explanation of the older persons home and promotes positive attitudes towards the children and the older adults.

- * Describe any thoughts, feelings or concerns that come to mind when planning?

**That the children might want to leave the area or that Hester cannot read the entire book.

Activity #6--Field Notes

Activity #6-- Storyreading

Children came in and found a seat

Older adult (female) started reading the story

The older adult (female) asked, "Who's the old people?"

And the child (male) responded, "Like you."

The adults and children laughed--great to see the connection between the old people in the book and the older adults that the children go to visit

Children seem to be checking out the environment

One child told staff he wanted to go back to the classroom so the teacher took him back--another child asked where that child went and the staff stated that he went back to the room. The child (boy) looked back to the story

Older adults are listening to Older adult (female) read the story

Older adult (female) usually questions the children after each page about the pictures

i.e. " How many of you have button up boots like this girl?"

The older adult (female) finished the book and turned to the cover and questioned the children

She asked, "Did anybody have a birthday?"

Adult (female) said, "I did." So the children and older adults sang happy birthday to the female adult--however, it was not the adult's birthday

The children and adults were waving goodbye to each other

Plan Evaluation: Activity #6

1. Plan description: What was the activity and how did you carry out the activity?

The activity was storyreading and was carried out in the adult day care center.

2. What went well with the activity? What influenced the outcome of the activity?

****State how you know the activity went well.**

The activity went extremely well. The children were responsive to Hester and Hester was very responsive to the children. The story was talking about the old people in the reading and Hester asked, "who are the old people?" and one child responded, "you are." I thought it was fascinating that the children were so perceptive of the older adults.

The reading went well and Hester questioning the children went well. I know the activity went well because the children seemed attentive and responsive to the book and the adults.

a) The activity itself (purpose, materials, set up arrangement and clean up)

The main material was the book entitled, "Wilfred Gordon McDonald Partridge." The activity was set up in the adult day care center. Hester sat in the recliner--at the end of it to read the story. The other adults were around the same area sitting in the recliners. Katie was sitting on the floor with the children.

b) Children's and adult's responsiveness to the activity, the materials and the teaching method used.

The children and adults appeared responsive. The children asked lots of questions and when Hester or Judy questioned them they responded promptly.

c) The teaching strategies or methods used to guide, extend, or enrich the activity

Hester referred to the older adults in the story and how the child in the story was a friend to the older persons.

d) Your flexibility or willingness to alter plans

The activity really did not need to be altered.

e) The particular context or setting in which you carried out your plan

The activity was carried out in the adult day care center.

f) What problems were encountered? Why do you think they occurred?

No problems were encountered.

g) What would you change or do differently about this activity for the next time?

Maybe allow the older adult to use props --the older adults from the child development lab.

Activity #7

1. Type of activity: Cooking

Location of activity: Intergenerational space

Date: 3-4-96 Approximate time: 1:30

2. Brief description of activity (i.e. making peanut butter balls)

****making mini-pizzas out of English muffins**

3. Preparation required

- 1) Give grocery list to Fran for food supplies
- 2) Get food items from Fran in kitchen before activity
- 3) Precut ham and put food items in bowls

4. Equipment and materials to be used

- 1) ham
- 2) mushrooms
- 3) pepperoni
- 4) English muffins
- 5) pizza sauce
- 6) bowls for food items
- 7) metal pans to cook pizzas on for adult day care participants
((food will be for adult day care participants))
- 8) napkins or paper towels
- 9) baby wipes in case they need to wipe their hands

5. Suggested procedure to follow for activity

- 1) Have items set on table in intergenerational space
- 2) have the older adults come to space
- 3) Have children come to space

- 4) Tell the participants they are going to make pizzas
- 5) Allow them to start making the pizzas on their own
- 6) once finished, the children can go back to their room or as they choose to go
- 7) clean up
- 8) cook the pizzas for the adult day care participants to eat

6. Possible learning/anticipated experiences

*What concepts, skills, feelings, and dispositions might this activity promote or strengthen for the children and the adults?

Children

self-help skills
cooperation
eye-hand coordination

prosocial skills

Adults

communication
cooperation
eye-hand
coordination
prosocial skills

* What other possibilities for children's and adult's involvement might result?

The children might want to come back and eat the snack with the adult day care participants.

. Questions for reflection

* Why was this particular activity selected?

The children and adults enjoy cooking. Cooking provides the adults with a familiar experience and the children with the opportunity to learn new

skills.

- * Describe any thoughts, feelings or concerns that come to mind when planning?

The adults and children might eat as they go -- so we will provide wipes just in case they need to wipe their hands.

Activity #7--Field Notes

Activity #7--Making Mini-pizzas

Children enter into activity area and some children say hello

Child (female) talking to older adult (female)

One child asked, "Where are the olives?" I guess this just goes to show that you never know what children and adults like to eat!

Children and adult start making pizzas

Betsy trying to get child (female) to help put sauce on older adult's (male) pizza but she did not want to help

Child (male) said, "Adult (female) look at this!!" And the adult responded, "yeah."

Child (male) seems to be finished with his pizza and maybe he wants to make another one

The staff members are still not at the children's level or the older adult's eye levels

Children and adult seem to be involved in the activity--as I look around most everyone is putting something on the English muffins

Child (male) referred to same adult (female) again and wanted her to see what he had made

Older adult (male) wanted to know the child's name near him

Two older adults (both female) are sitting and observing the others--

One talks occasionally to a child (male) and the other older adult (female) to adult (female) and child (male) who are sitting near her

What would cause or create more verbal communication between the children and adults???

Small groups seems to have less talking and verbal interaction

Older adult (male) is referring to making peanut butter balls last week--wow!! He remembers making them with the children!!

Older adult (female) is helping child (male) get the mushrooms out of a bowl for his pizza--super!

Child (male) is eating the mushrooms left on his plate

Once the children and adults were done the children really did not respond to "bye" from the older adults--a few children said bye--maybe it is because they are hungry??

Plan Evaluation: Activity #7

1. Plan description: What was the activity and how did you carry out the activity?

Making min-pizzas

The activity was carried out in the intergenerational space. It was a small group activity.

2. What went well with the activity? What influenced the outcome of the activity?

****State how you know the activity went well.**

The activity went well. The children have made the mini-pizzas before and knew how to make them without any trouble. A child (boy) even described how to make the pizzas.

a) The activity itself (purpose, materials, set up arrangement and clean up)

The purpose of this activity was for the children and adults to work together to make snack for the adults.

Materials:

English muffins

sauce

mushrooms

cheese

bowls

spoons

pans

pepperoni

small paper plates for each person to work on
table cleaner

Set up:

The activity was set up in the intergenerational space because it was a small group activity. The table was arranged and the materials were spaced out on the table. There were two sets of everything except mushrooms. This is so the children and adults can reach the supplies to make their snack. The children and older adults were alternated between each other.

b) Children's and adult's responsiveness to the activity, the materials and the teaching method used.

The children and adults seemed to have fun making the pizzas. I think they enjoyed it so much--they start eating the leftovers on their plates. For example, the children ate the leftover mushrooms!!

The children and adults appeared comfortable in making the snack. No one appeared not to know what to do. Except after the adults had made their first pizza they hesitated to get another.

c) The teaching strategies or methods used to guide, extend, or enrich the activity

The teachers talked about the different ingredients used to add to the pizzas. One little boy wanted to know where the olives were for the pizzas!!!!

d) Your flexibility or willingness to alter plans

This activity did not start at exactly 1:30. We were waiting for the adults and the cameras so the children had to hold on for a second before they could join the area.

e) The particular context or setting in which you carried out your plan

****The intergenerational space**

f) What problems were encountered? Why do you think they occurred?

There were no problems encountered.

g) What would you change or do differently about this activity for the next time?

I think I would provide a variety of toppings for the pizzas!!

Activity # 8

1. Type of activity: Story reading

Location of activity: Adult Day Care Center near the recliners

Date: 3-6-96 Approximate time: 1:30ish

2. Brief description of activity (i.e. making peanut butter balls)

An adult day care participant will read a story to the children

3. Preparation required

1. Have a selection of books for the adult to choose from for the activity.
2. Take the books over to Judy early that morning.

4. Equipment and materials to be used

1. Books

5. Suggested procedure to follow for activity

1. Have the adult choose the book to read.
2. Have the adults in the recliners--approximately 4-5 around the area--however, only one will read.
3. Have the children come over
4. Allow the adult to read the story
5. Have the children go back to the child development lab

6. Possible learning/anticipated experiences

***What concepts, skills, feelings, and dispositions might this activity promote or strengthen for the children and the adults?**

Children

listening
problem solving
social skills
sharing

Adults

communication
social skills
modeling
sharing

*** What other possibilities for children's and adult's involvement might result?**

The children might read along with the story as the adult reads the story.

. Questions for reflection

*** Why was this particular activity selected?**

The adult selected to read the a story enjoys to read to the children. She looks forward to the children coming over, especially for a story. The children are emerging with literacy skills and hopefully storyreading will foster those skills.

*** Describe any thoughts, feelings or concerns that come to mind when planning?**

The children will not be involved in the story reading is a concern. Or the adult saying inappropriate comments is another concern.

Activity #8--Field Notes

Activity #8--Storyreading

The children came over and said, "let's get out of here."

Other children were entering and were giggling

Older adult (male) said, "Did ya'll bring some silly juice?"

Children that were giggling went right back out of the room and entered again--

The older adults were smiling and laughing at the children

Two girls were saying over and over, "I want to go home--now--I want to go with the teacher."

The older adult (female) moved up on her chair and turned around so the children can see the pictures in the book while she reads

The two girls are continuing to giggle

Older adult (female) reading the story told them they can listen to her story and then go back to their own room

The two girls got quiet and looked up at the book

The older adult (female) reading the story would allow the children to finish the predictable part of her book, "spinning her web."

Adult (female) from the adult day care centers was making sounds like the animals in the book

I wonder what in the world made the two girls have the giggles!! maybe they

did get a hold of some silly juice as one older adult put it

The other older adults were appearing to listen while the older adult (female) was reading the story

The children and the older adult (female) are talking about the last page of the book

Two girls have calmed down some and are appearing to listen

The story was over so the children got up to leave--the children did not greet or say "bye" when they were entering or leaving

Plan Evaluation: Activity #8

1. Plan description: What was the activity and how did you carry out the activity?

The activity was storyreading and was carried out in the adult day care center near the reclining chairs.

2. What went well with the activity? What influenced the outcome of the activity?

****State how you know the activity went well.**

The activity did not seem to go very well. The children came over to the center and were giggling and laughing. Two girls returned to the child care center door before coming back to the adult day care (all of the children were not in the adult day care yet). Then, when the two girls returned they began singing "we want to go back to our room" or something similar to that. They were rocking back and forth on their hands repeating the statement listed above. The female storyreader, made a comment that they could go back when the story was finished. It was not like the children really wanted to go back to their room, because they know it is a choice to stay or go. But, they really did not want to listen at that time either. About half the way through the story they did stop chanting, but started immediately after the story was over.

The reader did a great job of reading the story and trying to get the two girls involved. She would specifically ask those two questions or make comments to them.

a) The activity itself (purpose, materials, set up arrangement and clean up)

The activity was storyreading. The purpose of this activity was for the children to be exposed to literacy and gain an enjoyment of reading from this

experience to add to their preexisting experiences. The adults were to listen to the story as well. The adult reading the story was reusing her reading skills and questioning skills.

b) Children's and adult's responsiveness to the activity, the materials and the teaching method used.

The book chosen was entitled, "The Very Busy Spider." The children have heard the story before and maybe that was part of the reason the children did not respond as attentively as usual. The adults seem to listen to the reader as she read and laughed at her comments she made. The adults would smile at the children.

c) The teaching strategies or methods used to guide, extend, or enrich the activity

The adult did a fantastic job of asking questions about the story. The teacher, in this case, the recreation specialist, just listened to the story and allowed the reader to probe and ask questions towards the children. After the story was finished, Betsy then asked what the children were going to do next to facilitate conversation.

d) Your flexibility or willingness to alter plans

This activity was planned for Thursday. However, the music specialist could not make the activity on Wednesday, so I adjusted the taping schedule. It seemed to work out fine.

e) The particular context or setting in which you carried out your plan

The adult day care center near the reclining chairs. The children sat in the floor.

f) What problems were encountered? Why do you think they occurred?

The main problem was the two girls that sang. In this case, I might have sang a couple of songs with the children to get them ready for the story but I was just observing. However, it seemed to work o.k.

g) What would you change or do differently about this activity for the next time?

Remind those children that said they wanted to go back to their room if they did not want to listen. But, if they wanted to stay then they would need to put on their listening ears!!

Activity #9

1. Type of activity: music

Location of activity: adult day care center at one end of the large table

Date: 3-25-96 Approximate time: 1:30ish

2. Brief description of activity (i.e. making peanut butter balls)

The children and adults will paint to different types and rhythms of music.

3. Preparation required

1. Notify the adult day care center of location of the activity and Judy.

2. Select three types of music ahead of time

4. Equipment and materials to be used

1. Country music

2. Rock/Spanish music

3. Classical music

4. record player

5. cd player

6. paint brushes

7. large piece of paper

8. paint in safe containers

9. smocks for children and adults

10. Paper towels

5. Suggested procedure to follow for activity

1. Have large piece of paper on table

2. Have paint, brushes, etc... on the table

3. Have the older adults seated at the table

4. Have the children enter and put on smocks
5. Explain to the children what is going to happen
 - paint to music
 - depending on the music and how it makes you feel
6. Play the three types of music from slow to fast
7. Talk about the experience
8. When done, the children may leave the area

6. Possible learning/anticipated experiences

*What concepts, skills, feelings, and dispositions might this activity promote or strengthen for the children and the adults?

Children

eye-hand coordination
 coordination
 listening
 responding to emotions

 fine motor
 communication

Adults

eye-hand

 listening
 responding to
 emotions
 fine motor
 communication

* What other possibilities for children's and adult's involvement might result?

The children and adults might request a certain type of music!!

. Questions for reflection

*** Why was this particular activity selected?**

The children and adults both enjoy music activities. Painting to music is a creative experience and expression of emotions for both groups involved.

*** Describe any thoughts, feelings or concerns that come to mind when planning?**

The one concern that I have might be if the children or adults get a little carried away with the paint and brushes--i.e. lifting up the brushes over their heads, etc....--however, this might only apply to the children and Katie

Activity #9--Field Notes

Activity #9-- Painting to Music

This activity was actually planned to be the ninth in the series but ended up being the last activity due to the scheduling of the two centers.

Children and older adults will paint to music

Child (female) is painting without the music--she has painted a red spot on the mural paper

The first type of music was orchestra--children and adults are sort of looking at each other--I did notice that the music gets faster and louder and I saw the children painting faster

One child (female) was moving her tongue to the beat of the music

One child (male) looked at Betsy when she started the country song--Betsy had to stop the country song because it was the wrong song??

Went to play the music in Spanish and Betsy told them they would go back to the country song

The children and older adults did not stop painting until the music was completely stopped

The next song started and one staff member was motioning--no don't use this song--it was definitely an adult song--Betsy said she had rewound to the right song or so she thought

One child (female) began painting with the opposite end of her paint brush

It was interesting that the children did not change colors of paint while they

were painting--I wonder why they all used the same color??

One child (female) said she liked the last song--so Betsy put on the Spanish music again and the child (female) said she liked that one the best

Betsy said it was her favorite too

The children and older adults seemed to run out of room so they just stopped painting

Older adult (female) commented on how child (male) worked so hard while he was painting

Adult (female) suggested that the children eat some chocolate chip cookies

This same adult was still painting even after the music stopped and after the children said bye and left the room

Plan Evaluation: Activity #9

1. Plan description: What was the activity and how did you carry out the activity?

The activity was painting to music. The activity was carried out in the adult day care center and was at the large table at one end. The activity was a small group activity. The activity was carried out by having the older adults all ready seated at the table and the children came over to join the activity.

2. What went well with the activity? What influenced the outcome of the activity?

****State how you know the activity went well.**

The painting to music was a good idea. The children and adults did paint faster or slower to the music and seemed to enjoy the music playing in the background. The activity did seem to go pretty quickly and the children and adults seemed ready to stop at the end of four songs.

The activity was influenced by the way the activity was set up. For ex., we put paint containers in front of the children and adults and they used the same color of paint everytime they painted. I could not figure out why they did not use a different color of paint to paint with. Maybe if there had been more paint containers available then maybe the children and adults would have used different colors.

a) The activity itself (purpose, materials, set up arrangement and clean up)

The activity was painting to music. We had three different types of music--country, Spanish rock and orchestra music. The children and adults were to paint to the different beat/rhythm of the music. The materials included paint brushes, paint containers, paint, ivory snow, smocks, a large white piece of

paper. The set up was in the adult day care center and at the large table. We only used one end of the table for the activity since it was a small group activity. The clean up involved cleaning the paint containers and brushes and wiping off the smocks. We had to wait until the large paper with the painting on it was dry to be able to move it. We thought we might put it up in the intergenerational area.

b) Children's and adult's responsiveness to the activity, the materials and the teaching method used.

The children and adults did seem to enjoy the activity. The children and adults seem to like the activity. The children and adults were smiling and laughing as they were painting to the different types of music. They were moving to the beat of the music and one female adult was dancing as she was standing and painting.

c) The teaching strategies or methods used to guide, extend, or enrich the activity

The recreation specialist used a variety of music. At one point, she thought she had the tape at the right spot and the music played. The words to the music were inappropriate for the children and adults. Betsy caught it quickly and changed the song. You just never know what to expect.

d) Your flexibility or willingness to alter plans

Well- I had gone to the combo room and told her that I was going to be late starting--20 till two instead of 1:30. I had to help the cook in the day care because she had to leave unexpectedly. Therefore, I was about ten minutes late. I knew it would take me about 20-25 minutes to get things set up and ready. So-I began to mix the paint. When I was done I went over to the adult day care to take the stuff and the children were all ready there. I guess the teacher had thought I said 20 after instead of 20 till. So- I put down the paint and got my notebook and we started the activity.

e) The particular context or setting in which you carried out your plan

The adult day care center at one end of the large table.

f) What problems were encountered? Why do you think they occurred?

The main problems were with the music. As planners, we have to be very careful about the music we select and must make sure it is appropriate for the two groups.

g) What would you change or do differently about this activity for the next time?

Make sure the teachers involved understand what time the activity will start and double and triple check the music!!!!

Activity # 10

1. Type of activity: Cooking--large group

Location of activity: adult day care center--near large table

Date: 3-18-96

Approximate time: 2:30ish

2. Brief description of activity (i.e. making peanut butter balls)

Making fruit salad for the children and adults involved in the activity.

3. Preparation required

1. Make sure the supplies are ready for Monday.
2. Set up the large table with materials available at both ends so the children and adults can reach the materials.

4. Equipment and materials to be used

1. Apples
2. bananas
3. pineapple
4. plastic knives
5. napkins
6. small cups
7. 2 large bowls
8. Juice

5. Suggested procedure to follow for activity

1. Have the table set up.
2. Have the items precut--as in the apples peeled and cut into fourths so it is easier to cut for the children and adults.

3. Have the adults at the table. Make sure they have washed their hands.
4. Bring the children over. Make sure they have washed their hands.
5. Tell the two groups that we will make fruit salad for snack. Once we have finished then we can eat it!
6. Have the two groups clean up.
7. Send children back over!

6. Possible learning/anticipated experiences

*What concepts, skills, feelings, and dispositions might this activity promote or strengthen for the children and the adults?

Children

fine motor
eye-hand coordination

communication
listening
senses

Adults

refine small motor
eye-hand
coordination

communication
listening

* What other possibilities for children's and adult's involvement might result?

The children might make snack for an older person or vice versa.

. Questions for reflection

* Why was this particular activity selected?

The children and adults enjoy making snack together and really enjoy eating together. This activity was selected to foster the children's social skills and the adult's sense of integrity.

*** Describe any thoughts, feelings or concerns that come to mind when planning?**

The children and adults will be using plastic knives so I do not anticipate any major problems there. However, the items might be hard to cut so the groups might need directions on how to cut certain fruits.

Activity #10--Field Notes

Activity #10--Making Fruit Salad

Older adults and staff from adult day care are greeting the children as they come in

Older adult (male) asked a child if the child was glad to be back and the child (male) responded by shaking his head yes

Children did not wipe their hands before they came into the adult day care center so Betsy picked up on it and got the baby wipes for the children to wipe their hands

The children and adult started making the fruit salad

One child (female) said, "These strawberries are hard to cut." And then one strawberry flipped on her shirt--Betsy laughed and said, "It jumped on you didn't it?"

One child (female) is working hard at pulling the grapes off of the vine

Older adult (female) helping child (male) cut up his banana--wonderful!

A gentleman came in and said, "Fruit Salad Deluxe." He is obviously someone's caregiver from the adult day care center

Child (male) asked, "What are you dumping the fruit in?"

The adult responded by showing him where a big bowl was where the fruit was being mixed

A child (male) said, "I want out." he moved from the chair to another chair--i am not sure why

Children commented on wanting their hands wiped because the fruit was

sticky

Children waiting patiently on their fruit salad and spoons

Child (male) was the last one to get served--his eyes just lit up when the staff member put the fruit in front of him

Child (male) tasted the kiwi but did not like it -- he commented on not liking it and said he had to put his napkin in front of his mouth because he couldn't decide what to do

I am observing the staff of the children and adults interacting--everyone seems to be more relaxed--especially since the first activity

Why? Is it because we have done several activities? How did being off last week for Spring break affect this interaction today??

Older adult (female) was talking to a child (female) at the end of the table but I can't hear what they are saying

All of the children and adults are eating their snack

Child (male) is talking with an adult day care staff member in detail about other people in the class--he has been telling the staff member all of the children's names

Several of the children are commenting that they are done

Child (male) looked at the assistant and said, "Do I have to leave my fruit--I am not done?"

The assistant responded, "You can finish eating -- it's o.k."

Child (male) is eating and observing -- he has looked around the room and is looking at an older adult (female) and then he decided to leave! He said bye.

Plan Evaluation: Activity #10

1. Plan description: What was the activity and how did you carry out the activity?

The activity was making fruit salad in the adult day care center. the activity was carried out as a normal part of the routine and that the older adults and children were making snack for each other. The children and older adults, once finished with making the snack, were allowed to eat snack together.

2. What went well with the activity? What influenced the outcome of the activity?

****State how you know the activity went well.**

The activity seemed to go very well. The children and older adults appeared to be engaged in the activity for the entire length of the activity. Once some of the children were finish eating, they were allowed to go back to their room. The children and older adults appeared to have success at cutting the fruit items. If a child or adult was having difficulty, then an adult would help them or find them something that was more successful for that person to cut. I feel as if the activity itself influenced the outcome. The children and adults seem to be very comfortable around each other and participate in conversations with each other with less facilitation than before.

a) The activity itself (purpose, materials, set up arrangement and clean up)

The purpose of the activity was for the children and adults to be involved in a meaningful activity that would foster skills in both groups. The children do enjoy making their own snacks and the older adults enjoy being able to cook again.

The fruit was precut by the researcher and the recreation specialist. Most of the materials came from the child development lab--bowls, spoons, etc...

The fruit took about 30 minutes to precut--as in peel the apples--so the children and older adults would not have to use sharp knives. The area was set up in the adult day care and prearranged for the children to come in.

The children arrived and found a spot. Betsy immediately gave the instructions---however, the children had not washed their hands so Judy quickly got baby wipes and had them wipe off their hands!!

The clean up did not take that long. Most of the staff of the adult day care center helped get the things together for the researcher to take back to the child development lab.

b) Children's and adult's responsiveness to the activity, the materials and the teaching method used.

The children and adults seemed responsive to the procedure of the activity. They followed directions and selected something to cut, when they ran out, they would ask for more.

c) The teaching strategies or methods used to guide, extend, or enrich the activity

The teachers and staff did a nice job of finding a fruit that was appropriate for the child or adult to cut. This allowed the children and adults to have success with the activity.

d) Your flexibility or willingness to alter plans

--Betsy did a great job with the baby wipes. That was the main thing that had to be altered. Everything else just seemed to go as planned.

e) The particular context or setting in which you carried out your plan

The activity was carried out at the large table in the adult day care center. All of the older adult participants were participating that day.

f) What problems were encountered? Why do you think they occurred?

The only problem was the children not having washed their hands. They just were excited about coming over and the teachers forgot to have them wash their hands!

g) What would you change or do differently about this activity for the next time?

I would probably find some mushier fruits that aren't as difficult to cut as pears are!! However, there needs to be some challenges!

Activity # 11

1. Type of activity: Storyreading

Location of activity: Adult Day Care Center near the recliners

Date: 3-21-96 Approximate time: 2:30ish

2. Brief description of activity (i.e. making peanut butter balls)

Older adult (female) will read the story to the children.

3. Preparation required

1. Select several books for the older adult to choose from to read the story to the children.
2. Check with Betsy to see if the room is set up like we need it.

4. Equipment and materials to be used

1. Books

5. Suggested procedure to follow for activity

1. The adults need to be seated in the recliners and older adult (female reader) ready to start when the children come in.
2. The children will come over to the adult day care center.
3. The children can find a spot on the carpet to sit.
4. The older adult will begin reading the story.
5. The children and adults will talk about the story when it is over.
6. The children will leave the adult day care center.

6. Possible learning/anticipated experiences

The older adult (female) is a different adult reading the story. It will be interesting to see how the children respond to the adult.

*What concepts, skills, feelings, and dispositions might this activity promote or strengthen for the children and the adults?

Children

listening
literacy development
social skills

Adults

listening
social skills
prior knowledge

* What other possibilities for children's and adult's involvement might result?

A child might want to read part of the story or repeat a certain part of the story. the adults or children might tell a story about the same topic as the book.

. Questions for reflection

* Why was this particular activity selected?

This activity was selected to promote literacy development for the children and to enhance the skills of the older adults.

* Describe any thoughts, feelings or concerns that come to mind when planning?

This older adult has not read a story to this group of children in a while. I hope the children stay focused on the story and the reader even though it is someone different.

Activity #11--Field Notes

Activity #11--Storyreading

Children enter the room

Older adult (female) is reading the story

Children standing around--appear to be waiting for another child

One older adult (female) asked them what their names were

A few of the children responded

The children start to find a spot on the floor to sit

Child (male) said "hi" to an adult (female)--he walked over to her and then she said "hi" back to him--then he found a seat

Betsy waits to see if anyone is missing--she was asking the children if anyone is missing--pretty neat way to find out if anyone else is coming--it was like a little game--the children said maybe on other girl

The older adult (story reader) begins to read the story

The children ask her if she is going to read the rainbow fish

The older adult (female story reader) asked the children if they wanted to hear the story now

One child responded, "The Rainbow Fish--it is the one with the pretty scales."

One child is talking to another child about something in the room

The child (male) moved closer so he could see the pictures

Two children (both male) are playing with each other--one child is snorting like a pig--the teacher of the children moved closer to the one child who was snorting like a pig and said something to him--he stopped

The same child (male) got up and went back to the room---maybe the teacher gave him a choice on whether or not he could listen or go back to the room

Older adult (female story reader) reading the story but it is not very loud -- it is hard to hear the words

One child commented on not being able to see--the older adult (female story reader) has forgotten a couple of times to show the pictures to the children--however, the children usually remind her--but she has only heard them once--Betsy reminds her now--if she forgets

The older adult (female story reader) has turned the page the wrong way--she just read a page she had read previously

At the same time--one child (male) got up and went over near the tv area

Several children are now laying down on the floor

The child (male) who went over near the tv came back and sat with the group on the floor

The story ended and Betsy started asking the children questions-- she asked them if the fish was happy with all of his scales--the children responded, "no" and then one child (male) said that the fish gave away his scales and got more and more friends

Betsy then asked the children if they thought it made the fish feel good

The children said yes--they thought he felt good

Betsy asked the children if they liked the book

One child responded, "yeah--I have heard it a hundred times."

An older adult (the adult who read the other three books) asked him to read the story and he said no--and they laughed

Betsy told him that maybe he could hear it a 100 more times

The children leave and say bye--the older adults say bye too

Plan Evaluation: Activity #11--storyreading

1. Plan description: What was the activity and how did you carry out the activity?

The activity was carried out in the adult day care center near the recliners so the children could sit on the floor. The activity was an older adult, female, read a story to the children. The book selected was Rainbow Fish. The activity was carried out as planned in that the children came over to the adult day care and a female older adult began reading.

2. What went well with the activity? What influenced the outcome of the activity?

****State how you know the activity went well.**

The activity did not go as well as planned. The older adult enjoys reading to children but she sometimes gets confused and would reread the same page to the children. She also forgot to show the picture to the children. Therefore, the children would look elsewhere and their attention would drift elsewhere as well. There are two adults in the center that can read and the other adult had read the other three stories that we have done. So, we decided to have the other adult read the story for variation.

a) The activity itself (purpose, materials, set up arrangement and clean up)

The purpose of the activity was for the children and adults to share in a relaxing, enjoyable experience. The only materials we had was the book and the only clean up was to make sure the book got back to the right place.

b) Children's and adult's responsiveness to the activity, the materials and the teaching method used.

The children were responsive to the story and would answer questions that

the older adult would ask. However, it was hard to hear her and the children would say they could not hear or see the pictures. It appeared to be frustrating to some of the children.

c) The teaching strategies or methods used to guide, extend, or enrich the activity

The recreation specialist tried to remind the older adult to turn the page and show the pictures. But, it is hard to keep reminding because you do not want to offend the adult.

d) Your flexibility or willingness to alter plans
The plans were not really altered in any way.

e) The particular context or setting in which you carried out your plan

The activity was carried out in a large group setting in the adult day care center near the recliners.

f) What problems were encountered? Why do you think they occurred?

The main problems were not being able to hear the reader and the reader showing the pictures. As planners, we must remember what can happen if the children get frustrated and stop paying attention to the story. However, the children did a very nice job of trying to listen and be polite even though they really could not hear that well. We must select adults carefully. However, we felt the older adult would do a good job.

g) What would you change or do differently about this activity for the next time?

I would probably talk to the older adult ahead of time and talk about speaking loudly and how the children absolutely love to see the pictures. And talk with her about how I or someone else could help her--either hold the book for her, etc...

Activity # 12

1. Type of activity: Music

Location of activity: Adult Day Care Center near the recliners

Date: 3-21-96 Approximate time: 2:30ish

2. Brief description of activity (i.e. making peanut butter balls)

The music therapist will come and sing songs with the children and older adults.

3. Preparation required

1. Notifying the music therapist about the time and date
2. Talk with the music therapist about what he will do with the children

4. Equipment and materials to be used

1. Guitar
2. Musical Instruments in case they need them
3. balloon

5. Suggested procedure to follow for activity

1. The adults will be seated at the recliners and chairs--along with the music therapist.
2. The children will enter the adult day care center
3. The music therapist will begin by singing some songs he has chosen as appropriate.
4. The children and adults will sing a variety of songs, etc...
5. Then the children will be dismissed.

(The music therapist is creating his own agenda for the time as he goes throughout the activity)

6. Possible learning/anticipated experiences

*What concepts, skills, feelings, and dispositions might this activity promote or strengthen for the children and the adults?

Children

listening

singing

literacy development

eye-hand coordination

Adults

listening

singing

eye-hand

coordination

* What other possibilities for children's and adult's involvement might result?

The children might end up dancing and singing!!

Questions for reflection

* Why was this particular activity selected?

The music therapist works with the adult day care population. He had done a successful activity with another class from the child development lab so we decided to include this as an activity.

* Describe any thoughts, feelings or concerns that come to mind when planning?

I anticipate that this activity will go very well. The only thing I can see happening is if a child would want to go back to his/her room and not participate.

Activity #12--Field Notes

Activity #12--Music Therapist

Music therapist sang his name--the children responded by smiling and with a look of excitement

Older adult (male) said, "There's name (male child)." So the music therapist sang the child's name and everyone said hello to him

The music therapist asked them what else they can do--stomp their feet

Older adult (female) said if you are thankful and you know it--nod your head

If you are silly and you know it--snort like a pig--the music therapist went by the children's interest

The music therapist asked when you wave your hand--Hello!!

Older adult (male) said, "Goodbye" and asked if he could be excused from the group

The children and adults passed around a balloon once--and then talked about playing hot potato--oh no--this balloon is not going to work with the children and hot potato

When the music stopped a child (female) was holding the balloon so she asked an older adult where she lived

When the music stopped again--older adult asked the children how old they all are

When the music stopped again--child (male) asked older adult (female) when her birthday is and then the older adult (female) asked the child when his

birthday is

Child (male) asked older adult (female) where she lived and she said, "Christiansburg." And she asked him where he lived and he said, "In the woods."

The music stopped again and a child (male) was holding the hot potato so he asked an older adult (female) what her favorite food is. She responded, "tea." She asked him what his favorite food was and he responded, "spaghetti."

The balloon was a hot item--maybe a bean bag would have been more appropriate for the children--the children wanted to hit the balloon in the air

the music therapist bringing everything to a close--he sang, "Goodbye everybody its time for us to go."

Children and adults sang goodbye and the children left the room

Plan Evaluation: Activity #12-music therapist--music activity

1. Plan description: What was the activity and how did you carry out the activity?

The plan was for the music therapist to come to the center and do some songs, etc.. with the children and adults. The activity was carried out in the adult day care center near the recliners. The children sat on the floor.

2. What went well with the activity? What influenced the outcome of the activity?

****State how you know the activity went well.**

The majority of the activity seemed to go well. The music therapist starting singing as soon as soon as the children came in. He first sang a help song with each persons name in it. The children and adult appeared to enjoy this activity because they were smiling and laughing. It was a nice opener and seemed to make everyone feel relaxed. Then the therapist played hot potato. However, hot potato was played with a balloon. This part of the activity did not go as well as the therapist had planned. The children would hit the balloon or "hog" the balloon and not pass it on to the next person. A bean bag or potato or ball would have been a better choice for an item to pass. The balloon would float and left the space above the children wide open for hitting the balloon there. However, the point of the hot potato was if you were the last one holding the balloon when the music stopped you were to ask another person a question. The key was that if an older person had the balloon, he/she would ask a child a question. If the child was caught holding the balloon then he/she would ask the adults questions. This was a neat way to open questions and communication during a music activity. The children and adult, for the most part, would ask someone else.

a) The activity itself (purpose, materials, set up arrangement and clean up)

The purpose of the activity was for the older adults and children to enjoy singing and participating in a music activity led by the music therapist.

b) Children's and adult's responsiveness to the activity, the materials and the teaching method used.

This activity created a lot of talking, smiling and laughing. One male older adult responded several times to the children's questions or the music therapists questions. It was neat to see their faces light up with a smile while they sang and laughed.

c) The teaching strategies or methods used to guide, extend, or enrich the activity

The music therapist did a great job of providing a variety of activities. The first one was saying their names and singing along. Another was the hot potato game which fostered communication and interaction between the two groups.

d) Your flexibility or willingness to alter plans

The therapist could tell the children were a little anxious and asked how long the activity should go--which was the cue that he felt the children were ready to go.

The main thing that caused us to alter plans was the fact that the two video people were not available because of class and another was put to bed rest for 48 hours. So--the combo teacher did the video taping for us.

e) The particular context or setting in which you carried out your plan
The activity was carried out in the adult day care center near the recliners.

f) What problems were encountered? Why do you think they occurred?
These problems were discussed earlier--the children playing with the balloon instead of passing it and the other of the missing video person!!

g) What would you change or do differently about this activity for the next time?

I would talk with the music therapist and see exactly what was planned. If I had known he was going to use a balloon--I would have suggested another item and talked about why.

Appendix K

Thank you for participation

April Hamby
750 Tall Oaks Drive Apt. 1900E
Blacksburg, VA 24060

March 1996

Dear _____,

Thank you so much for allowing _____ to participate in the intergenerational activities. The intergenerational activities will be reviewed and studied for conclusions on involving children and the adult day care participants in the activities.

I will send you a copy of the results in May 1996. Thank you again for your help and cooperation.

Sincerely,

April Hamby

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