



HCPA's Intergenerational Toolkit



Thinking of
spreading a
little happiness..?



Intergenerational practice aims to bring people together in purposeful, mutually beneficial activities which promote greater understanding and respect between generations and contributes to building more cohesive communities.

Intergenerational practice is inclusive, building on the positive resources that the young and old have to offer each other and those around them.

(Definition of Intergenerational Practice: Beth Johnson Foundation, April 2001)

The Channel 4 documentaries and great stories in the news have highlighted the benefits of children and older adults coming together for intergenerational activity.

Successful Hertfordshire schemes have highlighted the positive impact the 'magic' of children have on residents living in care homes, reducing feelings of loneliness for those who receive no visitors. New mums with babies describe how they have reduced their own feelings of isolation and how their children who live thousands of miles from grandparents benefit from time spent with the older generation.

Family Services Commissioning and Hertfordshire Care Providers Association (HCPA) are working in partnership to expand on this success by joining up interested PVI's, Family Centres with nearby Care Homes. Please utilise this booklet to understand the benefits of this type of activity and how you can start a programme in your care home.



CONTENTS

BENEFITS

Learn how running an intergenerational programme can be beneficial to all

Pages 1-2

CASE STUDIES

Discover ideas from those who have successfully set up an intergenerational programme

Pages 3 - 6

ACHIEVING OUTSTANDING

A positive step towards being outstanding for the Care Quality Commission

Page 7

THINGS TO CONSIDER

Before beginning your intergenerational project read this check list of things to consider

Pages 8 - 9

STEP BY STEP GUIDE

Here is a step-by-step guide on developing your intergenerational project

Pages 10 - 15

TOP TIPS

We have pulled together 6 top tips how to make your intergenerational activities run smoothly

Page 16

OVERCOMING BARRIERS

These are some of the potential barriers that providers have already come across and how they overcame them

Page 17

RESOURCES

Examples of a Service Level Agreement and Risk Assessment, including where to find them

Pages 18 - 19

GOOD CARE CAMPAIGN

Find out how joining the Good Care Campaign will benefit your organisation

Page 20

LOG YOUR PROGRESS

Use this diary to log successes, observations and barriers you may face during this project.

Pages 21 - 33

Benefits

The benefits of intergenerational practice can vary according to individual project aims.

"The most important thing in life is to be loved, and children have such a pure and positive love. To find a child's hand in yours is one of the most moving things that can happen to you."

For Care Organisations:

- Inspire your future employees
- Challenge stigma around adult social care

From both generations, there will be a more positive perception of people from different generations by challenging negative stereotypes, breaking down barriers and including less fear between generations.

"Residents can often forget their own physical limitations, and they find that they are encouraged; they stretch themselves; they will lean up out of their chair, extend a hand, and engage in conversation."



For Children:



Increased understanding and compassion towards others



Improved relationships with own elderly relatives



Confidence building



Empathy strengthening



Friendship forming



Developing a range of new skills

For Residents:



Friendship forming and a greater feeling of connection to other residents



Potential decline in blood pressure



60% of residents do not receive visitors

Reduced feeling of loneliness



Giving a sense of purpose



Well-being support



A noticeable increased confidence



Improved fitness and mobility



Developing a range of new skills

Case studies & ideas

Some sessions that have been used previously are:

- Exercises
- Reading groups
- Baby and toddler groups in care homes
- Linking with after school groups
- Digital inclusion sessions using IT, the internet, and computers
- Gardening and horticulture
- Painting and craft activities
- Exploring identities and citizenship
- Sunday school links
- Performing arts, music, and dance
- Cooking and sharing meals
- Reminiscence and local history projects
- Mentoring projects
- Crime prevention, street safety and drug awareness

HCPA recently held a successful series of intergenerational exercise classes with care home residents and a local nursery.

The first HCPA Intergenerational session was held at St Josephs, they have had 3 and 4 year olds coming in weekly for 3 years for activities but had never done exercise with both generations. Both the children and residents took part in chair - based exercise sessions throughout 10 weeks.

We saw some lovely relationships forming with both generations while teaching them both about the importance of exercise. It encouraged those who would not normally participate in activities to come together and be involved.

Residents living with Dementia were often confused, throughout the exercise session residents were fully engaged and didn't show any confusion. One resident read the children a story after exercise, to which they gather around her while she involved them in the story. Activities such as reading together encourages a lovely bond between both generations and given the residents living with Dementia a high level of stimulation.

Without this stimulation, they are more confused and more sensitive to what's going on around them. We have never seen such a change, this truly emphasises how important engagement and stimulation is to the residents, along with the exercise benefits of strength, mobility, confidence and improvement of overall health.

We saw great improvements with resident's mobility and strength. One resident improved her standing ability by being able to stand up in one attempt, when previously it took 3 attempts. We saw improvement with grip strength and resistance band strength over the 10 weeks.

Intergenerational practice showed great benefits to both generations. It has taught them both the importance of exercise, while improving strength, mobility and fitness to the residents. Seeing relationships develop and both generations integrating so positively was overwhelming to see.

Friendship, kindness, and laughter are some of the attributes that stand out through this practice, emphasising the importance of having Intergenerational practice as a staple part of care to improve quality of life.

Lessons learnt: It took a few attempts to get the maximum integration between both generations within the exercise sessions. It is important to ease the children in slowly, and eventually moved their chairs in between the residents, which encouraged more interaction. Having the children help in the session was very successful, they loved having the feeling that they were able to help the residents in their exercises. Additionally, I learnt integrating sing songs in with the exercise, which can also help encourage movement.



People living with Dementia show a distinct change to their behaviour when they are being engaged through Intergenerational Practice.

Continue to the next page to read more about other organisation's experiences with Intergenerational activities.



Trembaths, Letchworth

Tracey has established a very successful scheme for infants/toddlers/nursery age children that runs fortnightly (first and third Friday of the month). The first group was advertised and received a phenomenal response. 40 arrived and more had to be turned away as the home could not safely accommodate more. Tracey says her learning from this would be to not establish a new group in the school holidays. An added benefit is that the scheme has formed a close support network for local new mums, who were previously at risk of being socially isolated.



The Orchard, St Albans

The Orchard runs 'Mixing Generations'. The successful scheme established by Carima Elhaggaghi, a mum who spoke about it at the June forum. The scheme runs every Friday from 11-12. Developments have been Dementia training for parents, more male-orientated activities and better use of contact lists to co-ordinate sessions and get regular attendance.



St Catherine's, Letchworth

Kemi was inspired by an engagement forum and has been highly successful in establishing a number of different networks for regular intergenerational activities, with a group held once a week. Kemi worked first with local faith groups – and now has regular Sunday School and Messy Church (St Michael's) once a month at the home. A local nursery school and dance school also attend, and Kemi has established connections with local schools including the Highfield school for secondary-age children. Kemi worked hard to get the agreement of the home Management to establish schemes, and said that using success stories from other homes (St Joseph's) and showing clips of the recent TV shows on the topic, helped her to do this.



Cooperscroft, Potters Bar

Nazanin contacted many local nurseries. Replies were either nothing, or a refusal (the main reason being staff ratios/lack of transport). Nazanin then had success by contacting the local Potters Bar Mums facebook group. The group now regularly visit the home, most recently 25 children arrived in costume for a Halloween party. Nazanin has also had success with a local high school. The older children were given advice by the care home residents on how to complete a gardening project.



Conewood Manor, Bishops Stortford

Julia has set up a successful scheme by creating a link with the local National Childbirth Trust group. This means new attendees are constantly referred to the scheme, as well as regular attendees.



Kestrel Grove, Bushey

Maureen contacted many local schools but got very little response, again the barriers seeming to be staff ratios and transport. Maureen noted that the teachers were always willing, but involvement was not then approved by the Head Teacher. Maureen has now had success by regularly engaging with a local infants ballet group, who regularly attend the home for music and dance activities.



St Joseph's, Tring

Charley spoke about her group 'Babbles and Bubbles' at the June forum, having had extensive media coverage, and it continues to be successful. Charley has engaged more mums via advertising in the local newspaper. A baby group is now run as well as the regular toddler group that features story time and music time. Charley also has a contact with the local SENs school, so teens with learning Disabilities come to the home to complete work experience.

Achieving Outstanding

Wandsworth's Nightingale House rated Outstanding by Care Quality Commission



Nightingale House, Wandsworth Common, was rated Outstanding for being caring, responsive and well-led. It was rated Good for being safe and effective following the inspection in May 2018.

Nightingale House was the first care home in the UK to open an on-site nursery to bring children, their parents and older people together daily to participate in shared social activities, such as baking, storytelling and singing. The service has also built strong links with other local community groups and institutions. Such as, entertainers, drama groups, musicians and a mother and toddler group. The service also employed a community outreach worker who kept people updated about what was happening in the local Jewish community.

We received extremely positive comments from people, their relatives and community professionals about this innovative intergenerational project. Typical feedback included,

"I absolutely adore the young children who come to see us every day here. I can't wait for them to arrive...They make me feel young again"

"My [family member's] face just lights as soon as the kids from the nursery come over. There's a nice buzz about the place when the children from the nursery are here"

"The link with the nursery should be highly commended. I think it's particularly good because the activities are structured and it runs daily rather than at random times."

It was evident by the amount of laughter, smiles and hand-holding going-on between the children from the nursery and the people living in the home that they knew each other well and really enjoyed one another's company.

"I am always pleased to hear about outstanding care and Nightingale House is clearly a great place to live with caring management and motivated staff. I was particularly excited to hear about the intergenerational work and the benefits this has on the people living in the home."

CQC Success Factors

Positive risk-taking, being honest about issues and tackling difficult problems. New challenges and exciting opportunities Castlebar Nursing Home, catering for people who need nursing care and for those living with dementia. They encourage that 'you are never too old to try something new' including activities like an arts-based programme with a local school.

Things to consider



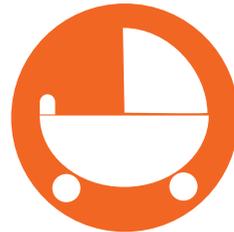
Contact the manager of the children's service for an initial viability conversation



Is there space for joint activities to take place, indoors / outdoors to include residents / care staff / children / early years staff?



Do you have changing facilities available?



Is there a safe space for buggy parking available?



Check if any participants may have any allergies



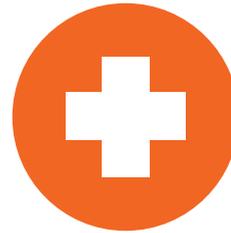
Timings need to be considered so that those residents that wish to take part in activities are out of bed and dressed, and children are not due a snack or nap



Have the children / family service obtained parental agreement for the children to participate in activities outside of the normal venue?



Obtain permission from all for photos to be taken and shared on social media



Consider protocol when children or residents are poorly



Create a service level agreement (SLA) to clarify and distribute responsibilities. See page 18



Separate risk assessments will require completing but should be overseen by both parties. See page 19

Step by step guide

When planning an intergenerational project it is important to consider the following steps as a guide to help you with your project.

1.

Set up a planning group

The planning group is responsible for taking the project forward by drawing up project plans, pooling resources, evaluation and overall project management. This could be made up of people such as staff, volunteers and participants relevant to the project area or focus.



Gathering research will be helpful

Is there similar work happening in your area and can this help your project. What does this project involve?

2.

3.

Think about safeguarding

Safeguarding needs of children and adults start with identifying them and managing them to support the individual participating in the activity. This often starts before the project has begun and is where you look at what support may be needed from recruitment to the end of the project and afterwards.

The type of project will often be determined by what those needs are and working in partnership often offers the support needed. Remembering safeguarding every step of the way in your activity planning will help to enable all ages to participate fully. Your care home will have a designated officer or team for safeguarding where specific support can be given on how you wish to shape your project and what key elements you need to have in place.

Safeguarding is the practice you need to enable all ages to participate safely and is not a barrier to participation. We always need to look out for people at risk or in need of protection and sometimes you may need to recognise the signs and report when appropriate to do so to the relevant people. Your organisation's safeguarding policies and the designated staff is often the best place to start. Where a number of organisations are working together it is best to accept the highest level of safeguarding in place adapting how you deliver your project within it.

Recruiting your participants

Hertfordshire County Council can support you with linking with local County Council funded family services, as well as private children services.

Please send any interest to intergenerational@hcpa.info with your details, location, and sessions interested in running and we can work with Hertfordshire County Council to link you with a service.

Alternatively you could contact a service directly. Please visit this link for details- www.hertsfamilycentres.org/contact/find-your-local-family-centre



4.



5.

Set your aims and objectives

What are your project overall aims and what measurable steps will you take to achieve your goals? Ensure your objectives are SMART - specific, measurable, achievable, realistic and time bound.

Plan your budget

Be realistic about how much your project will cost. There are many things that could cost money such as materials, catering, staff training, branding and media support.



6.



7.

Complete a service level agreement

It's important that both parties are fully committed to the programme. Establish a simple document to agree this and the aims. Please see example on page 18.



Plan your project and write up individual session plans

It is important to develop and write out a plan for your overall project as well as individual session plans in order to maximise interactions. Also include times, dates, locations, resources, planned outputs/outcomes and how you will monitor this in line with your aims. It is also worthwhile determining the roles and responsibilities of people who are involved in your project as soon as possible within the planning stages as it will help alleviate any confusion later on. If this is not possible, send out clear instructions by email, post or phone. Please find examples of things to consider on page 8.

8.

9.

Update your plan

To ensure you are making progress throughout your project, use your project plan to complete any action points and mark down when key milestones have been completed.



Complete necessary risk assessments

Risk assessments are a very important aspect of intergenerational work. They take into consideration the physical environment as well as adhering to legislation, managerial/supervisory obligations, training and planning responsibilities. It is important to identify any potential hazards that could cause harm or any problems and help you to put in place necessary controls to prevent any unnecessary risks from happening. Please find examples on page 19.

10.

Please note: Always remember the human risk. Is there enough staff to support your activity? Will additional equipment be needed.

11.

Prepare your participants

Ensure that those who will be potentially taking part in your project have all the relevant information before it begins so that an informed decision is made. Consider people's additional needs e.g hearing. As intergenerational projects involve bringing together people from different generations, it is important to take this into account and prepare the age groups for meeting up for the first time. Single identity sessions are a good way to prepare participants of different ages in advance of their first meeting together.

Single-identity workshops

Starting and being involved in an intergenerational project for the first time can be very exciting however it can leave participants with feeling a sense of nervousness and/or apprehension. The use of single-identity workshops play an important part in helping those involved, by helping them understand what is expected of them, and discussing personal perceptions such as the negative and stereotypical views about each generational group meeting each other for the first time.

Gathering how each group views each other before and after the project is a great way of evaluating how effective your project has been. Some tasks that could be included to draw out each group viewpoints are the following:

What words do you think of when you hear the words 'old people' or 'young people'?

Use paper or card to draw pictures of younger and older people and write down describing words.

What contact do you have with a younger/older person that is not a member of your family?

This is an opportunity for project leaders to understand the needs and abilities of the group and introduce the group to the plans for your project. It may also be useful to ask participants to during this workshop to complete pen portraits to give everyone the opportunity to get know each other.

12.

Considering interactive sessions and duration

13.

The first joint-session is so important as 'first impressions last'. It is therefore vital that this first session provides a positive experience for all involved as it can be very challenging for some people. Planning sessions to be as interactive as possible help project leaders create a positive, safe and relaxed environment that will help participants feel comfortable when giving feedback. Interactive activities can range from arts and crafts, roleplays, debates and discussion workshops. Field trips are also important when helping participants receive first-hand experiences.

The use of icebreakers is a useful way of getting to know each other, and keeping a record of how individuals feel the sessions are going is a useful tip so that any amendments can be made accordingly.

This approach will be helpful in keeping participants engaged. It is important to be realistic about how long you should run each session. It is a good idea to keep your session between 1 to 2 hours on a weekly or fortnightly basis so that there is enough contact to build relationships.

Evaluation

Evaluation is a vital part of intergenerational project and is a process that runs from the beginning to the very end. It can be used to track success and to also highlight areas for your improvement, which can be used as a useful evidence base for funders.

At the planning stage, consider what you want the project to achieve, such as:

- Outcomes – the changes you want to achieve as a direct result of you project: EG ‘increase respect and understanding for different generations
- Outputs – The activities you want to carry out to achieve your outcome
- Targets - These can be monitored, to help you with your targets use the diary page to help document. EG: Number of participants involved

How to evaluate through a range of tools:

- Diary (see page 21)
- Forms
- Focus groups
- Photos
- Case studies

It is important that participants are aware of the evaluation from the outset and are bought into the process, this way you can capture the view from the participants. As you go through your project review the evaluation from the information you have gathered. This way you can check progress throughout.

Include the below checklist:

-  An introduction with the background to your project and what you want to achieve
-  A methodology section that shows how you carried out your evaluation
-  How you wanted to achieve the task
-  How did you achieve the task and your lessons learnt?
-  The results and recommendations and next steps for further developments



Planning a long term approach

If your organisation is dedicated to embedding intergenerational approaches within its everyday practices, it is important to understand that one-off projects will not be the solution to building relationships straight away. It is a starting point. By taking a long-term approach it will enable relationships to nurture and grow. This can be sustained by taking an intergenerational or multigenerational approach to all elements of your work and learning from the success or perhaps the failures. It is also important to remember that intergenerational approaches are not a “cure all” and should not be viewed in this way.

Ensuring that staff are equipped with the right skills and knowledge to manage, deliver and evaluate projects is an important factor. In most cases staff members may only have experience with one age group and it is worthwhile providing staff with the opportunity to learn and gain insight into various age groups depending on your intergenerational objectives. This can be achieved by linking age specific workers who can add value and learn from one another. Training and expert advice are also useful tools and can be accessed from Linking Generations NI – the only initiative solely advocating for the development of intergenerational approaches as a catalyst for social change.

Partnership working is a great opportunity for organisation's to be proactive in helping communities. In addition to building an effective service to communities while sharing resources, expertise and skills it is useful in encouraging dialogue and joined up thinking between people who work with older and younger people to initiate and facilitate change.



Top Tips



Integrate both generations by having them to sit next to the residents



Play a name game at the first meeting to help introduce everyone together



Include drink and snack breaks



Have residents read story books to young children



Use social media platform to help advertise your intergenerational practice. Remember to check with consent first



Evaluate your experiences to help show the impact of intergenerational practice

How to Overcome Barriers

1.

Communication between the children service provider and care home: Make sure you have the paperwork (page 18) completed. This makes the agreement clear by both parties by committing to the practice

Budgets for resources: If you do not have a budget for resources, ask the children service provider to bring games and activities. Think about dancing and moving that don't require any extra resources

2.

3.

Space: Make sure you have completed a risk assessment of the room (page 19) to make sure it is safe for the chosen activity

Interaction: The interaction between both generations may not happen straight away, young children, especially toddlers can be nervous because of new people and a new environment. You may want to ease the children in slowly, have them sitting next to a friend before having them sit next to a resident. As the weeks progress encourage more interaction.

4.

Service Level Agreement

Use this service level agreement to help create a long term approach between both parties.

Download your copy from: www.hcpastopfalls.info/intergenerational

Service Level Agreement

Between

xxx

And

xxx

For the provision of xxx intergenerational activity

Part A Conditions

Part B Service Specification

Part C Monitoring Arrangements

Part A - Conditions

1. PURPOSE OF THIS SLA

1.1 This SLA relates to the agreement between **xxx & xxx** covering the provision of:

XXX Intergenerational Activity

1.2 The detail of this service is as set out in Schedule 1 – Service Specification

2. AUTHORISED REPRESENTATIVES

2.1 For the purpose of this SLA **xxx** representative is:

Name: **xxx**

Designation: **xxx**

Telephone: **xxx**

Risk Assessment

Use the risk assessment resource to make sure that the space is safe for your activities.

Download your copy from: www.hcpastopfalls.info/intergenerational

Risk assessment

ACTIVITY COVERED:	intergenerational project					
Reference No:		Version:	1.0			
GENERAL HAZARDS	Risk Rating			Who at Risk		
	Low	Med	High	Staff	Children	Resident
Slips, trips, falls						
Individual participants i.e. age, fitness, mobility						
Group sizes and composition, including experience of leaders						
Unknown illnesses, medication, allergies						
Lack of qualified/supervised staff						

CONTROL MEASURES	Check
PLANNING:	
Suitable adult / child ratios identified and applied (for school ages at least 1:10)	
Child Protection Policy provided and adhered to	
Suitable first aid provision (at least one fully trained first aider as per DfEE guidance), if applicable.	
Awareness of permission issues, emergency contacts, medical requirements, allergies etc	
If new venue/visit beforehand & identify any risks/controls	
Any insurance requirements identified	
Suitable emergency cover available – enough staff available should 1 or 2 have to leave	

Good Care Campaign

How can we share the intergenerational work we are doing?

Share your intergenerational events and get involved in the **Good Care Campaign!**

With all the great events you are running, it's important to shout about them! The Good Care Campaign is designed to show the public what you do and continue to do. We have seen many documentaries showing children visiting care settings, which proves it is what people want to see.

With both an ageing population and individuals of all ages with more complex needs that require additional social care support, there is an increasing requirement to recruit and retain staff in the adult social care sector.

In Hertfordshire alone, we currently need to recruit around 4,000 paid carers each year. The Good Care Campaign is about celebrating the great work you and your staff do each and every day and sharing it via the campaign. It is your chance to engage and inspire the public to consider social care as a great career choice, and recruit more people to work for you.

We are campaigning to raise the profile of the social care sector and to promote the great career opportunities and progression available to those who choose a career in social care.

Find out more at www.hertsgoodcare.com



Log Your Progress

Use this diary to log successes, observations and barriers you may face during this project.

By filling this log out every time you host an intergenerational session you will be able to notice the changes in residents and remember any activities that went particularly well or maybe did not.

This progress log will be very helpful for when it arrives at the time complete an evaluation (see page 14).

Need more diary pages?

Download more pages from www.hcpstopfalls.info/intergenerational



PROGRESS LOG

Date: _____ Activity: _____

Observations: _____

What worked well? _____

What didn't work well? _____

PROGRESS LOG

Date: _____

Activity: _____

Observations: _____

What worked well? _____

What didn't work well? _____

PROGRESS LOG

Date: _____ Activity: _____

Observations: _____

What worked well? _____

What didn't work well? _____

PROGRESS LOG

Date: _____ Activity: _____

Observations: _____

What worked well? _____

What didn't work well? _____

PROGRESS LOG

Date: _____ Activity: _____

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Date: _____ Activity: _____

Observations: _____

What worked well? _____

What didn't work well? _____

PROGRESS LOG

Date: _____

Activity: _____

Observations: _____

What worked well? _____

What didn't work well? _____

PROGRESS LOG

Date: _____ Activity: _____

Observations: _____

What worked well? _____

What didn't work well? _____

PROGRESS LOG

_____ Activity: _____

Observations: _____

What worked well? _____

What didn't work well? _____





Contact.



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Sharing best practice in care through partnership