



THE ELVIRITA LEWIS FOUNDATION
FOR GERIATRIC HEALTH & NUTRITION

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LEO J. RYAN MEMORIAL INTERGENERATIONAL CHILD CARE CENTER

Fact Sheet

SUMMARY

The Elvirita Lewis Foundation for Geriatric Health and Nutrition Intergenerational Child Care Center is a quality preschool in which older people provide child care for children two-and-a-half to five. Parents who want to enroll their children in the Center must be employed or attending a training program directed to specific employment. Fees are adjusted in accordance with family income, with the state paying full tuition for the families qualifying for it.

Support for the Center will be generated in a unique format combining public and private resources. The Elvirita Lewis Foundation for Geriatric Health and Nutrition, a private non-profit foundation, has operated a similar center in Santa Cruz since 1976 in cooperation with the Santa Cruz City School District. Funding is provided in part through a grant from the California Department of Education. The use of each public dollar is thus maximized by going directly to the intended population, in this case both elders and young children, rather than into administrative costs. This format has proved to be a highly cost-effective usage of public funds.

The Center also accents quality in service. It meets the most stringent Federal guidelines for child care centers, and its low ratio of children to staff is possible because of the use of older people and the flexibility of their scheduling. Attention is given to excellence in care, curriculum and development.

The concept of intergenerational education is dedicated to independence. Elders can remain independent by supplementing their income; parents can join the economic life of the community; children can become independent and well-functioning in nurturant surroundings. The use of private and public funding to promote independence rather than dependence represents commitment to an ethic the Elvirita Lewis Foundation strongly supports.

BEGINNING

Planned for March, 1980 in a classroom of the Sunshine Gardens Elementary School, 1200 Miller Avenue, South San Francisco, in cooperation with the South San Francisco Unified School District, until a permanent building can be developed on the same school grounds.

FUNDING
STRUCTURE

California Department of Education, Office of Child Development funds for Intergenerational Child Care will fund operating costs and staff salaries (\$82,000 per year). The nutrition program will be funded through the U.S. Department of Agriculture, Child Care Food Program. Fund raising is now

RYAN CENTER FACT SHEET, continued

being organized by a Committee chaired by Patricia Hearst Shaw, and Assemblyman Lou Papan, which will raise funds for the structure as well as an endowment to provide continuing support. Site donation: South San Francisco Unified School District. Parent fees will provide some of the costs of the program. The Elvirita Lewis Foundation will provide administrative support, grants preparation, and bookkeeping services.

NUMBER OF CHILDREN TO BE SERVED Thirty-two full time equivalent.

STAFFING At full capacity, the Center will employ a credentialed Director and two teachers, full time. Six elders will work as teacher aides 20 hours a week. Twenty other people, both young and old, will work from four to 12 hours per week as substitutes, according to their own preferences. The Center will also have a clerk and a cook; each will work 20 hours per week.

VOLUNTEERS As in the Santa Cruz center, volunteers from the elementary school, from community programs and from senior centers or living communities will be welcome and encouraged to participate.

Carol
FYI

Intergenerational Linkage: An Emerging Field for Policy Formulation and Funding

Creating linkages among children, adolescents, and adults of all ages is an important social pursuit. It is especially important for the older generation to have strong links with the younger generations.

An unusual meeting, called to discuss one of the most critical issues of our time, was held in May 1980 at the famous Wingspread Conference Center at Racine, Wisconsin. The subject knows no political allegiance, respects neither wealth nor influence, and is not apparently a profound one: It is intergenerational separation.

After all the electoral campaign battles are waged and won, this issue, which comes in for some recognition in the political arena during election years, may be relegated to its former obscurity. Still the warnings from history and anthropology are shouting with the intensity of tornado alert systems.

One social scientist and educator who speaks with knowledge and passion on this subject is Urie Bronfenbrenner. He is a Professor in Cornell University's Department of Human Development and Family Studies and an eloquent persuader. Professor Bronfenbrenner gave the keynote address at the Racine conference, and his prophetic concern evoked a responsive awareness in the fifty national leaders from the fields of aging, education, children-youth affairs, family, and the heads of government bodies who gathered for the three-day meeting.

The conference, "Linking the Generations for the Caring Society," was convened for the

purpose of developing policy recommendations for bridging the gap between generations in order to restore a more healthy human ecology. It was sponsored by The Johnson Foundation with the cooperation of the following organizations: Institute of Intercultural Studies (New York City), National Organizations Advisory Council for Children (New York City); New Age, A Center in Support of Intergenerational Learning (Ann Arbor, Michigan); College of Education of College of Human Ecology, Michigan State University (East Lansing, Michigan), and the Office of Symposia and Seminars, Smithsonian Institution (Washington, D.C.).

The conferees gave rapt attention to the problem of increasing segregation of the generations. The atmosphere of urgency and the concern with the magnitude of this issue was broken only during the evening festivities when elementary school children and the par-

Carl I. Brahce, Ph.D., is Associate Research Scientist at The Institute of Gerontology, The University of Michigan-Wayne State University, and Associate Professor of Education, The University of Michigan. Professor Brahce is currently directing the Community Based Educational and Support Groups for Families with Aged Relatives, a project funded by the Administration on Aging.

ticipants joined in singing, conversation, and intergenerational sharing — creating the temporary microcosm of a world in which different generations engaged in healthy, friendly, purposeful intercourse.

Conference participants pooled their concerns and ideas to formulate an interesting approach to improvement of communications and strengthening of the bonds among the social sectors of family, school, neighborhood, and workplace. The pattern they established of active educational involvement suggests a potentially useful and important new area for grant support to institutions — a challenge of remarkable magnitude and long-term significance.

Leslie Paffrath, President of The Johnson Foundation, said the effort to link the generations “represents a much-needed emphasis on bringing together youth and older adults in order to combine interests.” The Foundation has supported programs relating to the well-being of older adults for many years. This particular conference brought together the

interests of both young and old in discussion of programs that foster mutual caring.

Professor Bronfenbrenner called for “action — not study” to thwart the forces of disarray and destruction, and pointed out that many countries are moving ahead of the United States to recognize with formative policy the need for children and older adults to interact and to strengthen the linkages between family members. He noted that two essential conditions must be recognized to permit the survival of a human being from early childhood. The first is the enduring mutual involvement of one or two adults in joint activity with every child. The second, equally essential but now in jeopardy, consists of public policy and practices that provide for parents the opportunities, status, resources, encouragement, and time to spend with children. Time, for both children and adults, is critically important, Bronfenbrenner noted. Other nations are doing a better job of providing social support for the family, especially for working mothers and fathers.



Rhoda Metraux (left), of the American Museum of Natural History, and the Honorable Mary Conway Lohler, Director, National Commission on Resources for Youth, engage in lively discussion at the Wingspread Conference on intergenerational linkage.

The provision of economic security for single parents in Australia, for example, and government efforts to build a bilingual culture with many bridges between the whites and the Maoris in New Zealand, are ways of giving needed support. These supportive structures are the responsibility of the whole society.

One such structure was described during the conference by Carol Tice of the Ann Arbor, Michigan, public schools as the idea of "making parental involvement in the schools a reality." Tice, the chief organizer of the conference, has developed a nationally known model of intergenerational involvement in the Ann Arbor Teaching-Learning Communities that bring elderly volunteers into the public classrooms, a program that benefits both school children and the elderly "grandpersons."

Aspects of the Problem

Anthropologists and historians give us a clearer insight into the social aspects of the intergenerational problem. The late Margaret Mead brings the problem into focus with this commentary:

At the same time it is also useful to distinguish between those societies in which change is so slow that the child sees its own future as it observes its grandparents, which I have called postfigurative societies; societies in fairly rapid change in which a large proportion of children learn from their peers who are at the same stage of learning as themselves, which I have called configurative societies; and societies like our own post-World War II world, in which the experience of children differs so markedly from that of their parents or grandparents that elders must also learn from the experience of the children, an experience to which they themselves have only secondary access, as immigrants in time into a world which has changed so drastically since they themselves grew up, I have called prefigurative societies.¹

Mead points out that we have now developed a style of family in which there is little expectation of much closeness, in residence or care, between grandparents and grandchildren — except in special ethnic groups. She says the simplest way "to give children access to the past and to rapid change is the presence of

older people within their immediate community, if not their own grandparents, then some one else's grandparents."²

A particular advantage of a school-based intergenerational program like Teaching-Learning Communities is that it adds several dimensions to the traditional single-teacher model for children. Volunteer grandpersons give the child not only the advantage of learning skills that otherwise would not be transmitted in the culture, but "contribute to the development of children's skills in creative, constructive, and critical thinking."³

Conferees at Wingspread learned that there were educational programs, many of them school-centered, that attempt to bring senior citizens back into the life of the community. Those reporting such programs were unanimous in their emphasis on the benefits to both young and old participants. These activities usually function in helping the young to learn and contribute to the mutual benefit of both age groups.

Howard McClusky, Professor of Education and Faculty Associate at the Institute of Gerontology, The University of Michigan, was one of the conference members who believes that the value of intergenerational relationships is very important for the old, as well as the young. He writes that it is very possible that "persons in their later years," through exposure to the idealism of youth, would be stimulated in their pragmatic, adult years, to "lift their sights and renew their faith in the vision of a better life."⁴ Also, young persons, by associating with the elderly in common tasks of learning, can go far toward renewing a sense of intellectual discovery. There are so many things for the elderly to share with young people: new things — facts, technologies, and procedures — to be learned, as well as a mass of equally exciting and relevant old things not yet learned. Both types induce the elderly to achieve a new sense of intellectual advance.

On the other hand, McClusky notes, whatever the experience of the elderly, it can be an enormous advantage to work with young

people in an educational setting. The elderly, too, because they have lived longer and have known more of life, will be in a better position to relate the learning of the classroom to the realities of everyday living.

Anthropologist Margaret Clark wrote in "The Anthropology of Aging":

Most of us are sharply aware of how rapid advances in technology and medicine have opened up possibilities for the fullest realization of our potential longevity. The old are everywhere, and more and more so. The old have never been the problem they are today because, quite simply, they were never around in such numbers as they abound today. But the problem is far more than an arresting biological statistic. These numerous old people would be no problem were it not for the definition of old age — the expectations, requirements and limitations — that American culture has imposed upon this period of life.⁵

Dr. Clark enumerates in this important paper several bases for maintaining self-esteem in the later years: (1) independence; (2) social acceptability; (3) adequacy of personal resources; (4) ability to cope with external threats or losses; (5) having significant goals or meaning in later life; and (6) ability to cope with changes in the self. One remarkable outcome of her study, she pointed out, was that many things that American aged must so painfully learn in their later years, the elderly of certain other cultures have known as "reality" from their earliest days. To become old in our society is to realize that the cultural expectations are vastly different for the old than for youth or the middle-aged.⁶

In his study of seventy-one primitive cultures, Leo Simmons examined cultural definitions of age and how they can be understood in terms of a particular social group's economy, history, religion, and other factors: old age as defined in functional terms. Simmons concludes that one of the basic prevalent wishes of the aged everywhere is to be socially useful.⁷

In *Growing Old*, historian Walter Moss suggests that the current condition of American elderly can be attributed in part to the early and longstanding heralding of youth, vigor, power, and the new, that was so closely associated with the young spirit of America:

Not only have we been the "New World" — we have also always been a society on the move, both geographically and socially... in the midst of the continual movement that agitates a democratic community, the tie that unites one generation to another is relaxed or broken; every man there readily loses all trace of the ideas of his forefathers or takes no care about them, noted the French commentator, Alexis de Tocqueville. The opportunity for mobility in the United States has led the young to pay less attention to the ideas, wishes, and needs of their elders. Young Americans have been more able than those in most other countries to establish lives separate from the lives of their parents. This independence of children from parents and parents from children characterizes the relationship between aging parents and their children in America.⁸

The Need for Continuity

The cultural lack of understanding between generations in contemporary society was one of the issues raised at the Wingspread Conference. When considering the value of improved inter-



Wilton S. Dillon of the Smithsonian Institution opened the first conference to explore relationships among the generations.

generational relationships, the consensus was reached that they "provide a continuity of historical value as well as contribute to the healthy well-being of individuals of all age groups."

Margaret Mead warned of the peril in years ahead if we continue to live within narrow socio-economic and age segments, and in other ways, introduce what she termed "dangerous continuities." She wrote: "The strength that comes from a sense of continuity with the past and hope for the future is sorely needed."⁹ The next twenty-five years are going to be demanding ones if growing chaos is to be ordered again upon a greener earth.

Recognizing that programs that bring older citizens back into the life of the community provide benefits to both young and old participants, the conference leaders representing the fields of education, children-youth affairs, government, aging, and religious organizations, also reached agreement that both young and old age groups suffer from the need to compete for limited resources. This unfortunate competition exists at the federal, state, and local levels. One conferee, the Rev. Eileen W. Lindner, representing the National Council of Churches, emphasized that a number of institutions, including churches, are engaged in supporting age segregation most of the time. Children in particular are often affected by our fragmentation and segregation practices.

Recommendations to Strengthen Family Relationships

Conference participants were challenged to propose the necessary social structures that will strengthen the family. New links are needed to bridge the disintegrated structures of family, school, neighborhood, and the workplace. Bronfenbrenner's specific recommendations were: (1) create a system in which everyone works three-fourths of the time, leaving one-fourth of time to live; (2) place women in positions of authority and decision-making to

counter the "Buck Rogers... decisions" that produce, for example, the kinds of presidential candidates who carry us from crisis to crisis; (3) create the kind of education in which every high school graduate would have learned how to hold a baby, to console someone who is in terrible trouble, and to help rekindle a sense of vitality and dignity in someone who is lonely.

All these recommendations may actually come about because of the economic chaos facing us in years ahead, Bronfenbrenner asserted. When this happens, people may learn to care about each other again, when all else fails.

The positive aspects of a mutual caring between generations were examined by conferees, in a session to consider steps for action. The question posed was, "How can we cherish and preserve the concept of a sharing, caring world which benefits all age groups?" And the benefits of intergenerational linking were enumerated: provision of a sense of worth to people of all ages including the very old; creation of a community of feeling; improvement of the educational achievement of youth; preservation of the skills experience and the values of older citizens (which otherwise could be lost instead of transmitted to another generation); giving youth a sense of caring; improvement of the emotional and mental health of the aged; the improved learning of children; facilitating understanding for troubled youth and prevention of delinquency, the cultural transfer of knowledge gained by the older generation that serves to promote social responsibility, financial efficiency, and the better use of limited resources. These aspects all help make the elderly want to live longer.

Strategies at All Social Levels

Looking realistically at the current economic condition, which permits the restriction of funding for intergenerational programs, the conferees agreed to develop strategies to overcome the difficulties. It was noted that in

some cases intergenerational programs are difficult to realize because youth organizations see them as benefiting the old, whereas the senior citizen-oriented interests see them as benefiting the young. Therefore, strategies should be designed and implemented at all levels of society—local-community, state-regional, national, even international—to overcome this.

A number of positive actions were suggested, among them: the formation of a consulting group pledged to supply assistance to any public or private agency; efforts directed toward getting both youth and senior organizations to exchange views and to seek cooperative ways to overcome negative attitudes; work with the communications media to change the stereotyped images affecting both young and old. Youth organizations, such as the Boy Scouts and Girl Scouts, could be encouraged to improve intergenerational linkages, e.g., to develop an intergenerational efficiency badge. Taking a clue from Margaret Mead, schools could be encouraged to develop ways in which both parents and teachers, after graduating

or retiring from their earlier responsibilities, could resume contact with the next generation of schoolchildren. Active workers in PTAs and PTOs could become interested in intergenerational program development. It might be fun, as is suggested by Mead, to have a “skip a generation night” with teenagers and retired teachers but without the present teachers and principal. The teenagers would be responsible for finding the retirees and bringing them along to discuss how tricks have changed over twenty-five years.

It will be necessary to effect many changes in public policy. The formation of community action groups could effect many changes at the local level. Boards of education, leaders at every level of local and state government, and other policymakers should be encouraged to consider what could be done to improve intergenerational relationships. Not only the schools, but other institutions of continuing or private education, could be important in changing long-term attitudes and concepts that contribute to negative and incorrect views about the process of aging and implications



Elementary school children add notes of joyful exuberance during the evening festivities at Wingspread.

for the social sector. Physicians, too, could be encouraged to assume education or leadership community roles in the interest of improving the health conditions of many individuals through intergenerational sharing and pooling of neighborhood resources.

It was recommended that conferences be held at all levels to bring together representatives of youth and senior groups, service and educational organizations, as well as older volunteers and others working in the fields of aging and related social spheres.

The conferees believed that every possible effort should be made to "bring to the attention of all private agencies and government branches, including legislative bodies, the importance of considering how they can incorporate intergenerational cooperation in facilitating the goals toward which they are directed."

The continuing practice of young/old segregation is very likely to result in increased alienation of the young toward the elderly as competition for limited resources increases. This is especially significant when one considers that the aging of our population results in the present older generation comprising twenty-five million older men and women, or 11 percent of our population, expanding to thirty-three million by the turn of the century. This larger older population will also result in an increased burden of support of the elderly for those in their middle or working years, due to expanding medical care costs for the elderly, even if life expectancy does not appreciably increase.

The issue of improving intergenerational relationships is seen to have importance for every public and private sector of our culture. Action is needed desperately if the forces of disarray and destruction are not to prevail. There is some urgency for those educators and social and family advocates who perceive that it is not enough to study, teach, and practice in the same old way — linkages are needing the hot forge of effort and the perspiration of creative genius in order to provide a future worthy of our next generation of children.

Again, we turn to the eminent cultural analyst, Margaret Mead, to put the segregation of generations into perspective. She wrote in one of her latest works:

Children were once the sure symbol of continuity and hope, the one certain value which brought all other values into focus. But today, there is a growing ambivalence all around the world, a feeling that there are too many children, too many of the wrong kinds of children — too many affluent children, each of whom is consuming more than his or her share of irreplaceable resources, and too many poor children in poor countries where every gain their countries make is swallowed up by the sheer number of children.¹⁰

In calling for a new commitment to use human ingenuity for utilizing science technology for the continuing progress of mankind, Mead suggests:

It is not only participation in the material gains and freedoms which are being demanded by the world's people but also the dignity of sharing in all decisions that affect a person's own life and that of his or her kin and neighbors, descendants and successors. And with the demand for participation will come, inevitably, contributions from each to the whole.¹¹

The problem of intergenerational separation, then, becomes a hope for the future, when turned upside down. The magnitude of the problem, as has been illustrated earlier, is of international dimension. Each separate facet touches the home, family, social institutions, workplace, the very essence of society itself. And in so doing, the separate but tangible planes interface the full force and potential of our private sectors as well as public. For years, funding sources of the federal government have implied the virtue of cooperation. In fact, criteria for grants dealing with problems of the aged usually have necessitated an awareness of community, if not actual collaboration between agencies. But heretofore, little attention has focused on the very quality and essence of the intergenerational problem itself. Remarkably, then, the focus of the Wingspread conference and the issues it has illuminated, provide a launching pad for explorations by foundations, corporations, and for others a rich, fertile field to plant.

There is a fact of encouragement inherent in the outcome of this brief conference that attracted persons from across the land. Conferencees agreed to take their ideas home to the workplace, and share with friends, family, and colleagues the ideas expressed in a national effort to encourage intergenerational learning and sharing. Toward this goal, a National Alliance for Intergenerational Linkages may be launched.

One outcome is certain — a heartfelt belief shared by all present during the Wingspread conference that young/old integration is a great force for social good which our society can ill afford to leave unexploited.

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11. Ibid., p. 155.



We'd like you to meet ELSIE FALKE. She joined the Senior Citizen School Volunteer Program in September 1979 when she began to volunteer one day a week at the University Park School in the Gateway School District, Western Pennsylvania. Helping the children in the first and fourth grades with their math, spelling, and reading was so self-satisfying and rewarding there (Elsie told us this), that she joined the family members of the Senior Citizen School Volunteer Program at Moss Side Elementary, another school in the Gateway District. There, she is with the fourth grade, reinforcing the math and spelling lessons, and sharing her skills and love. When we asked her to give us some statement on her feelings about our program, she sent us the following.

"Grown Up Child - Senior Citizen Volunteer"

Who are you?
What do you do?
Why do you do it?
What do you get out of it?

I am a "Grown Up Child" or otherwise known as a "Senior Citizen." Add the word "Volunteer" and I become a "Senior Citizen Volunteer." A title which I proudly hold. What do I do? Lend a hand to the short handed; give a little push, when things slow up, and I try to put sunshine into clouds, so that each day is a little brighter for the children I help as they brighten my day for me. I do this because I reached the point in my life where all my chores were done, but I still had energy left over. I may be 60, 70 or 80 years old. The children may be 6, 16 or 26 years old, but we need each other, to form a team, and a team means strength. With this combined strength we can perform miracles for each other and for others who need both of us.

What do I get out of being a "Senior Citizen Volunteer"? I am able to see the world through a child's eyes. I meet a lot of beautiful children, who become my friends. I hear the words "THANK YOU" hundreds of times. From the very young, I get hugs and I see love shining in their eyes. But most of all I have a large collection of "smiles"

Baby "Smiles"
Children's "Smiles"
Student's "Smiles"
Adult "Smiles"

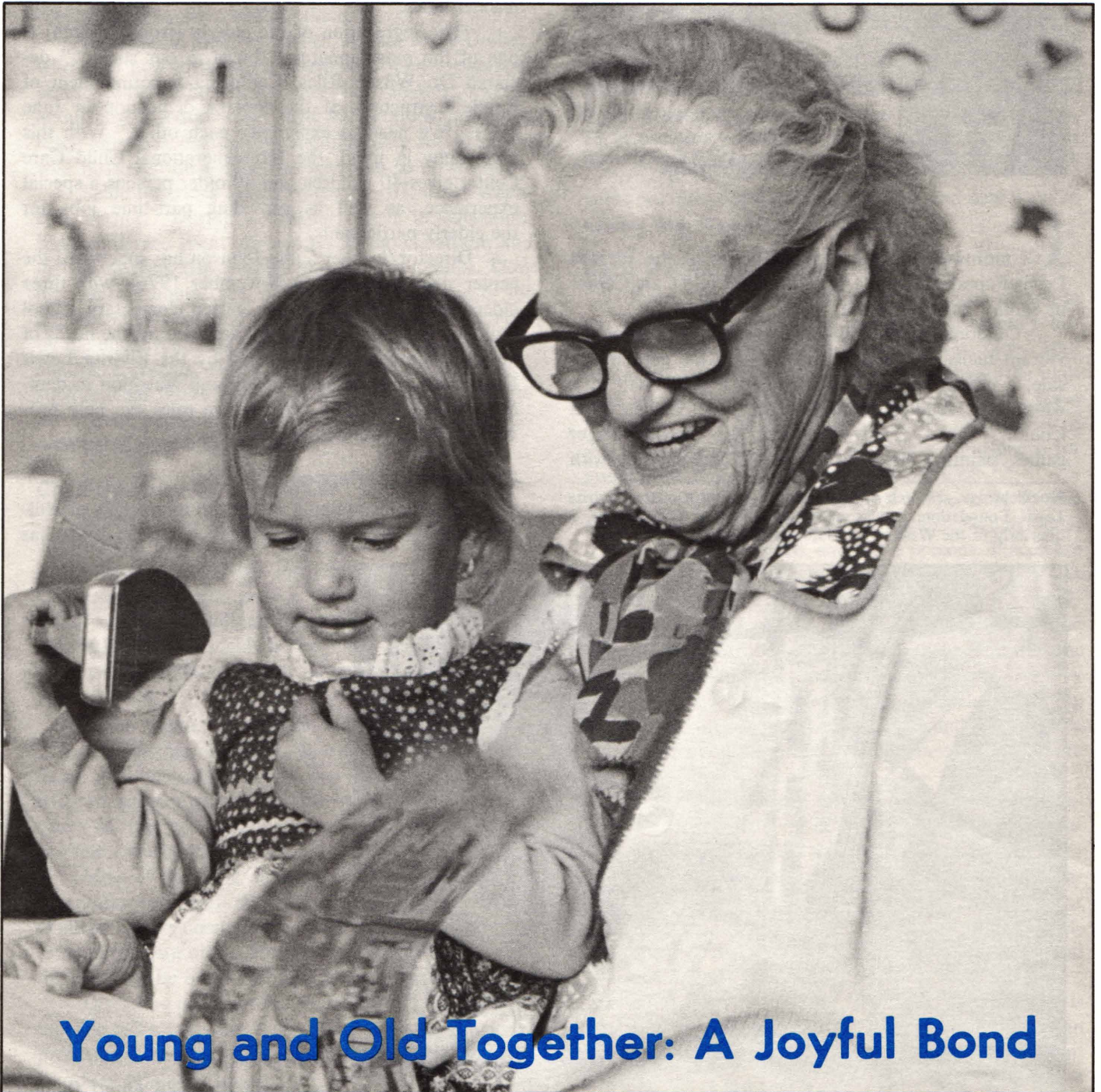
The "smiles" of my friends and last but not least, the "smiles" of my own family; when they see how much I enjoy being a "Senior Citizen Volunteer."

Due to the relationship that exists between the children and myself today, I feel sure we will still be friends when they become adults and I'm very old. A wonderful and happy world to look forward to.

Vol. VII, No. 4 • July/August 1978
Published by The National Council on the Aging, Inc.

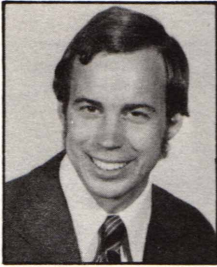
perspective

ON AGING



Young and Old Together: A Joyful Bond

Young and Old Together: A Joyful Bond



by Mark Hucklebridge

It's morning, and the day has begun at the Elvirita Lewis Foundation's Intergenerational Child Care Center in Santa Cruz, California.

Outdoors, an elderly lady and small child enjoy the vibrant fuchsias and African daisies in the garden. Inside, a cluster of children surround a gentleman in a wheelchair, reading [aloud] "The Little Engine That Could." Three- to five-year-olds are playing finger games, painting, listening to records and building with

Hucklebridge, research and information assistant of the Elvirita Lewis Foundation, is also associate editor of *Generations*, a quarterly of the Western Gerontological Society.

blocks—all under the encouraging supervision of elder teacher aides.

"The segregation of the elderly [from children] is one of the most unnatural things in our society," declared Dr. Wilson Riles, California Superintendent of Public Instruction, at the center's dedication in June 1977. "We need to experience each other." With this philosophy in mind, the Intergenerational Child Care Center gives 40 children and 30 older persons a special experience, as well as providing part-time jobs for the elderly participants.

Director/teacher Sallie Johnson has supervised the center since it opened in November 1976—with three elders and six children in an unused elementary school building. Now in a new facility designed for the needs of all ages, the center was created by the Elvirita Lewis Foundation for Geriatric Health and Nutrition to demonstrate that elders in constructive roles can help provide a needed community service.

Has Many Experiences to Relate

Sallie enjoys talking about the interaction of children with the elder aides and the meaning the center has



Having a friend like Albert Dolbec around at shoe-tying time is a big help, Jocelyn Pino, 4, discovers.

for their lives. Mary Gessner, 60, who described herself as a "grandmother" on her job application, has found the work so satisfying that she applied for a second part-time position at another preschool, because she wanted to spend both mornings and afternoons with youngsters.

"My life is filled with children," said Mary, who has also made close friends her own age while working at the center. Sallie explains, "The children really like Mary, and there are some who confide only in her when events at home are troubling them."

A couple in their late sixties, Al and Mary Dolbec, who were new to the area, accepted a joint assignment at the center. They have made new friends, learned about new activities from their fellow aides and enjoy teaching young children—something they would otherwise miss with their own grandchildren so far away.

Sallie describes Helen Anderson, 67, as a "teacher's teacher." During a lifelong career in education, Mrs. Anderson spent her winters in the classroom and led Sierra pack trips during the summer months. During her off hours, she baby-sat, prepared meals for homebound elders and tutored. Somewhat bewildered by the unconventional manner and dress of a few of the children's parents, Helen began reading current books, such as Tom Wolfe's "Electric Kool Aid Acid Test," to learn more about a generation she had taught as children but did not know as adults.

Child Intrigued by Wheelchair

When elders arrive for their workday at the Intergenerational Child Care Center, a child usually rushes to the door to give hugs and greetings. When Charlie Coffin, an elder who uses a wheelchair, came to the center and started talking with the children, four-year-old Nathan, who is highly active and sometimes destructive, stood spellbound as Charlie explained why he couldn't walk.

As he listened to Charlie, Nathan began stroking Charlie's legs, apparently hoping to bring some life to them. An often difficult child was experiencing a sensitivity to another person's world. Afterwards, he "took care" of the wheelchair during the months Charlie worked at the center.

Most of the elder aides began as volunteers or as substitutes to see if they liked the busy atmosphere children always create before they made a commitment to be permanent aides. Most now consider their time at the center to be both a job and a leisure activity.

Discipline problems are shared at staff meetings, so that the aides can voice their concerns about individual problems. One older man was disturbed about a child who kept removing his pants. When the aides discussed it, other aides suggested a way to handle it was to say, "Jason, pull up your pants." The man learned from his



Ryder Brooks, 4, cuddles up in the lap of Millie Holmer, 73, to examine a seed pod. When elders arrive for their workdays, a child usually greets them with hugs, kisses.

peers new ways of relating to children and new ways of dealing with inappropriate behavior.

Enjoy Happy, Varied Programs

Every effort is made to ensure that each person at the center is treated as an individual. Children's differences, and the differences among the older staff members, are discussed and used in teaching; the children are encouraged to interact with their elders. It's a happy place for learning, and the varied experiences of everyone involved help make the rich atmosphere for growth that a mingling of years can produce.

A hot lunch is served each day. The menu for the meal at the center is prepared for the specific nutritional needs of both youngsters and older persons. Places are set for everyone to sit down to eat together. "This has helped considerably in training the children's manners," said elder aide Josephine Repass, 72. "Many of the children have learned to sit still at the table and wait for their food, though there are still some Tartars who may never learn." At mealtimes, the children also gradually learn to use proper "school language," and the presence of the elders confirms the appropriateness of considerate and helpful behavior.

Abby Goss, former projects director and now assistant executive director of the Elvirita Lewis Foundation, developed the staff training and orientation procedures to include concepts of intergenerational education. Workshops coordinated by Goss, director/teacher Sallie Johnson and Debby Everett, another teacher, have helped the aides recognize their strengths and needs in working with the children.

"The cross section of our aides' experience is amazing," said Goss. "We have a former beautician who always wanted to be a teacher and a retired accountant who missed raising his own children." There is no licensing requirement for aides in California, though a credentialed teacher is on duty at all times at the center.



Elder carpenter Ed Dwyer (all elderly participants at the center are called elders) gets a helping hand from Jeremy

Ramirez, 4. A unique partnership of support systems, the center's credo is that separating the ages is "unnatural."

Elders Are Substitute Grandparents

"Drawing on decades of experience has resulted in the sharing of time-forgotten songs, games and stories," said Goss. "Many of the children rarely see their own grandparents but have adopted ones they see each day at the center. In turn, the children play an important part in the vitality of the lives of the elder aides."

Not every retired person wants to work with children, but for those who do the Intergenerational Child Care Center is a welcome environment. Most of the paid aides at the center are over 50. The benefits policy established by the foundation gives part-time aides accrued health and vacation leave benefits for whatever hours they work.

"Older part-time employees are the backbone of not only the Intergenerational Child Care Center but of all the Elvirita Lewis Foundation programs," noted executive director Steven W. Brummel. "We hope that employers in this country will wake up to the fact that older workers are valuable workers. Sometimes they move more slowly, but we've found they make few errors and their judgment is sound."

The Intergenerational Child Care Center also serves the senior community as a focus for activities of several local senior organizations. Members of the Senior Crafts Co-op and Retired Senior Volunteer Program sewed many of the quilts used for nap time. Residents

of a convalescent hospital have come to visit with the children. Even the frail elderly enjoy children for brief periods of time; members of The Ole House and Sunrise Senior Centers have often spent time at the center as volunteer aides.

Center Aided by Others

A unique partnership of support systems exists at the child care center. While the Elvirita Lewis Foundation developed the concept and established the center, additional funding has come from a California Department of Education grant for innovative child care programs. In-kind assistance and the land on which the center stands were provided by Santa Cruz city schools. The combined efforts of public and private entities may serve as a model for future integrated funding efforts.

A collage of photographs depicting the early childhood and adolescence of the elder aides was recently placed on the center's bulletin board. A little girl looked long and hard at a picture of the woman who is her teacher and friend, there in a baby carriage. One could almost see her mind working to understand that everyone was once a child and that someday she would be an older person, too.

When the child's parents arrived to take her home, the little girl told them, "Except for the wrinkles, I want to get old." These words are a far cry from those of the legendary Peter Pan, who vowed he'd never grow up. □

Sharing
and caring...



across the
life span...



visits between
the young and
the old...



BROOME COUNTY INTERGENERATIONAL ACTIVITIES PROJECT
Sponsor: Broome County Child Development Council
29 Fayette St., Binghamton, N.Y. 13901

Funded by the Florence and John Schumann Foundation and Broome County Youth Bureau
(Photos by Norm Howard)

BROOME COUNTY INTERGENERATIONAL ACTIVITIES PROJECT

Fact Sheet:

Purposes: To promote age-integration through a program of visits and shared experiences between the elderly and young children.
To diminish the isolation and alienation experienced by many older adults through loss of social roles.
To present images of aging which will enable young children to learn naturally about aging as a part of life within the human life cycle.
To promote education for aging among early childhood staff members through participation in the program.

History: The Intergenerational Activities Project developed as an outgrowth of the Binghamton Intergenerational Teaching Resource Center, which was funded in 1979 by a MAG-NAEYC grant.
A six-month pilot project was funded in 1980 by a private foundation. Successful interaction between the young and the elderly in this pilot program led to funding of the project for 1981. In the spring of 1981 two nursery schools and two day care centers continued the relationships which had begun the previous year, exchanging weekly or bi-weekly visits with retirement homes and nursing homes in the community.

Program: Visits between the young and the old are planned by the directors of the schools, day care centers, and facilities for the elderly. A project coordinator (part-time) works with the directors to coordinate the schedule, and to coordinate the bus schedule. Bus transportation is supplied by the Broome County Child Development Council (Binghamton Headstart) as the sponsoring agency.

Activities include typical early childhood interactions such as using pladoh, painting with watercolors, drawing with magic markers, singing, playing guessing games with a "feelie" box, working puzzles. Activities directors in facilities for the elderly have planned other games in which the children and the elderly participate together.

When the older adults visit the schools and day care centers, they show extreme interest in exploring the play materials which are provided (such as the sand box). Field trips, including a breakfast at a campsite along the river, have been shared.

Transportation: Binghamton Headstart provides bus transportation for both the children and the elderly. Because of a shut-down of this Headstart program for several months due to administrative changes, some bus transportation has been provided by the Binghamton Psychiatric Center for visits between geriatric patients and one day care center for children. Transportation will be resumed by Headstart in the near future.

Staff: A part-time coordinator works with an Intergenerational Day Care Committee of Broome County Child Development Council, with the BCCDC Board, and with directors of individual preschools, day care centers, and facilities for the elderly. Three training sessions for these directors have been held in 1981 to develop sensitivity to problems of aging in this society, and to share program ideas and successes.

Plans for Expansion:

It is anticipated that five additional paired agencies serving children and the elderly will begin an exchange of visits when the Headstart bus transportation is resumed in November 1981.

In order to provide an image of vital, active, healthy older adults for the children, volunteers are being recruited to visit preschool programs as resource persons and/or adopted grandparents.

Community Links:

Links with the Broome County Office for Aging, Broome County Youth Bureau, and a growing number of community agencies which serve the elderly or youth are contributing to the success and potential for further development of the project.

Numbers Served:

An average of 12 to 14 preschool children per visit have exchanged visits with the elderly in approximately twenty visits since April 1981. These participants represent two nursery schools, two day care centers, two retirement homes, one nursing home, and the geriatric facility of the Binghamton Psychiatric Center. The number of elderly adults who take part in each visit has varied from 10 to 18. Adults who do not take an active part in the visits do have exposure to the children as they are passing in the lobbies, halls, and activity areas.

Evaluation:

Evaluation thus far has been anecdotal, subjective (in reports from staff members), and qualitative (in collections of answers to questionnaires used with the children, older adults, and participating staff). It has been generally positive, marked by increasing enthusiasm for the program on the part of staff as the project has gained impetus. Answers given by the children in the questionnaire indicate the relationships between their experiences with elderly in program activities and what they associate to be "typical" of aging adults.

Funding:

Funds for initial development of the 1980 pilot project were secured from the Schumann Foundation through contacts made by members of the Intergenerational Day Care Committee of BCGDC. Funding for the 1981 continuation of the project were also provided by a grant from the Schumann Foundation. These funds have been matched by the Broome County Youth Bureau for 1981, and through June 1982.

Expenses of the project include a salary for the part-time coordinator, office supplies, film rental, and gasoline and some part of the pay for bus drivers. Other administrative services are provided by the sponsoring agency.

Coordinator: For further information, contact the coordinator as follows:

Winifred McDuffie
316 Murray Hill Road
Binghamton, N.Y. 13903 Home phone: 607-729-0621

Sponsoring agency: Broome County Child Development Council
Kevin Tobin, Director
29 Fayette Street
Binghamton, N.Y. 13901 Phone: 607-723-8316



Senior Citizen School Volunteer Program
FACT SHEET

What Is It? The Senior Citizen School Volunteer Program is an intergenerational program designed to provide opportunities for a community's older persons to volunteer weekly in classrooms in their community's schools.

What Are The Goals? The purpose of the Senior Citizen School Volunteer Program is to foster cross-generational experiences that result in mutual growth and understanding. To achieve this purpose the program has identified the following goals:

- To create opportunities for greater contact and exchange between older persons and children in schools.
- To utilize the experiences and skills of older persons from the community.
- To develop the link between the school and the older population in the community.

How Is The Program Implemented? In order to develop effective intergenerational programs in schools, the following procedures are implemented:

- 1) the program is introduced to the community;
- 2) interested teachers are identified;
- 3) volunteers are recruited;
- 4) orientation workshops are held;
- 5) teacher and volunteer teams are created;
- 6) follow-up meetings and workshops for volunteers and teachers are held;
- 7) on-going communication between school administration and staff is continued;
- and 8) systematic program maintenance and expansion strategies are developed.

Who Volunteers? Older persons, age 55 or older who enjoy working with young people and are able to volunteer on a regular basis. Volunteers do not have to have a background in teaching.

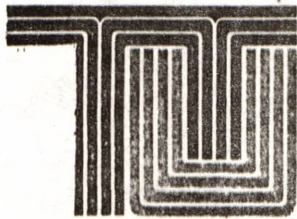
What Is The Role Of The Volunteer? Volunteers assist with individuals and small groups of students in the classroom. They review and re-enforce skills in a variety of subject areas and utilize a variety of educational materials. In addition, volunteers help with special projects and activities and have an opportunity to share their personal interests and experiences with the students. For example, volunteers have shared hobbies, crafts, travel pictures, careers and stories about their own lives, and history in general.

Who Benefits? Students receive extra individual attention to their academic, social, and emotional needs as well as learn from the experiences and skills of the volunteers. Teachers receive additional support in the classroom and can enrich their curriculum with the resources and experiences shared by the volunteers. Older people enjoy the opportunity to become involved in schools. Their roles as volunteers result in the growth of their self-esteem and self-worth. Intergenerational contact and understanding are enhanced and there is greater communication between the school and community.

Which Schools Are Involved? Since 1978 the program has been implemented in kindergarten through 12th grade in school districts in Allegheny County and the surrounding area. By September 1981 32 schools from 14 school systems have become involved in the program.

How Do Schools Become Involved? The Senior Citizen School Volunteer Program staff works directly with schools in Pennsylvania which express interest in developing intergenerational programs. They provide skills, resources, and experiences which enable schools to initiate and maintain their own intergenerational programs.

For More Information, Contact: Cindy Kramer, Program Coordinator, SCSVP
600A Mervis Hall, University of Pittsburgh,
Pittsburgh, PA 15260 (412) 624-5469



THE CESAE NEWSLETTER

AGING EDUCATION - FOCUS ON YOUTH

24 NOVEMBER 1981

NEW MATERIALS FROM TLA: The Teaching and Learning about Aging (TLA) Project directed by Mr. Fran Pratt in Acton, Massachusetts has gone into the publishing business. These materials were produced by teachers in TLA curriculum workshops and are the first of (we hope) many materials to appear from TLA. The four sets of curricular materials listed below have been reviewed by CESAE and are highly recommended:

Ageism in Literature: An Analysis Kit for Teachers and Librarians by Anita Dodson and Judith Hause (13 pp.) Contains materials for analyzing literature for any grade level, in terms of the way it presents aging and older people.

Realistic Portrayal of Aging: A Selected Annotated Bibliography by Anita Dodson and Judith Hause (72 pp.) Lists over 500 fiction and non-fiction titles for teaching about aging. Items are described and catalogued by grade level (K-3, 4-6, 7 to adult).

Confrontation: Aging in America by George Frost (27 pp.) High school unit which examines attitudes about aging, challenges aging myths, and offers ideas for intergenerational activities.

Demographics of Aging: Implications for the Future by William Betourney (60 pp.) High school curriculum unit which focuses on the changing age structure of American society, and its implications for the future.

All the above are available for loan or sale from the TLA Project Resource Center, McCarthy-Towne School, Acton, MA 01720.

LUTHER METKE AT 94 IS A REAL WINNER! Luther Metke at 94 is an impressive film. Winner of the CINE Golden Eagle Award and nominee for an Academy Award in the Documentary Short Subject Category, the film has proven its worth. In its 27 minutes running time, the film presents an inspirational portrait of Luther Metke, the man -- philosopher, poet, and builder of log cabins. His philosophy of life with nature is based on the wisdom gained from years of hard living and hard work; his poetry reflects his life and philosophy clearly; his cabins number in the forties or fifties. Metke is a man who has led a most interesting life and has the verbal skills of the poet and storyteller to help relate it. He is vital, dynamic, in touch with life -- a skilled communicator who speaks to people of all ages. The film depicts Metke building his cabins; the viewer follows him into the forest as he fells trees, cuts the logs, and practices the skills needed to build a cabin. He attends a wedding in the woods; he serves on a veterans' advisory board; he works at home. Metke shares his philosophy and his poetry; he speaks of his life.

As he reflects, the viewer sees old photographs of Metke; members of his family are introduced. The relationships are not those of PEEGE; Luther Metke is a man who relates to young and old alike. He is independent, sharp as a tack, and a far cry from the aged stereotype; he is a man worth meeting. LUTHER METKE AT 94 rents for \$44.00 (plus \$6.00 handling) or sells for \$425.00 from Northwest Cultural Films, 85895 Lorane Highway, Eugene, OR 97405, (503) 484-7125. Orders should be directed to Steve Raymen.

NEW RESOURCE FOR LIBRARIANS: Filled with resources and ideas applicable to a variety of settings, Intergenerational Programming in Libraries, compiled by Marilyn Green, is a valuable addition to the literature. This excellent manual is based on the experiences of the South Bay Cooperative Library System's Intergenerational Summer Reading Program (1979-81). For further information, write to the South Bay Cooperative Library System, 2635 Homestead Road, Santa Clara, CA 95051.

SOON TO APPEAR: Sometime during the next year, the following materials will be available: Education for Aging: A Teacher's Sourcebook, by Fran Pratt, available through TLA; Aging Education for the Junior High/Middle School Years, by John Myers, recently added to the E.R.I.C. system; and Children and Aging, by John Myers, currently under development for JAB Press in Los Angeles.

FINAL NOTE: Keep in touch; update your file with CESAE as your work related to aging education, K-12, progresses. Do your part to help promote elementary and secondary level aging education. And -- Merry Christmas and a Happy New Year!

This newsletter made possible under a grant from the BETA PSI Chapter of PI LAMBDA THETA, National Honor and Professional Society in Education, Tennessee Technological University, Cookeville, Tennessee 38501.

CESAE

The Clearinghouse for Elementary and Secondary Aging Education
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Aging in Society

Attitudes Toward Aging and the Elderly

Elderly Persons as Volunteers

Curricula on Aging

Using Oral History in the Classroom

Children's Books

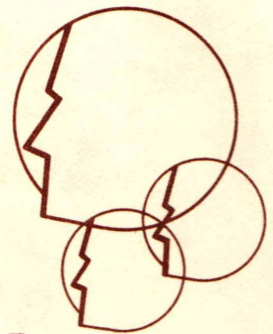
Reviews of Children's Literature

Announcing Publication of

AGING AWARENESS:

An Annotated Bibliography

1979

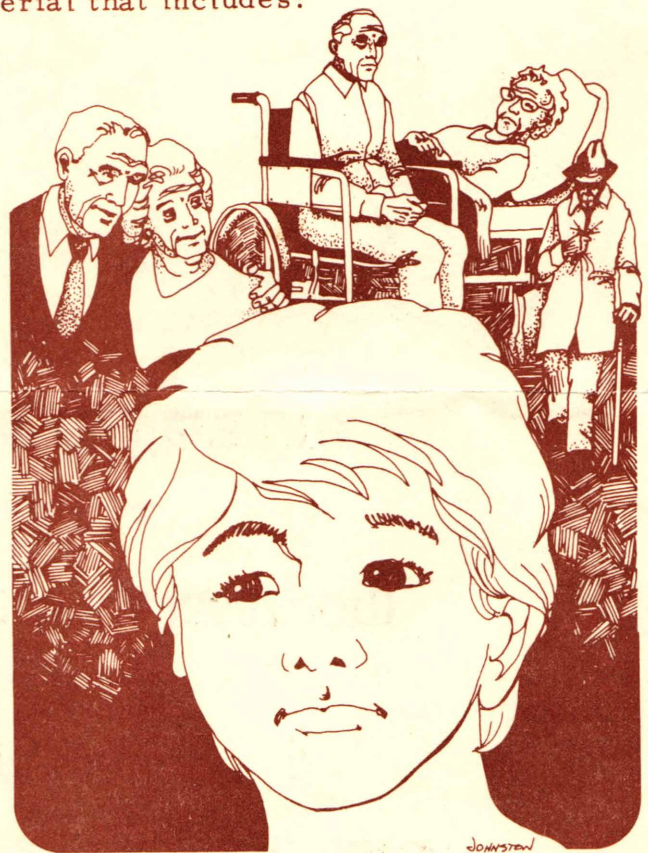


Compiled by The Senior Citizen School Volunteer Program
Western Pennsylvania Gerontology Center

AGING AWARENESS is an annotated bibliography that reviews over 200 articles and books compiled to contribute to a reader's understanding, awareness and recognition of a senior citizen in today's society.

AGING AWARENESS is a cross section of material that includes:

- general books and articles on attitudes toward aging and being old
- articles and books on oral history and curricula on aging
- children's books for adults interested in helping children become more aware of the problems, joys, realities, and fantasies about being old
- articles that describe the role of the elderly as volunteers
- books on aging for middle aged sons and daughters with elderly parents
- articles that explain the role of schools in helping children become aware of aging



The bibliography was compiled by a resource team that is developing intergenerational classroom teaming programs in 10 public school districts in Western Pennsylvania.

If you have need of a compact resource that presents diverse written materials on the elderly, AGING AWARENESS: AN ANNOTATED BIBLIOGRAPHY can fulfill this need.

University of Pittsburgh
Senior Citizen School Volunteer Program
Western Pennsylvania Gerontology Center
600A Mervis Hall
Pittsburgh, PA 15260



KAREN FURIA

DIRECTOR

MAYOR'S OFFICE OF CHILD CARE

(415) 554-6137

OFFICE OF THE MAYOR

200 CITY HALL

SAN FRANCISCO, CA 94102



FGP

Foster Grandparent Program

AN ACTION PROGRAM

Foster Grandparent Program

"When people ask me what the Foster Grandparent Program is all about, I tell them it's a program of love," says Albert Collier, director of the program at the Children's Center in Forest Haven, a facility for the mentally retarded in Laurel, Md.

Collier says it takes a certain kind of person to love a retarded child, "and lots of senior citizens have this capability because they have lots of love to give." He tells the story of a Foster Grandparent, assigned several years ago to a bed-ridden seven-year old girl who had never responded to anyone. After five years of sustained love and attention the child began following her "grandmother" with her eyes, smiling when she came into the room, and is now finally beginning to feed herself. "That's a miracle," exclaims Collier!

Foster Grandparents and children with special needs have been a rewarding combination since the program began in 1965. The Grandparents are men and women who bring with them the experience of 60 or more years of living . . . and a willingness to reach out. They themselves have often felt loneliness and isolation and the time and love shared with their "grandchildren" enriches both.

Volunteer Assignments

Mary Rolland, a Foster Grandparent at St. Peter's Child Development Center in Oakland, Pa. explains, "You get a lot more love from the children than you can possibly give." Clarence Young of Louisville, Ky., agrees. Assigned to the Cerebral Palsy School, he notes that "a lot of children come here unable to walk or do for themselves and we work with them. When you see them develop and get up and about, it does something in here," he says, touching his heart. "It makes me feel I'm part of it."

And indeed, he is. As are the more than 16,000 FGP volunteers who work with physically and



mentally handicapped children in 199 projects in all 50 states. Daily, they provide two hours of sustained, individual attention to each of two children — time that busy hospital staff or parents may not be able to give. Their role is to be a grandparent in every possible sense — a caring, stable presence in a child's life.

Where Do They Serve?

Although most Foster Grandparents bring their skills and experience to children in institutions and hospitals for retarded, disturbed and handicapped children, in some instances non-institutionalized children receive daily visits from their “grandparents” in their own homes.

Such is the case in San Antonio, Texas, where a pilot project is enabling FGP volunteers to address the problem of abused and neglected children in their homes.

Child abuse is not necessarily physical mistreatment. It often takes on various forms of neglect — such as denial of food or affection or both — accompanied by extremely high premature demands for performance and excessive criticism or punishment for failure to meet those demands. The tragic effects of early suffering often reappear when the child becomes an adult.

“It’s a continuing cycle. Those who have been abused, will abuse,” comments FGP project director Betty Finnegan. “What our Foster Grandparents are doing is helping break that cycle.”

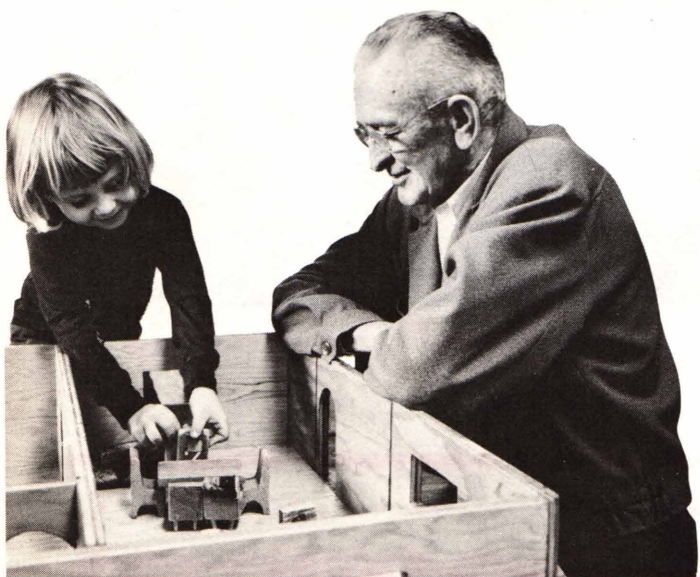
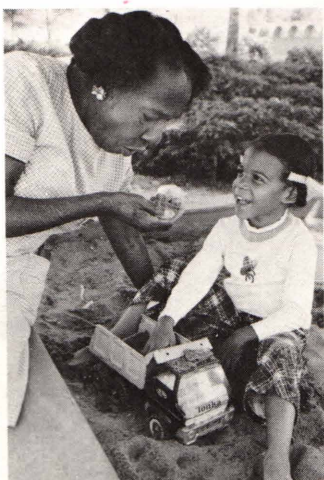
At least one FGP volunteer confesses that this is indeed a difficult assignment. The focus of her concern is a male infant. He is extremely tiny for his age and very listless. “Lovin’ and carin’ are two different things,” the Foster Grandparent observes. “A baby has to be cared for. I’m trying to teach his grandmother how to care for the child,” since the teenage mother shows no interest in her son.

The Foster Grandparents have learned to expect only small changes in the children but to recognize that each change is important. “The progress is slow,” Mrs. Finnegan admits, “but one mother is bathing her child now and she didn’t before. The ‘grandparents’ are thrilled when they see change. I tell them they are pioneers — and they are.”

Who Can Join?

The Foster Grandparent Program is open to low-income persons 60 years old and over. The volunteers receive a modest tax-free stipend for their service to children as well as a transportation allowance, hot meals while in service, accident insurance and annual physical examinations. Foster Grandparents attend 20 to 40 hours of pre-service orientation that is followed up with monthly in-service training sessions.

For more information on the Foster Grandparent Program, contact ACTION’s Regional Office nearest you.



ACTION REGION OFFICES

For information call your regional office or call toll free (800) 424-8580

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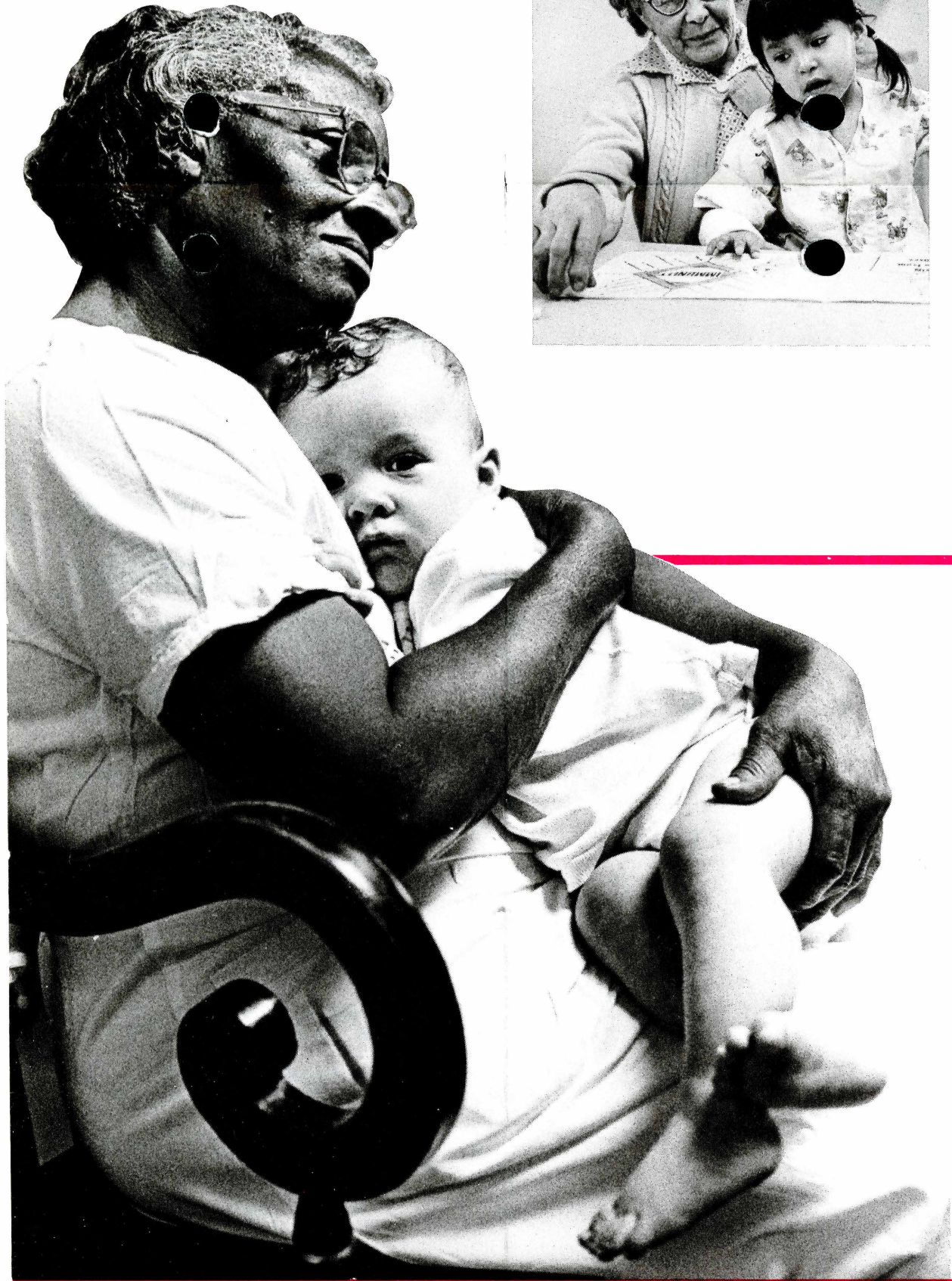
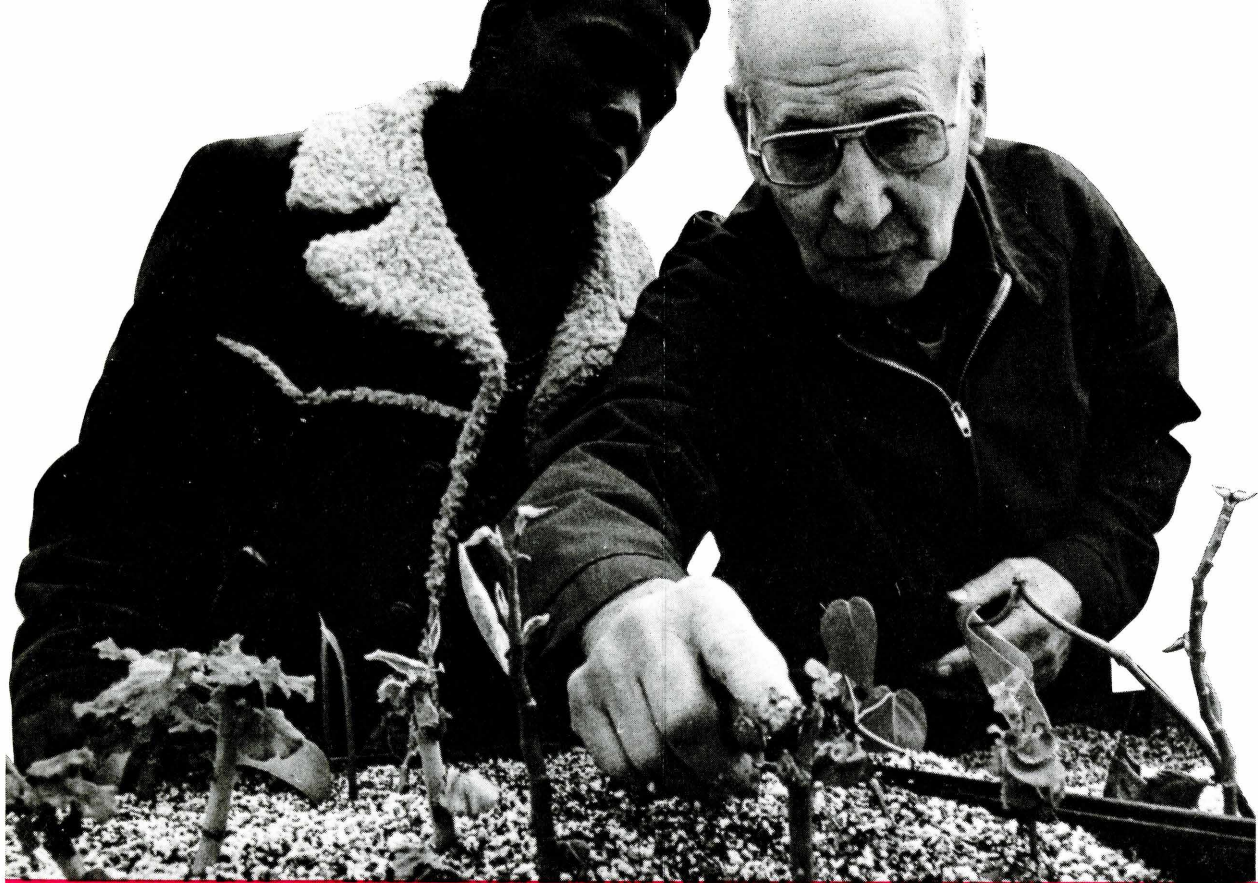
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Samoa)
415/556-1736

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and Alaska)
206/399-4520



There are no bars to serving as an FGP volunteer because of race, color, national origin, political beliefs, sex or religion. All ACTION programs are administered on a non-discriminatory basis. Anyone who feels he/she has been discriminated against may write to the Assistant Director for Compliance, ACTION, Washington, D.C. 20525.

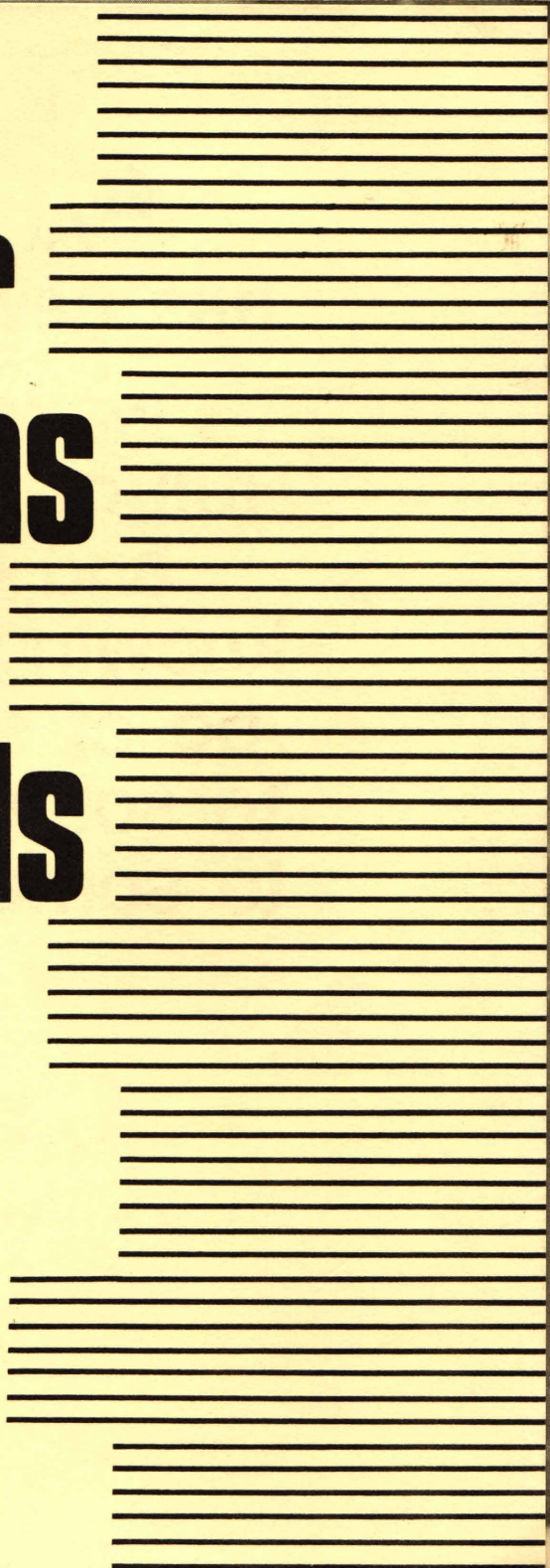
FGP-Partnership of
experience and caring



Foster Grandparent Program

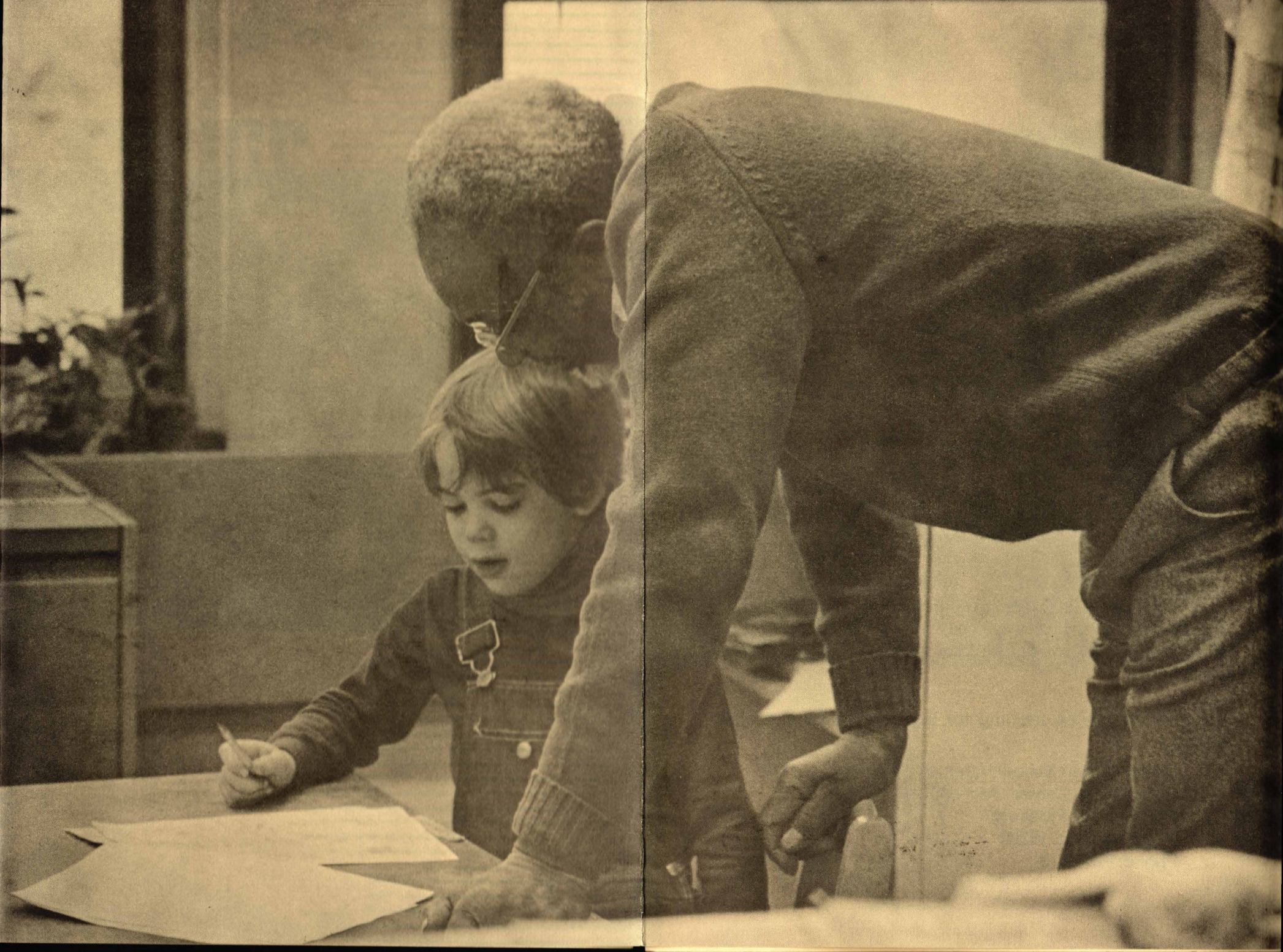
AN ACTION PROGRAM

**senior
citizens
in our
schools**



**“At 65 my life
has new meaning.**

**I wake each day
full of enthusiasm
and excitement
knowing that I will
be of some value
to some child and
to some teacher.”**



Love and individual attention are two of the many resources senior citizens can bring to our schools. In our society of mobile and fragmented families, children are able to spend long periods of time with these adults who represent support, continuity and stability. The senior citizens also bring skills developed through living and a willingness to develop new skills to meet the needs of the children. These adults who have spent a lifetime learning demonstrate to the children that learning continues throughout life.

The role of the schools and teachers has expanded as our society has grown more complex. The classroom mirrors this society as children display needs which teachers try to meet. The role of teacher has become that of social, emotional and academic nurturer. The teacher needs support in this expanded role. Assistance is available from senior citizens who:

- Provide emotional support to each child and teacher.
- Provide positive experiences in intergenerational learning.
- Provide a broadened perspective of life.
- Provide an enriched curriculum for adults and children.
- Provide positive role models for teachers and children.
- Provide support to teachers as they strive to meet their own complex needs.



Many children respond with eagerness, warmth and love to concern, care and support. A senior citizen willingly gives this.



Many children need extra help in developing basic skills that enable them to grow intellectually. A senior citizen willingly gives this.



Many children need extra comfort and love at times when they feel lonely, angry and unable to help themselves. A senior citizen willingly gives this.

A feeling of self worth and usefulness is often lost by older people in our society. When senior citizens realize they can make a difference in a child's life, self respect and self esteem are regained. Loneliness is left behind as absent grandchildren are substituted by children in the classroom. A senior citizen will develop new skills while learning from the teachers. Senior citizens respond to the joys of their experiences with children and teachers:

"I look forward to getting up each morning."

"I love being here since I know the children and teachers love me."

"This job builds up my morale and gives me a new interest in life."

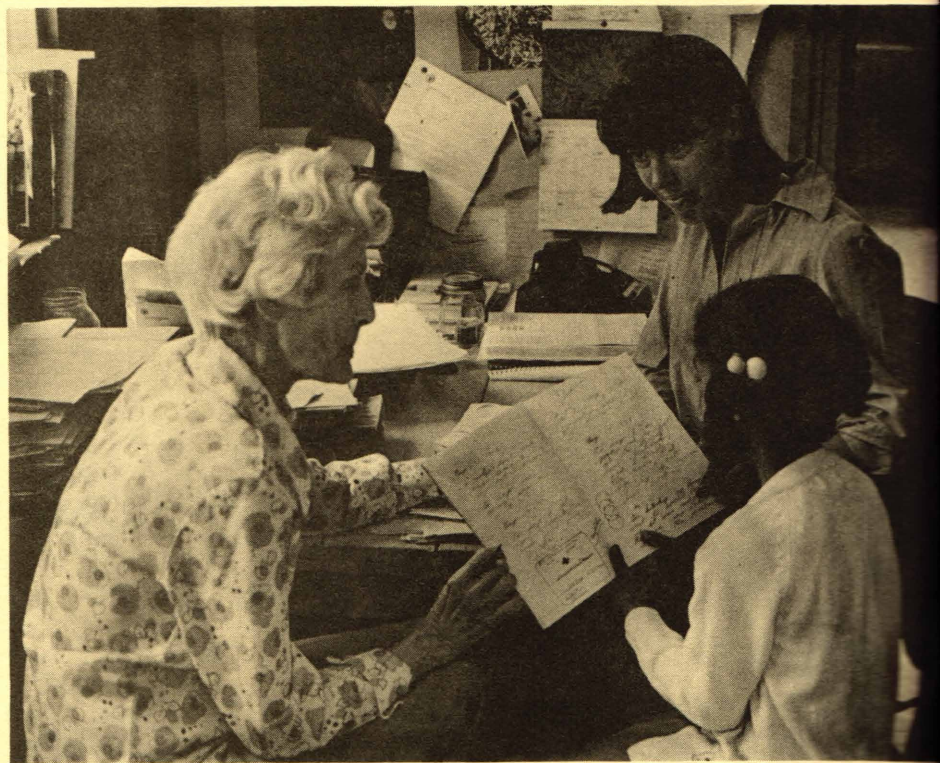
In our program we have—

For senior citizens, children and teachers, a learning environment that fulfills the mutual needs for growth, respect and love.

If you would like to start a program at your school our teacher and senior citizen staff can provide training so you can bring additional support and joy to your classrooms.

For information on training for senior citizens and staff contact:

Senior Citizen School Volunteer Program
Gerontology Center - Mervis Hall
University of Pittsburgh
Pittsburgh, Pa. 15260
Phone: 624-5470



San Francisco Intergeneration Network
City Hall, Room 200
San Francisco, CA 94104
554-6137

I would like to welcome you to the first San Francisco Intergeneration Educational Forum developed by the San Francisco Intergenerational Network. The San Francisco Network has been meeting since January 1986. The network was developed as a result of two significant events.

Supervisor Louise Renne, now the City Attorney asked me to help her with a holiday party for children in the Tenderloin. She asked that we also invite seniors to this holiday party. At the beginning of the party which was located at the Renaissance Hotel the children and the seniors stood apart... somehow in the middle of the party the two groups joined together...first they stood next to each other and soon the children and seniors were talking and interacting. At that moment those of us involved knew the significance and potential of bridging the generations.

The second event was that Amy Cooper, from the San Francisco Intergenerational Program wrote the Mayor a letter.. At the Mayor's request I met with Amy and began to learn about Intergenerational Program models and about the variety of programs that exist in San Francisco.

The Advisory Council to the Mayor's Office of Child Care worked closely with the Commission on Aging, the SFIP and Louise Renne to develop the SFIN. We were very fortunate to have the assistance and support of Hilari Hauptman from Project Joy and the Northern Californian Intergenerational Network. Throughout 1986 the network heard presentations from older people, youth, and service providers representing over 35 different agencies. At the end of this learning, sharing, and exploring time the SFIN decided to develop this forum.

Today we hope to share some of the feelings we felt and some of the information we have learned over the year with you. We want you to consider developing an Intergenerational component to your program. As you will learn there are a variety of possibilities which take different staff and time commitments.

By being here you have taken a first step in developing an Intergenerational component. We have asked Helen Sobel to talk with you to learn more about joining the generations.

(keynote)

We will now provide you the opportunity to take a few more steps...

Step one.....

1. Before you leave fill out the SFIN survey which you received at the door. We will use this information to help match organizations up with each other. We are thankful that Olen Simon will compile the information and present it at the next SFIN network meeting..

2. Visit the tables. At the tables you will see different types of programs. Talk with service providers and with participants. Ask questions....explore different possibilities....Learn about stumbling blocks...Learn about successful programs. Intergenerational programs involve all ages and different discipline.

We are also very fortunate to have educational resources in SF. SFSU has Intergenerational classes.

I am also pleased to say that the San Francisco Foundation has funded the San Francisco Intergeneration Program to develop a resource library. This library will be housed at Live Oaks School and will open in September.

3.. The SFIN request that you read our Mission Statement and our network code of ethics. We support the development of quality intergenerational programs.....programs that are Mutually Beneficial and that foster respect primarily and then service/exchange.

One of the most gratifying experiences I have had as a member of the SFIN is seeing new members join are group expressing an interest in developing an intergenerational component to their program. They network...exchange numbers and then within a few months they report to the network the development of an intergenerational component to their program. Sometimes a childcare center might just sends art pictures to a senior center other times an older adult might visit a school and play checkers once a week.

I hope you continue to take steps with our network to develop quality programs for children, youth, and all ages of adults..

Special thanks to:

Mayor Dianne Feinstein
City Attorney Louise Renne
Amy Cooper, San Francisco Intergenerational Program
Dan Humphrey, Live Oak School
Debbie Genzer, San Francisco University High School
Olen Simon, San Francisco Boys Home
Sally Large, Friends of St. Francis Mayor's Advisory Council on Childcare
Joyce Ream, Barbara LeCount, Commission on Aging
Donna Ernston, Campfire Boys and Girls
Kathy Royer, San Francisco Youth Conservation Corp
Rachel Kesselman, Jewish Community Museum
Amy Putney, University Mound Ladies Home
Claire Herzog, San Francisco SEER project.
Eve Segal, San Francisco School Volunteers
James Peppard, Pleasure Endeavors

Sincerely,


Karen Furia

**San Francisco Intergenerational Network
City Hall, Room 200
San Francisco, CA 94102
554-6137**

Partial list of Intergenerational Resources:

Commission on Aging, San Francisco

25 Van Ness, Suite 650, San Francisco, Ca 94102. Contact: Barbara Le Count...864-6051

The Commission on Aging, an Area Agency on Aging, is part of a nationwide network of aging services established by the Older Americans Act. As a department of the City and County of San Francisco, the Commission funds approximately 38 agencies to provide a variety of services for people in San Francisco who are 60 years old and older.

Many of the senior programs which are funded through the Commission regularly schedule activities which involve a blend of generations. The Program Analyst at the Commission on Aging who is assigned to the Intergenerational Network committee will be able to give information on current programming.

Intergenerational Program Network (IPN)

4031 Maher St., Napa, Ca 94558. Contact: Nora-Joanne Gerber...708-255-5430

The purpose of the intergenerational programs is to enrich the lives of young and old people by helping them develop positive mutual relationships and learning experiences through a variety of school-based and community-based programs.

The Network's mission is to connect existing programs, encourage the development of local intergenerational networks, and to provide technical assistance. The IPN has two regional resource libraries available for those who wish to explore available resource materials, curriculum materials, project manuals, brochures of model programs, children's books, new letters, films, video tapes, and aging awareness information. The Northern California East Bay Regional Resource Library is located at Project J.O.Y. (6421 Telegraph Ave. Oakland, Ca 94609..655-8945)

San Francisco Intergenerational Network

Mayor's Office, City Hall, Room 200, San Francisco, Ca 94102. Contact: Karen Furia...554-6137

The San Francisco Intergenerational Network (SFIN) was developed to assist intergenerational programs in sharing information, as well as to encourage the development of new programs involving younger and older participants. The SFIN meets on a regular basis. Contact Karen Furia if you would like further information.

Project J.O.Y.-Joining Older and Younger

6421 Telegraph Avenue, Oakland, Ca 94609. Contact: Hilari Hauptman...415-655-8945

Project J.O.Y., established in 1982, is both an interpersonal and an educational program. It involves: instruction in aging awareness to school children; visits to schools by older adults who share life stories and skills, inservice workshops on intergenerational program development for teachers and activity staff; management of the Northern California East Bay Regional Intergenerational Resource Library and special projects: Camp Joy, The Pet Care program, the Teenage-Elder Companion Program and the Intergenerational Alzheimer's Program.

San Francisco intergenerational Program

117 Diamond St., San Francisco, Ca 94114. Contact: Dan Humphrey & Amy Cooper...861-8840

The San Francisco Intergenerational program is a community of people committed to bringing all generations together to experience our history and shape our future by addressing our common need for dignity and social respect. They have developed a theater arts curriculum to involve young and old alike in exploring the role of ageism and how it affects the vision and assumptions of all ages.

The program is based at Live Oak School and the Diamond Senior Center. Besides developing their own program, they work with other organizations to foster new projects, building bridges across the social gaps which relinquish the wisdom of youth and age. If you have questions or would like information concerning their resource library contact the staff.

San Francisco State University

Gerontology Programs, 20 Tapia Drive, San Francisco, CA 94132. Contact: Celie Sacks. 469-1684

The Gerontology Program has courses in intergenerational programs relating to learning about the variety of program models; and skills necessary to create successful programs that link both frail and able-bodied older adults with children and youth.

The Gerontology Program sponsors Eldercollege, the Humanities Club, ElderHostel, the Over-Sixty Program and the Re-entry Advising & Counseling Brown Bag Lunch Program.

San Francisco Intergenerational Network
City Hall, Room 200
San Francisco, CA 94102
554-6137

The following is a partial list of Intergenerational programs and support services in the City and County of San Francisco.

Campfire Boys and Girls

133 Balboa Street, San Francisco, CA 94118. Contact: Donna Ernstson...752-2600

Campfire's program, "Friendship Across the Ages," is a multi-step program designed to promote learning across the years and to create sharing and communication through a variety of activities. Aspects of the project focus on learning about sharing a community service project, sharing life stories, learning skills, recording experiences, and celebrating with a feast. Dozens of activity ideas and resources are included.

American Red Cross, Golden Gate Chapter

1550 Sutter Street, San Francisco, CA. 94109. Contact: Anne Lee...776-1500

The Red Cross Youth for Chinatown Elderly Program is a program for Asian immigrant youths to learn and serve their community through service to elderly people. At present there are 45 student volunteers from Galileo and McAteer high school and 45 seniors. The program includes training (recognition of the needs of elderly and younger people, first aid, tutoring), services (home visits, performances, community services), and activities (recognition picnic/luncheon, birthday parties, educational field trips).

Canon Kip Community House

705 Natoma, San Francisco, CA 94103. Contact: Gayle Justice..861-6801

Canon Kip has an active senior center program with a daily lunch service for those over 60 years of age. In the same building is an afterschool program for kids. The kids are also at the site during summer and school vacations.

City Celebration

Fort Mason Building A, San Francisco, CA 94123. Contact: Bruce W. Davis/Nan Costales..861-6801

The City Celebration Summer Festival of Performing Arts in Honor of Senior Citizens is a unique weekly showcase of some of the Bay Area's best in jazz, cabaret, country, contemporary art and classical music, as well as ethnic and modern dance. This concert series runs every Thursday from 1 to 3 at the Golden Gate Bandshell, June through October. Young and old alike gather to honor the city's elders with an exciting mix of generations, races, and cultures that celebrates the diversity of the San Francisco Bay Area and its people. Both performers and audience range in age from three to 93, and volunteers include both elders and youth working together to coordinate the show.

Convalescent Center Mission St. Inc.

5767 Mission St., San Francisco, CA 94112. Contact: Kathleen Degan..584-3294

Junior Marion Visitors (7th and 8th grade students) from Epiphany School volunteer to work at the Convalescent Center in a variety of ways. One component of the program is an adopt-a-grandparent program where young and old read together, write each other, talk, play games, help with grooming, coordinate special activities, plan parties, share holidays, and share homework assignments.

CYO, Center Latino of San Francisco

180 Fair Oaks St., San Francisco, CA 94110. Contact: David Park..826-3411

This program has an active senior center program with a five day a week nutrition program for people over 60. At the same site as the senior program is a recreation and lunch program for youth. The site also has a variety of programs for school-age children throughout the year.

Foster Grandparent-Senior Companion Program

1010 Gough St., San Francisco, Ca 94109.. Contact: Jean Parrott/Shan Magnuson..474-7310

The Foster Grandparents program is federally funded by Action and is locally sponsored by the Family Service Agency of San Francisco. To be eligible, a person, must be at least 60 years of age. Foster Grandparents receive a stipend for a 20-hour week plus paid transportation, education, training, and one meal a day--in addition to earned sick leave and a two-week vacation. The emphasis is the development of a one-to-one relationship between a child and the foster grandparent.

Jewish Community Museum

121 Stewart St., San Francisco, CA 94105. Contact: Rachel Kesselman..543-8880

The museum contains exhibits of historical content, some modern art and work by local artists. The museum has a program in which 7 seniors spend time with pre-school and school-age children who come to visit the museum. The children visit the exhibits as well as engage in hands-on activities provided in the museum's workshop space.

Just Kids Learning Center

235 Ashbury St., San Francisco, CA 94117. Contact: Stanette Goepal..386-5547

A component of the Just Kids Learning Center brings twelve to fourteen children to the Sequoia Towers Senior Center bimonthly. The children are greeted by eight to ten women who are 70 years and older. The program includes opportunities for lap-sitting, music, songs, as well as picnics and holiday celebrations. The seniors plan the activities for the children. The preschool-age children and the seniors have developed comfortable, trusting relationships.

Laguna Honda Hospital

Activity Therapy Dept., 375 Laguna Honda Hospital, San Francisco, CA 94116. Cynthia Major 664-1638

A pilot program is being developed in one of the wards in the hospital. The program might include, adopt-a-grandparent, a student visitation program, letter exchanges, art activities, pet therapy, and other activities. Most of the men on the Ward are wheelchair bound.

North of Market Senior Alcohol Program

333 Turk St/291 Eddy St., San Francisco, Cs. 94102. Contact: Cynthia Hartley..771-2133

An intergenerational program was developed around a weekly art project at Boedekker Park. Seniors and children do art projects together.

Parents Place

3272 California, San Francisco, CA 94118. Contact: Lucy Scott..563-1041

Parents Place provides a variety of services for children and families in San Francisco. Senior volunteers participate in the drop-in center playroom, help with clerical work, and are actively involved in the Advisory Membership committee as well as direct program support.

Pathways

McKesson Foundation, 1 Post St. Room 3260, San Francisco, CA. Contact: Diane Bolott..983-8445

Pathways is a program organized by the McKesson Corporation that provides youth employment in senior activity centers and in the corporate setting. This effective program had the cooperation of the SFPD, corporations, and senior community groups.

Pleasure Endeavors

375 Laguna Honda Blvd., San Francisco, CA 94116. Contact: James M. Peppard..759-2320

Pleasure Endeavors is working with the San Francisco Conservation Corp on a mural project that will be a "cityscape" of San Francisco. The mural accents a newly installed 1940's antique model of San Francisco which is now located in Moran Hall, third floor of Laguna Honda Hospital. The San Francisco School of the Arts Foundation, is also involved in this project. They helped develop an exhibit of pictures of elderly and youth together; taking oral histories of what elders remember of their lives in San Francisco. These project culminated in a multidimensional exhibit in November, 1986.

Retired Senior Volunteer Program (RSVP)

2101 20th Ave., San Francisco, CA. Contact: Nancy Brand..731-3335

RSVP places senior volunteers in agencies that work with children and young people. The volunteers work in nursery schools, tutoring programs, and in programs that serve high risk children. Agencies that need volunteers can contact RSVP.

San Francisco University High School

3065 Jackson St., San Francisco, CA 94115. Contact: Deborah Genzer..346-8400

San Francisco University High School students participate regularly in intergenerational programs, which emphasize both service and learning. The senior high school students are, as a class, involved with Laguna Honda Hospital. Several freshmen have been trained by the SF SPCA as animal assisted therapist and work at convalescent homes. Other students provide friendly visits to homebound elderly.

SEER Project (Seniors Enriching Educational Roles)

135 Van Ness Ave. Room 20C, San Francisco, CA. 94102. Contact: Claire Herzog..864-4229

The SEER project recruits, places, and offers support services to volunteers age 60 and over who work in San Francisco's public schools. Staff matches the interests, needs, and skills of older volunteers with specific student needs. SEER volunteers work with students from kindergarten through high school in a wide range of placements including: Basic skills (reading/math/English as a second language); tutors; bilingual assistants; library assistants arts and crafts instructors; college/career counselors; advanced math/science/literature instructors; and special education assistants. Free training workshops are available to SEER volunteers through San Francisco School Volunteers.

Senior Tutors for Youth in Detention

1301 Solano Ave. Albany, CA 94706. contact: Sondra Napell..528-8005

Retired Seniors from Rossmore, Walnut Creek, take the bus to San Francisco Youth Guidance Center every Tuesday. They are paired one-to-one with a youth detained for 30, 60, or 90 days. From 1PM to 3PM, the pairs discuss topics of importance to the youth, do homework, read together, and play educational games. Weekly training sessions aboard the bus enable the senior tutors to develop skills pertinent to reaching the needs of these youth.

The Sequoias, San Francisco

1400 Geary Blvd., San Francisco, CA 94109. Contact: Activity Director..922-9700

The Sequoias has a multigenerational program consisting of preschoolers, junior high school students, and high school students from various schools. The program emphasizes intergenerational relationships within their facility. In addition, they are currently expanding their junior high program by incorporating an "age experience course" which will offer credit to participating students.

Sunnyside Convalescent Hospital and Sunnyside Retirement Hacienda

1218 South Van Ness Ave., San Francisco, CA. 94110. Contact: Charlene O'Connell..647-6365

At the Sunnyside Center, school children write monthly letters to each of the 36 patients. School children visit on holidays. The Boy's Club assists on outings, and the Girl Scouts made baskets at Easter.

TaleSpinners Theater

Fort Mason Center, San Francisco, CA 94123. Contact: Steven Katz..776-8477

Tale Spinners, San Francisco's first professional intergenerational theater, produces dramatic and musical theater with an emphasis on oral history and features professional older actors. The shows change throughout the year and are set in familiar environments. In addition Tale Spinners offers an intergenerational theater workshop series encouraging the participation of older adults and children.

Tenderloin Child Care Center

P.O. Box 230, San Francisco, CA 94102. Contact: Indka Tsuchida..921-1302

This childcare center has seniors from the Foster Grandparent program work in the program on a daily basis. The seniors develop relationships with individual children and are important members of the staff.

Wu Yee Resource & Referral

777 Stockton St. #202, San Francisco, Ca 94108. Contact: Christine Cheung..391-8993

The services at Wu Yee Resource & Referral include childcare resource and referral for parents and childcare providers, toy and a book lending library, workshops on early childhood education and children related issues, advocacy of children's rights and services, and monthly Asian Child Care Workers meeting. Senior programs, and intergenerational programs are welcome to call for information or send announcements of upcoming events for publication in the quarterly newsletter.



San Francisco Intergenerational Network
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Mission Statement

The mission of the San Francisco Intergenerational Network is to assist community based organizations interested in developing intergenerational programs through the following activities:

The San Francisco Intergenerational Network shall hold regular meetings to be attended by existing members that shall welcome new members allowing all to share program information

Organizing presentations for community based organizations interested in information about intergenerational programs

Providing a resource list of community based organizations which have existing intergenerational programs

Supporting the development of a resource center for intergenerational programs

Encouraging cooperation among community based organizations and service providers for collaborative funding efforts.

San Francisco Intergenerational Network Code of Ethics

To further the mission of the San Francisco Intergenerational Network, the following ethical guide lines have been established with the intention of assisting community based organizations as they determine some of the various components of their programs:

Program Design

Include staff and participant orientation, ongoing support, periodic evaluations and aging awareness education.

Include screening to ensure meaningful exchange and work

Include promotion and publicity component

Document program goals and utilize existing resources

Special considerations

Be mutually beneficial

Be concerned with longterm effect and continuity of program's influence

Foster respect primarily and then service/exchange



A selective sampling of intergenerational titles available at the San Francisco Public Library. Prepared by Grace Ruth, Office of Children's Services.

ANNIE AND THE OLD ONE. By Miska Miles. Illustrated by Peter Parnall.
Atlantic Monthly Press, 1971. \$12.45. (JF)

Annie is a very real young Navajo girl who wants to prevent the inevitable death of her grandmother, the Old One. Following a series of attempts to delay the completion of the rug on the family loom, Annie at last gains understanding about her grandmother's oneness with the earth and about the passage of time. Expressive drawings match the direct simplicity of the story. For ages 6-9.

BLACKBERRIES IN THE DARK. By Mavis Jukes. Pictures by Thomas D. Allen.
Knopf, 1985. \$10.95. (JF)

Nine-year-old Austin visits his grandmother's farm the summer following his grandfather's death. The two slowly form a new relationship as Austin quietly explores the changes that have occurred in the house and barn and his grandmother tackles the challenge of learning to fly-fish with him. A sensitive, poignant story for ages 7-10.

BUFFY AND ALBERT. By Charlotte Pomerantz. Pictures by Yossi Abolafia.
Greenwillow, 1982. \$9.25. (JR)

In a beginning-to-read format, this is a gently humorous story of a grandfather and two grandchildren. When he twists his ankle and must stay in bed for a week, Grandpa admits that he can be as much of a burden as the two old cats, Buffy and Albert, he has threatened to get rid of. Realistic details, a sense of family history, and lively cartoon drawings make this an appealing read-alone for ages 6-8.

CHILD OF THE OWL. By Laurence Yep. Harper, 1977. \$11.89. (JF)

When 12-year-old Casey comes to live with her grandmother in San Francisco's Chinatown in 1964, she feels lost. She had been living an itinerant, small-town life with her father, a gambling widower, until he landed in the hospital, and she had not had to confront her Chinese heritage before. Through Paw-Paw, she learns about her mother and her family's owl charm, and comes to recognize Paw-Paw's home as her home too. A moving story for ages 11 and up.

THE CRACK-OF-DAWN WALKERS. By Amy Hest. Pictures by Amy Schwartz.
Macmillan, 1984. \$9.95. (JPS)

Sadie is happy not to have her younger brother, Ben, along on this early morning walk with her grandfather. The children have agreed to go alone with Grandfather every other Sunday as he stops for baked goods, a cup of coffee (cocoa for Sadie) and the Sunday newspaper. A cozy, loving picture story, affectionately illustrated with soft pencil drawings, for ages 4-7.

GRANDPARENTS' HOUSES: POEMS ABOUT GRANDPARENTS. Selected by Corinne Strelch.
Pictures by Lillian Hoban. Greenwillow, 1984. \$12.50. (J821.08 Gr)

An attractive collection of 15 poems from many cultures that celebrates the universality of the grandparent-grandchild relationship. Poems are drawn from such diverse groups as the Zuni, French, Japanese, Chinese, Hebrew and Black American. Each poem or poem fragment faces a beautiful, vibrantly-colored illustration on the page opposite. A thoughtful choice for reading aloud and discussing with children ages 7-11.



HAPPY BIRTHDAY, GRAMPIE. By Susan Pearson. Pictures by Ronald Himler.
Dial, 1987. \$10.95. (jps)

A poignant story in which a young girl makes a special card for her grandfather on his 89th birthday.

KEVIN'S GRANDMA. By Barbara Williams. Illustrated by Kay Choroa. Dutton,
1975. \$9.25. (jps)

A fanciful picture story in which the young narrator and his friend, Kevin, compare grandmothers. According to Kevin, his grandma does many unusual things, such as riding a motorcycle, giving judo lessons and going skydiving -- and the narrator is not certain he really believes everything Kevin tells him. Black and white drawings are as lively and humorous as the text. For ages 4-7.

MUSIC, MUSIC FOR EVERYONE. By Vera B. Williams. Greenwillow, 1984. \$11.95. (JPS)

This is the most recent in a series of picture stories about Rosa, her mother and grandmother that began with A CHAIR FOR MY MOTHER. Here, Grandma is sick, and Rosa and her friends form a band that provides live music for a neighborhood party. Rosa's share of the money they earn goes into the family's money jar which has been depleted by medical expenses. The story comes alive in exuberant, bordered watercolor paintings. For ages 5-8.

THROUGH GRANDPA'S EYES. By Patricia MacLachlan. Pictures by Deborah Ray.
Harper, 1980. \$10.89; 1983. \$4.09 paperback. (JPS)

John describes how he loves to stay with his grandparents because he is learning to "see" things through the eyes of his blind grandfather. They share many experiences, and Grandpa helps to awaken John's senses of smell, hearing, and touch. A tender story whose quiet pencil drawings are in perfect keeping with the text. For ages 5-9.

THE TWO OF THEM. Written and illustrated by Ailiki. Greenwillow, 1979. \$11.75. (JPS)

The loving relationship of a grandfather and granddaughter, from her birth to his death, is poetically described in this more serious picture story. Soft, color and black and white pencil drawings, sensitively capture their emotions and the changing seasons of life. For ages 5-8.

VISITING MISS PIERCE. By Pat Derby. Farrar, 1986. \$12.95. (JF)

When 14 year old Barry befriends elderly Miss Pierce, he finds himself caught up in her fascinating past-a past which includes San Francisco's 1906 earthquake and an unsolved mystery.

WILFRID GORDON McDONALD PARTRIDGE. By Mem Fox. Pictures by Julie Vivas.
Kane/Miller, 1985. \$9.95. (jps)

Wilfrid Gordon lives next door to a home for the elderly. He likes Mrs Jordan who plays the organ and Miss Mitchell who walks with a wooden stick and most of all he likes Miss Nancy Alison Delacourt because she has as many names as he does.



appears that the public is losing confidence in banking. News stories like the one that stated that the Bank of America lost 75 million make many very nervous. As my mother says, "A wise person never places all their eggs in one basket."

IT SURE TOOK LONG ENOUGH ... Safety deposit boxes that were seized from banks by the federal government during the Great Depression have just been returned to the states from which they were seized. Rightful owners or heirs can file their claims with the State Controller's office. If something is missing, it might be because various agencies which include the Smithsonian Institute and the Department of Justice obtained access to this property and removed items they considered of historical interest. (Claimants should make inquiries to Ken Cory, State Controller, Sacramento, CA 95814)

\$ Break For Those In Nursing Homes

... Medi-Cal has ruled that you may qualify for Renters Credit even if you live in a board and care or nursing home and Medi-Cal pays for your care. You won't be charged with an SSI overpayment either. This Renters Credit is sixty dollars and can be obtained by filing State Tax Form 540. You may file any time within the next four years. There is no penalty for late filing. If you know a senior in a board and care or nursing home help them fill out this simple form. An extra sixty dollars for personal needs always comes in handy. If more information is needed call the Franchise Tax Board at 800-852-7050. (reprint from LAE Times)

CHILDREN ARE FINE WHEN THEY ARE SOMEONE ELSE'S ...

Senior employment would be created if Assemblyman Johan Klehs' "Intergenerational Child Care Act" succeeds. Child care services would be provided in programs staffed by trained seniors. Located at and monitored by local school districts, these child care

centers could be commercially or nonprofit run. This intergenerational concept value lies in the fact that it is not based on seniors volunteering but instead seniors receiving a paying job. There is a national trend of intergenerational programs but most are based on volunteer work. Assemblyman Klehs' legislation would be a big step in helping to provide work for seniors. (Show your support by writing Assemblyman Johan Klehs, State Capitol, Sacramento, CA 95814)

65 Taking Care Of 85 ... Many seniors in their sixties are faced with the expensive and complicated care of their senior parents in their eighties and older. In the United States five million are caring for their ageing parents. While nursing homes are an alternative, only 5% of the elderly are in nursing homes. The 5% that are in nursing homes cost 28 billion dollars annually. As America greys the expensive burden of care and shelter will rest on the ageing children. Because we are all living longer the problems and solutions are not being addressed fast enough.

VICTIM ASSISTANCE ... California now has a Victim Assistance program which allows a victim of crime to apply for restitution. This program is currently for California residents only but the law will change soon to cover non-residents, including tourists. With some exceptions, there is a limit of \$23,000 on the amount you may collect. Victims must have the police prepare an Incident Report. Your claim will not receive restitution unless your claim is verified by a Police Incident Report and you have filed your claim within a year of the incident. You may be reimbursed for lost wages, medical expenses, broken glasses, dentures, etc.. You will NOT be reimbursed for any cash or valuables that were stolen but these losses can be deducted from your state tax return. (Legal Assistance to the Elderly

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PUBLISHED BY:

The California Senior Agency Network
647 Connecticut Street, San Francisco, CA 94107
A program of Coming of Age

Are Seniors A Burden on Society? ...

New Zealand historian, David Thomson, published in a recent issue of Ageing and Society, a journal of the British Centre for Policy and Ageing and the British Society of Gerontology, a policy paper. Mr. Thompson maintains that state support for old people is less generous now than it was 150 years ago. Mr. Thompson's paper researched nineteenth and twentieth century surveys and other national data. This research evaluated not only the impact of seniors but youths as well. Based on this paper Dr. Eric Midwinter, Director of the Centre For Policy on Ageing, said he hoped such evidence might, once and for all, put an end to notions of elderly people as a 'burden' on the rest of society, an idea that is misleading as it is offensive to Britain's older citizens. (Mr. Thompson paper is titled "The decline of social welfare: failing state support for the elderly since early Victorian times". Published in Ageing and Society, Vol 4, No.4, December 1984. Write to: Hilary Todd, Centre For Policy On Ageing, Nuffield Lodge Studio, Regent's Park, London, England NW1 4RS, Great Britian)

Don't Drink the Water ... There is a great deal of world wide information that fluoride added to drinking water is causing an excessively high rate of heart disease and cancer deaths. Fluoride is a caustic chemical that some dentist believe help prevent tooth decay in the young. Many nobel prize winners in the medical and chemistry field have very serious doubts about fluoride in public drinking water. If fluoride was removed from drinking water it would still be easy and inexpensive for individuals that wanted to use it despite any dangers.

Oops, Sorry Senior Voice Last month the SNA printed a chart on national health care around the

world. We failed to give credit to the Senior Voice in Anchorage, Alaska. They did a great job and deserve the credit. O.K., Liz.

Lets Have Fair Treatment on All Sides

... Californians should know the facts about the regulation of AT&T and about the need for a new California Public Utilities Commission policy to end unnecessary regulation of AT&T's long distance business within California. The customers should be able to receive the full benefits of fair and equal competition. Most people don't know that out of the more than 80 long distance companies competing in California **only** AT&T is subject to extensive and outmoded regulation. Reducing this regulation would be a great step in reducing the cost of long distance telephone service within California.

Congratulations to the Rock and Rollers ...

From our young to the ageing rock and roll superstars an historic world wide 16 hour concert was held to aid those starving in Africa. Television and radio audiences, over one billion, have raised over seventy million dollars. The Soviet Union participated with a direct broadcast of one of their own rock and roll groups. History has shown that the Olympics have the ability to unite the world and now rock and roll has proven its ability.

Of Course I Understand .. I Still Don't Believe ...

Has the public lost confidence in the field of banking? In California last month residence of San Francisco's Chinatown nearly drove one of Chinatown's banks out of business. Rumors that the bank might close cause thousand to pull their money out. Bank officials and representatives of the FDIC just could not convince the crowds that the bank was not in trouble. Over 25 million dollars was pulled out. This is no where near the first major banking problem is the U.S. It

INTERGENERATIONAL
CAREGIVING TRAINING
PROGRAM

INTERGENERATIONAL CAREGIVING TRAINING PROGRAM

YOUR NAME: _____

ADDRESS: _____

PHONE NUMBER: _____

REFERRED BY _____

PLEASE TELL US ABOUT YOURSELF AND YO'UR INTEREST IN THE PROGRAM.

PLEASE RETURN TO: MARLENE CRESCI COHEN, COORDINATOR
INTERGENERATIONAL CAREGIVING PROGRAM
N411Y
UNIVERSITY OF CALIFORNIA SAN FRANCISCO
SAN FRANCISCO, CA. 94143

The Intergenerational Caregiving Program:
A Replication Manual

by

Marlene Cresci Cohen, Ph.D.
Coordinator

Carol Hardgrove, M.A.
Director

Kate Rosen, M.A.
Instructor

The production of this document is funded by the California State Postsecondary Education Commission Title 1, Part A, and by the Zellerbach Family Fund. Reprints have been provided by UCSF Department of Public Service Programs.

THE INTERGENERATIONAL CAREGIVING TRAINING PROGRAM:
A REPLICATION MANUAL

INTRODUCTION

This manual will inform you about the processes and outcomes of the Intergenerational Caregiving Program, an educational experience for older adults in human development and child care. The document outlines the rationale for this and other programs which link older adults with children. It delineates structures and processes used for participant recruitment and training, and describes the characteristics of participants. The outcomes of the program are presented in terms of the consistency of students attendance and the changes in their confidence, competence and satisfaction in working with children. The intended audience for this information includes human development educators and social program planners. But, whatever one's interest, it is intended that all readers will become more aware of the human developmental and societal implications of intergenerational interactions; and of the need for intervention efforts in this area.

HISTORICAL CONTEXT

The Intergenerational Caregiving Program was conceived by a committee composed of faculty of the University of California San Francisco and community members with an interest in services to older people and to young children. In 1978, the committee agreed to sponsor a pilot educational program that would prepare older adults to work with young children in a variety of settings, including

childcare centers, family daycare homes, pediatric hospital units and clinics. A summer seminar series was supported by The Zellerbach Family Fund. This ten week pilot program determined that there were older adults who were interested in training to become more effective volunteer workers with children, and that there were a number of curricular areas that filled their perceived educational needs. The curriculum was tested on a group of Foster Grandparents who were, for the most part, already engaged in work with children. They evaluated the curriculum content and format of the seminars, and consulted with faculty in the refinement of the program plan.

During the pilot period the state of California Postsecondary Education Commission requested proposals for programs which would utilize university resources to serve heretofore underserved populations, including women, older people, the disabled, bilingual people, the incarcerated, and minorities. In this framework and based on pilot findings a proposal was designed, submitted and funded for the one year. The training program is now in it's second year. Additional support has been supplied by Zellerbach Family Fund to provide for the dissemination of the program, including the preparation of this manual.

RATIONALE

The justification for this program is based on several social phenomena. First, the number of active, healthy older adults is increasing. Many older people are seeking satisfying participation in the community through meaningful volunteer experiences and through second professional careers.

Simultaneously, increasing numbers of mothers are entering the workforce. It has been estimated that by 1990, 75% of mothers with children under three years of age will be working. It is predicted that the existing inadequacy of facilities for infant and young childcare will worsen.

Meanwhile, family mobility often precludes the opportunity for older adults and children to experience biological grandparenting relationships, while progressive age segregation in society effectively separates older and younger people from each other and from the social benefits they can mutually provide. For the most part, children spend their days with children, and adults with adults. The decrease in intergenerational interactions has led to studies demonstrating that children who do not have regular interactions with older people tend to have negative perceptions of older persons and of the aging process.

The goals of the Intergenerational Caregiving Program were thus conceived as threefold: to interrupt the process by which young children develop negative perceptions of aging, to provide situations which lead to positive experiences for older adults with children; and to inform the society (through effective models) about the value of intergenerational interactions.

METHODS

The first long-term training program was scheduled for 26 weeks and included practical and didactic experiences. Students participated in a children's setting of their choice, under the supervision of a preceptor. Students also attended a weekly seminar, held at the University or at a Senior Center. The total weekly participation of students at their sites and in seminars ranged from 15 to 20 hours.

Each student was offered a small training fellowship to defray the cost of participation. The fellowship was modeled on the Foster Grandparent Program's volunteer stipend. The fellowship stipend included \$1.60 per hour for up to 20 hours per week of practicum and seminar participation. Additionally, students were provided with bus passes monthly. Neither subsidy was considered taxable income. Approximately 80% of students accepted the training fellowships; the others declined on the basis that they did not need it. (The terms "training fellow" and "student" both refer to the older adult participants in the program and are used interchangeably in the program description.)

RECRUITMENT

An informational letter was sent to agencies and organizations in San Francisco that serve older people. Some organizations, including senior centers, were contacted by phone, and staff made presentations to a number of social groups.

The recruitment was very individualized. Prospective students

had as many opportunities as they desired to discuss the program and their potential participation with staff members. Students were initially screened on their interest in working with children and on their general health status. Students filled out an application form in which they described their interests. (See appendix A). New students were invited to consider appropriate sites for their practicum experience, and faculty accompanied them on visits to potential placement sites. Students selected from among choices, including daycare centers, family daycare homes, preschools, hospital pediatric units, and pediatric clinics.

PLACEMENT SITES

The children's environments that provided students with practical experience were determined by a number of methods. Without solicitation from our office, many community childcare agencies heard about the program and formally requested that students be placed in their settings. From these resources, staff evaluated sites on the general quality of the developmental programs which would become models for the student, and on willingness of one site staff member of act a a preceptor to the student during the training period. Students often selected sites close to their homes; but a few chose to travel from 20 minutes to 1 hour by bus for their practicum training.

PRECEPTORS

The preceptors were site staff members designated as the source of orientation, support and instruction for training fellows during their practicum experiences. Preceptors formally evaluated the

progress of students; contributed to the development of curriculum; and met periodically to share processes and considerations with the staff and with each other. (See appendices B and C for an outline of the role of the preceptor, and for an example of the instrument used by preceptors in the formal evaluation of students.)

During the first year, preceptors and students were visited on-site by the Intergenerational Caregiving Program faculty; however, these visits were not regular, and usually were prompted by the need to facilitate communication between parties. In the second year, one faculty member took responsibility for making regular visits to sites. On her biweekly visits she provided social and instructional support to the training fellows and preceptors.

SEMINAR

Students met weekly for 7 months. The seminars and practia were extended for two weeks beyond the original projection because 1) there were many more topics that students wanted to cover, and 2) faculty were pleased to continue the service. The topics of the seminar was determined by recommendation of staff, and by the periodic evaluation by of program content by students. Fellows suggested curriculum areas of their concern and interest; and topical foci were modified accordingly.

The seminar series was balanced with lectures, discussions, films, demonstrations and workshops. The topical outline of seminars held in the second year is presented in Table 1. An anecdotal summary of seminar sessions held in the first year is included in Appendix D.

TABLE I
Seminar Topics: 1980-81
(Lecture/discussion and Workshops)

- | | |
|--|---|
| <ol style="list-style-type: none"> 1. Course overview. 2. Elements of a health environment for children. 3. Principles of development and the value of intergenerational interaction. 4. Observing children and their development. 5. Infant and toddler development; principles and strategies. 6. Creating materials for infants and toddlers: a workshop. 7. The preschool child; 8. Workshop: experimental play with preschool materials. 9. Evaluation of seminar curriculum and program planning. 10. Discipline and behavior management. 11. Music with children: workshop. 12. Using books, stories and records with children: workshop. | <ol style="list-style-type: none"> 13. Communicating with children, staff, and families: skill workshop. 14. Working with families; stress neglect, abuse, and effective parenting. 15. Caring for the sick child. 16. Fears of children, in the hospital and out. 17. Administering First Aid: workshop. 18. Toymaking workshop; guest specialist. 19. Working with teenage parents. 20. Coping with stress in everyday life; Lecture and demonstration. 21. Movement and dance: workshop. 22. Creative arts: workshop. 23. Science and nature: workshop. 24. Cooking with young children: workshop. 25. Behavior management and discipline revisited. 26. Resources for older people in the community. 27. Evaluation and celebration. |
|--|---|

THE SEMINAR PROCESS

The usual format for a seminar was to elicit anecdotes from students describing their experiences either in their practicum setting or in their life history. Such anecdotes brought out differing feelings and attitudes toward development, discipline, and expectations of students themselves, of parents, and of children. Inviting comments from all class members, airing differences, examining goals in the light of shared values usually brought out excellent discussion points that could be linked to developmental theory. Weekly evaluations indicated that this approach was effective in that students felt involved, grasped the essential concepts of developmental theory, and felt successful in having applied them instinctively and correctly. The goal of teaching was to enhance the students' experiences by giving them an interesting and valid introduction to theory while acknowledging their previous experiences. Putting their folk-wisdom into a

pedagogical frame added dignity to their knowledge and excitement to their learning.

Starting with content from the fellows experience also brought out subjects for discussion that were sometimes more relevant than those planned for the day. For example, early in the course one student from the Phillipines politely expressed concern about the fact that little boys at her Center were allowed to play in the doll corner. She worried that this behavior would lead to homosexuality. Other class members took up the discussion, predominantly disagreeing. This led to a discussion of theory, and to the planning of a later session on sex role development with an exhibition of non-sexist toys and books for children.

Concern about spoiling children was frequently expressed in the early sessions each year. Such discussions led to students' reminiscences of their childhood to memories of their parenting, and of transforming experiences leading to their current beliefs. These talks underscored reports on research and theory regarding infants and children's developmental needs. Students often expressed relief at learning that they did not need to hold themselves back or to take on roles of heavy disciplinarian and sermonizer in order to support children's development.

As a child, one student had attended convent school in Ireland. She had no children of her own and was physically disabled. Thus, she was joyfully surprised to find that, despite the disability that forced her to sit in one spot in the playroom, several of the children were drawn to her, making clear their need for her companionship and approval. She noted that, without

"making them toe the mark", she was still performing a valuable service to these children. Discussing the developmental needs of three and four years old children helped her see that she was doing a good job, even though her performance was vastly different from that of the nuns in her childhood.

During the first year, we acquired a number of books for students' use. Among these were a collection of childrens' stories featuring older adults, often grandparents, in important and positive roles. Students were encouraged to borrow these books to read to children at their centers. Several students expressed discomfort over content. "I feel like I'm calling attention to myself by reading about grandmothers", one woman said. After using several of these books at story time, she reported to the class that she was surprised.

"The children really liked the books; they wanted me to talk about grandparents. I realized that it was my own feelings about being older that made me think that the children wouldn't be interested or like the stories."

As faculty we hypothesized that children's literature that focused on realistic intergenerational relations would influence children and the training fellows, as well as the Centers' staff. Anecdotes such as the foregoing supported that reasoning.

RESULTS

WHO ARE THE TRAINING FELLOWS?

The training fellows enrolled in this program reflected the wide diversity of the urban population of San Francisco. Of the 22 students that participated in the first program, three were men and 19 are women. The group included 3 black, 6 Spanish surnamed, and 13 white members from diverse social and economic backgrounds. Many were grandparents, but many saw their grandchildren infrequently (though a few saw their grandchildren very frequently). All but three students were retired; their former professional work had included secretary, furniture salesman, truckdriver, nurse, housekeeper, housewife, and janitor. Their ages ranged from 52 to 78 years; one student was hearing impaired, and three walked with a cane.

All students expressed interest in working with children, though a few had not had regular contact with children in their previous years. Additionally, two students shared that they came to the program as a way of getting themselves "up and out" after having suffered accidents and hospitalization.

ATTENDANCE

The average attendance at seminars was 15 training fellows. Frequently, community visitors also participated. Fellows were encouraged to take their planned vacations despite the seminar schedule. As a result a few students were absent for from one to three weeks on their vacations. Illness also was a reason for

absence; usually involving common winter colds.

In the original program, door to door transportation was provided by a city-sponsored escort service. This plan was dropped when it became apparent that the fellows were capable of using public transportation. They were provided with monthly bus passes which gave them more flexibility and served as an acknowledgement of their participation.

During the first year project three students withdrew from the program. One student, using her experiences as a fellow, applied and was accepted to a manpower training program that resulted in her licensure as a family daycare provider. One student withdrew because of ongoing illness and another expressed a change of interest, having explored the possibilities of work with children.

EDUCATIONAL OUTCOMES

The original plan of the program identified the objective that students increase their confidence competence and enjoyment in providing care to children. The consistency of students' participation was used as one measure of their ongoing satisfaction in the program. Fifteen of the original group of nineteen fellows completed the first year program, and attendance at the seminar sessions averaged 14 students for the series.

At the end of each quarter preceptors estimated changes in students' caregiving competencies and human relations skills. A summary of performance ratings made in the first year is presented in Table 2.

Also, students self-evaluated their progress and satisfaction on questionnaires and in interviews. One measure of student

TABLE 2
RATINGS BY PRECEPTORS OF STUDENTS' OVERALL PERFORMANCE
DURING PRACTICUM PERIOD

(N=13)

<u>CATEGORY OF PERFORMANCE</u>	<u>EXCELLENT</u>	<u>MIDSCORE</u>	<u>SATISFACTORY</u>	<u>MIDSCORE</u>	<u>POOR</u>
COMMUNICATION WITH CHILDREN	6	2	4	0	0
RELATIONS W/STAFF	7	0	6	0	0
ACCEPTANCE OF SUPERVISION	10	0	3	0	0
ATTENDANCE	12	0	1	0	0
PERSONAL ATTITUDE	8	2	3	0	0
INVOLVEMENT IN DAILY ACTIVITIES	8	1	4	0	0
OVERALL CONTRIBUTION TO YOUR PROGRAM	7	2	4	0	0

TABLE 3

SUMMARY OF STUDENT OUTCOMES: ALL PARTICIPANTS

<u>OUTCOME</u>	(N=21) <u>NUMBER OF STUDENTS</u>	<u>PERCENTAGE OF STUDENTS</u>
1. Accepted employment working w/children	8	38%
2. Were not regular volunteers; became regular volunteers	5	23%
3. Maintain previously held role as Foster Grandparent	3	14%
4. Maintain participation as continuing (new) students	2	9%
5. Accepted other employment after training	1	5%
6. Withdrew from the program due to illness	1	5%
7. Withdrew from the program due to change in interest	1	5%

satisfaction is summarized in Table 4 which lists student responses to the question, "How has your behavior toward children changed since the beginning of the program." This list indicates the variety of self-evaluations made by students.

LONGITUDINAL EFFECTS

Following the completion of training, the program participants took a variety of paths. Four graduates entered the Foster Grandparent Program: some continued to work in their practicum centers. One student became the regular substitute at her infant center placement. A summary of permanent placements after the first year is presented in Table 3.

In some cases former students opted for shorter hours and more leisure time for themselves, though they were in demand and able to work as often as they wished. Two students who came to the program intending to "get out of themselves and their own troubles" have both moved on to work with adults. We concluded that the program served its purpose in these cases by supporting the restoration of their confidence and sense of self worth; so they returned to active participation in society.

IMPACT ON CHILDCARE SETTINGS

During the first year of the program we began an investigation of the impact of older adult volunteers on the social ecology of the childcare settings. One interesting question to be pursued was whether the children in intergenerational care settings "used" the older adults for help and attention in ways similar to those in which they "used" the regular childcare staff.

To examine this issue, a small observational study of one child-care setting was funded by the Office of Nursing Research of the UCSF School of Nursing. The purpose was to describe the older adult-child social interactions, and to compare the number and qualities of those interactions to staff-child interactions in the same preschool center.

Observations were made of three trained older adult volunteers and three staff members on eight separate days; observations were matched on background variables such as work schedule, time of day, nature of assigned task, and location of the subject in the environment. The observation system included a contextual snapshot, followed by the simultaneous observing and recording of (1) subjects' behavior toward children and (2) of children's behavior when directed toward the target adult. Immediately after each observation the subject was rated on the following measures:

Availability, i.e., position in space, posture and facial expression;

Attentiveness, i.e., the degree of awareness of children's activities, demonstrated by visual scanning and gestures;

Responsive nurturance, i.e., immediacy and appropriateness of response to children's bids;

Responsive stimulation, i.e. showing, suggesting, talking with, asking questions;

Limit setting behavior, e.g. vocal or physical prohibitions; and

Emotional tone of responses, i.e., the overall quality of being which is conveyed, from negative hostile to positive,

as expressed by facial expression, gestures, verbalization, body posture, and tone of voice.

Subjects were also rated on measures of the frequency and intensity of children's bids for contact or interaction demonstrated toward them.

Measures of interactive behaviors were summarized within groups and compared between groups. Results indicated that there were no significant differences between the older adults and the staff in the characteristics of their responses toward children. There was a significant difference in the number of bids made by children toward older adults; they appealed to the staff more for help and attention. However the intensity, or qualities of the interactions were not significantly different. That is, a child would be as likely to seek the older volunteer as the staff member when the child was distressed.

We concluded from these data that, by the end of 28 weeks of training, older adult volunteers and staff displayed similar caregiving behaviors, and that the children interacted with these groups in qualitatively similar manners. Further, we reasoned that the larger number of children's bids toward staff might be due to their longer association with staff, and the children's simple understanding of who was in charge.

DISCUSSION AND IMPLICATIONS

Throughout the program we have been gratified by the consistency of participation and the commitment of fellows to their work. However, there have been a number of problems to solve and issues to consider. It seems important to illucidate them individually so that they may be apparent to planners of future programs.

ISSUES IN RECRUITMENT

1. Our recruitment in senior recreation centers was less productive than we initially expected. We later reasoned that the older people who frequent recreational centers may be members of a self-selected group that, for the most part, feel that they have paid their dues and are now entitled and now prefer to play cards, enjoy crafts and leisure activities that they hadn't had time for earlier. Our best results in recruitment came from word-of-mouth contacts, from newspaper publicity, and from the distribution of brochures. We anticipate that each year will expand the available pool of interested and active people who enjoy both the educational and participation aspects of the program.

2. Successful recruitment dependent upon maintaining contacts with interested applicants. All potential applicants were telephoned after their expression of interest in the program. They were given information about the program. Follow-up calls were made to uncertain applicants to encourage trial observations and exploratory participation. We found that the reluctance of some to become involved with the program rested on

their hesitation to commit themselves to a regular schedule; on their fear of making mistakes with children; or on their fear of having more responsibility for children than was comfortable. The uncertain applicants needed to be reassured that a) they could arrange their schedule in their own best interests; b) the children would benefit greatly by their relations with them; and c) that they would not have responsibility for children, but as training fellows, could rely on the support of the preceptor and staff.

COMMUNICATION ON SITES

Some fellows encountered frustration about being left out of staff activities, or because they were not given clear communications about staffs' expectations of them. We found that communication with sites could best be maintained through the regular visits of a program faculty member. During these visits the instructor would work out logistical or communication issues; would model behavior for both the site staff and the training fellow; and would support a positive problem-solving approach to their relationship.

HEALTH

Students were offered a health and medical care program administered by the university, but all of them chose to remain with their own physicians. Most of the students maintained or improved their health status. However, as was to be expected in any situation with groups of children, a few students had frequent colds until they developed greater immunity. It is significant however that the proportion of older adults who caught

colds was no greater than that of regular staff members.

Students were reminded to stay home when not feeling well for their own protection as well as the children's. Follow-up calls were made to students who were absent with colds, and as acquaintanceships developed, fellows called each other.

IMPLICATIONS

One of the implications of these findings is that educational programs linking older adults with children can provide satisfying experiences for older adults and can increase their confidence, competence and enjoyment in caring for children.

However currently there is a greater demand in the community for the resources that older adults can provide than there are older adults who choose such a role. It is apparent that flexibility of time and involvement is a program factor that responds to older persons' desire to be free from restrictive routines, to enjoy leisure, and to still have purposeful activity and pleasurable contact with children and adults in a social context.

World cultures have traditionally linked older people with children. This nation and the western world has interrupted the pattern even though our need for continuity is greater as society changes more rapidly. Older people can buffer the social changes and serve as figures of continuity, as they do in hospitals where parents cannot attend their children and where nurses often don't see the same child twice. It must be recognized that we are all,

including the elderly, victims of our society's ageist attitudes, so that many older adults count themselves out of the mainstream either because they feel hesitant, unsure, unqualified, unpracticed, or because they have accepted the cultural norm that child care is unimportant, uninteresting and menial. Such persons need a program that will spur their interest and demonstrate to them that what they can provide to children and therefore to society is important. Programs such as this one will expand with the increasing acknowledgement by communities of the concepts behind intergenerational interaction and of their value to human development and to the continuity of the culture.

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APPENDIX A

INTERGENERATIONAL CAREGIVING

A PROGRAM FOR OLDER ADULTS IN CHILD DEVELOPMENT AND CAREGIVING

OCTOBER, 1980 TO MAY, 1981

ADULTS OVER 55 YEARS OF AGE: ARE YOU INTERESTED IN HUMAN DEVELOPMENT?
INTERESTED IN COMMUNITY SERVICE?

DO YOU ENJOY WORKING WITH PEOPLE?
WANT TO LEARN MORE ABOUT CHILD CARE?

ANNOUNCING A NEW TRAINING PROGRAM TUITION-FREE

THIS PROGRAM WILL PROVIDE A SERIES OF EDUCATIONAL EXPERIENCES TO INCREASE CONFIDENCE, COMPETENCE AND ENJOYMENT FOR OLDER ADULTS IN GIVING CARE TO CHILDREN. GRADUATES WILL BE PREPARED FOR VOLUNTEER AND EMPLOYED SERVICES AS SUBSTITUTES OR STAFF ASSISTANTS IN CHILD CARE CENTERS; TEMPORARY CAREGIVERS FOR SICK CHILDREN; FOSTER GRANDPARENTS TO CHILDREN IN HOSPITALS AND CLINICS; IN-HOME CARE FOR SICK OR WELL CHILDREN; AND PEER-TEACHERS IN OTHER SENIOR TRAINING PROGRAMS.

HOW THE PROGRAM WORKS:

IN-CLASS: THE CHILD DEVELOPMENT PROGRAM WILL PROVIDE BACKGROUND INFORMATION THROUGH LECTURES, FILMS, DISCUSSIONS, AND WORKSHOPS TO ENHANCE UNDERSTANDING AND SKILL IN CARING FOR CHILDREN. FACULTY WILL CONSIST OF PROFESSORS OF EARLY CHILDHOOD EDUCATION AND HUMAN DEVELOPMENT, EXPERIENCED CHILD CAREGIVERS, AND OLDER ADULTS WHO ARE CURRENTLY IN COMMUNITY SERVICE SETTINGS WITH CHILDREN.

STUDENTS WILL MEET ONCE OR TWICE A WEEK AS A GROUP AT THE UNIVERSITY OF CALIFORNIA SAN FRANCISCO SCHOOL OF NURSING, AND SPEND SOME TIME EACH WEEK AT THEIR CHOSEN CHILD CARE PLACEMENT. TRANSPORTATION AND LUNCH COSTS WILL BE COVERED. STIPENDS ARE AVAILABLE TO DEFRAY ADDITIONAL COSTS.

INTERNSHIP: PARTICIPANTS MAY CHOOSE FROM SEVERAL DIFFERENT CAREGIVING SETTINGS FOR THEIR PRACTICAL EXPERIENCE, ACCORDING TO THEIR SPECIAL INTERESTS.

WHY INTERGENERATIONAL CAREGIVING?

ALL OF US WANT AND NEED TO CONTRIBUTE TO SOCIETY. TOO OFTEN OLDER ADULTS ARE OVERLOOKED AS PRODUCTIVE MEMBERS OF THE COMMUNITY. HOWEVER, YOUNG CHILDREN VITALLY NEED THE SPECIAL ATTENTION, UNHURRIED HELP, WISDOM AND EXPERIENCE THAT OLDER ADULTS HAVE TO SHARE. THE PURPOSE OF THIS PROJECT IS TO CONNECT MATURE ADULTS WITH CHILDREN, IN ORDER TO ENCOURAGE WARM, TRUSTING RELATIONSHIPS AND INTERGENERATIONAL LEARNING.

IF YOU ARE INTERESTED, PLEASE COMPLETE AND RETURN THE ATTACHED FORM. FOR FURTHER INFORMATION CALL: MARLENE CRESCI COHEN, PROJECT COORDINATOR AT 600-4589 OR CAROL HARDGROVE, PROJECT DIRECTOR, AT 600-4553.

THE INTERGENERATIONAL CAREGIVING PROGRAM

Notes on the Role of the Preceptor

The role of the preceptor has been conceived as one who supports, advises, teaches and supervizes the student at his/her placement site. The purpose of the practicum experiences is to provide participants opportunities to:

- Observe child behavior, and children's development over time.
- Develop skills in communication with children.
- Evaluate his/her attitudes, beliefs and behaviors regarding children.
- Make generalizations about the physical and social environments in which children are reared.

The most common functions of the preceptor are to:

- Orient the student to the setting, the routines, procedures and other staff.
- Function as a role model by demonstrating effective nurturing care and interaction.
- Instruct the student by way of demonstration, explanation, or guided inquiry to assist him/her in problem solving or gaining insights into development.
- Maintain clear communication with the student regarding scheduled participation days; to assist with rescheduling as necessary.
- Participate in the ongoing evaluation of student progress.
- To inform and advise other site staff in the utilization of the participant's time.

Through individual conferences and through the preceptor group meetings, preceptors will also:

- Advise the program staff members (ICP) on the progress and educational status of individual students.
- Advise program staff regarding curriculum additions and modifications.
- Act as liaison in the development of permanent placements for older adults at sites, when the agency so desires them.

Student Name _____

Preceptor _____

INTERGENERATIONAL CAREGIVING PROGRAM PRECEPTOR'S EVALUATION

JUNE, 1981

Please evaluate the participation of your practicum student in the following areas:

Frequently Sometimes Rarely Never

Sensitivity to Children:

responds to children's bids
for attention or consideration

encourages/suggests activities
and interactions that are
appropriate

initiates interactions with
children without interrupting
or dominating them unnecessarily

Relations with Staff:

asks questions about program,
procedures and children

demonstrates awareness of
program philosophy and
cooperates with staff
to carry it out

cooperates effectively
with requests from staff

interacts with more
than 2 staff members

provides assistance that
complements the efforts
of staff

contributes a special
value to the daily program

Please specify any positive changes that you observe during this period in this person's
behavior, or in the caregiving situation.

Did you consider a permanent placement for this person? What did you chose to do and

Would you continue this person in a permanent placement in your center given outside
Or would you seek a new student?

What were your overall expectations for the program when you began?

Were they realized?

What barriers to success exist in the program?

What suggestions do you have for our curriculum for older students next year?

What additional information and cooperative efforts between you and our faculty do yo

Are you interested in participating in the program next year?

Please specify any problem areas that have persisted as barriers to your satisfaction with the trainee situation.

Please rate the changes in performance over the training period as they relate to this student:

	<u>Much Improved</u>	<u>Somewhat Improved</u>	<u>No Change</u>
1. Communicates with children.	_____	_____	_____
2. Displays initiative.	_____	_____	_____
3. Accepts supervision.	_____	_____	_____
4. Has positive relations with staff.	_____	_____	_____
5. Attends regularly.	_____	_____	_____
6. Understands child development principles.	_____	_____	_____

Please rate the overall performance of this student during the entire practicum period:

	<u>Excellent</u>	<u>Satisfactory</u>	<u>Poor</u>
communication with children	_____	_____	_____
relationship to staff	_____	_____	_____
acceptance of supervision	_____	_____	_____
attendance	_____	_____	_____
personal attitude	_____	_____	_____
involvement in daily activities	_____	_____	_____
overall contribution to your program	_____	_____	_____
understanding; and implementation of child development principles	_____	_____	_____

APPENDIX D

DESCRIPTIVE SUMMARIES OF WEEKLY SEMINARS*

11/27/79 Introductions, Reception, Orientation and Course Overview.

Students introduced themselves and told of their reasons for being attracted to the program. Instructors introduced themselves, passed out outline of topics from 11/20-2/21 with emphasis on request for student comments and input. Each student was provided with a notebook and informed that later meetings would offer printed materials according to each weekly topic, allowing each student to compile his or her own manual. Great emphasis was placed on the idea that the students could assist us in making valuable course of study if they would help evaluate and contribute to the subjects discussed so that the course remained relevant.

Process: Cheese, wine and fruit were served. Program instructors met students in the lobby and escorted them to the classroom so as to minimize any discomfort or confusion that strangers to the campus can feel. Instructors served as hostesses, participants soon joined in to assist and were welcomed in this role.

11/20 Elements of a Good Child Rearing Environment, C. Hardgrove and K. Rosen

Students were asked for their opinions regarding the elements of a good childrearing environment. They were asked to recall incidents from their own childhood and consider how childhood today differs as they observed children in their day care or hospital settings compares. One participant who grew up in the Phillipines stated that she was concerned about the fact that boys and girls in her day care setting played with the same toys and equipment. She saw this behavior as dangerous, intimating that homosexuality could result from such blurring in play. The topic was thrown open for the group who expressed differing opinions, and the summary at the end of class was expressed as following: "Little children learn through play as adults learn through reasoning and experience. Little children need to play about those experiences that they observe around them. Therefore, they need materials and permission to try on behaviors in a safe and friendly environment." Instructors discussed the possibility and hope that early patterns of play would permit later genuine friendship between the sexes with greater opportunities for people to develop maximal potentials without the restrictions of sexism. The group was asked if they would like a speaker on the subject of sex role development. They responded enthusiastically and positively. Such a program was planned for a future meeting.

*taken from faculty notes and anecdotal records

The ideas presented in the discussion were summarized as follows. A good environment is one in which:

- the child and adults feel safe
- the child is free to explore materials and ideas
- a comfortable atmosphere exists
- activities are challenging in terms of cognitive growth
- fun things happen
- adults learn about children and themselves by watching and by participating in relationships

Process: Lunch was served; instructors set up three tables and served and cleared. Throughout the class year, instructors took turns sitting at different tables with different groups of students who tended to assume the same places each week.

11/27 Value, Function, and Skills in Intergenerational Caregiving

Students shared experiences at their centers. Their anecdotes and questions were then used to point out the need for their assistance at their centers and the important contribution that older adults can make with young children and their families even when the older adults respond in a different way from the regular staff. For example, we talked about how comforting it is to a little child to have someone who is not bustling about or absorbed in supervision to sit beside and serve as shelter and companion until one gets one's bearings.

2/2*

Students were asked for their own evaluation of the contribution of older adults to a program for young children. Among the responses were the following:

"I think lots of people are afraid of old age. Maybe by being with us every day and learning to trust us, they won't grow up to have these fears."

"It's good for children to meet all kinds of different people, especially in a place where they feel at home. Maybe because in a hospital or day care center things are pretty much the same day in and day out, having somebody like us who is a little different and is available makes the place more home-like."

"I find the children like someone to listen to them, and I have time for that. Sometimes one little boy who gets into lots of trouble uses me as a shelter. He knows he can always find me in the same place and he knows I like him."

*Out of time sequence

Some of the students expressed concern that they felt inadequate and didn't know what to do as well as the teachers did. One student was extremely concerned about making a mistake and needed great reassurance that she had value to the program as a friendly presence, a comforting lap, a story reader, and a sympathetic ear. Discussion of Erik Erikson's eight stages of mankind concluded the program with a handout of the material for student notebooks.

Process: Several students arrived early and began setting the tables. This process continued until the end of the course with students serving as hostesses and helping with the hospitality aspect of the program. In the discussion period that followed lunch, a brief period was always dedicated to allowing time for students to report on their various successes in their centers and to ask questions pertaining to their programs.

12/4 Difficult Moments

Students reported their most difficult moments in their settings. One student, a former nurse now participating on the pediatric unit, described her frustration at not being able to take an active role in the children's care. She understood that because she is now unlicensed, she cannot administer nursing care, but she felt that folding diapers was a waste of her time, and, in light of the fact that there were other hands available, unnecessary. Her biggest complaint was of feeling unneeded. As a result of her remarks, an instructor arranged for her station on the unit to be changed to an area where her talents as an understanding companion to children, parents, and staff were much in demand. Although she still expressed the wish to be able to use more of her skills, she understood that she could not do this and that she was making an important contribution in the non-nursing care she provided.

Other difficult moments reported had to do with confusion over children's "lack of respect" or a sense of frustration when it was felt that the teachers did not appreciate the older student but would not give clear direction as to behaviors that they desired.

Process: Students spoke their concerns into tape recorders, commented on each other's remarks. Instructors took notes to assist them in communicating with center staff. Several speakers spoke positively about the sense of inclusion their centers were giving them. One Filipino woman reported that she had taken a story group and told the children in Tagalog about her childhood and grandparents and life in the Phillipines. Lunch was as usual.

12/11/79 Observing Young Children

The students were asked to consider what can be learned from observing people. The responses were categorized in relation to children: in their uniquenesses, in their relations, in their approaches to the environment; in their stages of growth and development. Participants were given the task of observing children in their practicum sites during several routines including group time, work time, sleep, outdoor play, in interaction with materials, in interaction with adults and peers.

1/3/80 Infants: Who They Are, What They Need, How to Supply It

Discussion of Erikson, stage of trust vs. mistrust, demonstration of age-appropriate toys and how to make them out of discard materials. Students expressed some judgemental attitudes toward mothers of infants. Discussion of parenting and the support parents need ensued.

Process: Demonstration, toymaking from junk materials, reports of experiences at center. Lunch and socializing.

1/10/80 Toddlers: Who They Are, What They Need, How to Supply It

Discussion of Erikson, stage of autonomy vs. shame and doubt. Discussion of toilet training and negativism. Demonstrations are made of home-made toddler toys.

Process: Students make slot top cans with juice can lids to drop in to take for toddlers in their centers. Lunch and conviviality. Reports and anecdotes from in-center or hospital experiences.

1/17/80 Toymaking Workshop for Infants and Toddlers

Each student had the opportunity to view age-appropriate playthings for infants and toddlers, to discuss the learning value in each, and then to make something suitable for children at their center to play with. The materials were simple, but allowed the participants to be on the giving end of an experience and to involve themselves in an activity that offered a satisfying end product.

Process: Lunch and socializing as usual. Demonstration and toymaking session with materials and supervision provided.

1/31/80 and 2/7/80 The Preschool Child

An overview was presented of the developmental aspects of preschool children. A typical day for three to five-year olds was outlined. Students shared their remembrances of their own children and of themselves as very young children. Materials were supplied for students to have personal experiences with the media that are common to early childhood environments: clay, collage, playdough, temperapaints, musical instruments and records.

In the course of using these materials, a conversation was generated about performance expectations for preschool children in the use of media, what could and should be expected from them, and from the adults who are there to support them.

2/2 See Page Two

2/14 Sex Role Development

The sex role development lecture and seminar included discussion of the following experiences:

- a survey game on sex role stereotyping
- discussion on non-sexist education
 - a. what it is
 - b. goals
- theories on sex role development
- presentation of non-sexist materials
- movie about sex role development
- discussion of feelings of participants about their own expectation for themselves, for other adults and children.

2/21 Evaluation of Curriculum

An open discussion was initiated by faculty to elicit suggestions from students for issues and topics to be discussed in the following weeks. Students rated their experiences in the previous practicum and seminar phases. Most requested topics were discipline and effective communication with children and with staff.

2/28 Elements of Discipline

Discussion of reasons for limit setting, approaches to positive redirection and anticipatory guidance as these fit in with short and long term goals and values in childrearing and supervision. Fritz Redl's "Guides to the Handling of Agression" were hand-outs. Students were invited to share memories of their own early experiences and responses to discipline, punishment, and redirection.

One student remarked, "You're not just teaching us about children, we're learning about ourselves and each other, too." Many of the group chimed in to volunteer that they learn so much from each other and the sharing as well as from the direct teaching experiences and the agency experiences.

Process: Lunch, socializing, sharing of anecdotes and questions. Participatory discussion around the subject of behavior management, discipline and values.

3/25 Effective Communication, Guest lecturer, Bayard Allmond, M.D.
Co-director, UCSF Child Study Center

Dr. Allmond posed questions for students to ask themselves and answer in a follow-up session. Their work: "How do I explain my work when people ask me what I do at the center?" "What do I call myself in relation to my job?" "What is the thing I most hate to hear a child say?"

Discussion was lively and revealing, with responses ranging from "I try to help the children to be nice" to "I stick up for the ones that are having trouble" or "I rock babies" to "I try to make the day go smoothly by fitting in with the teacher's plans."

3/25/ continued:

Some of the students said they were called grandma or grandpa, some were called by first names. One, the former nurse, insisted on being called Mrs. L. The conversation on this topic was lively, and the group invited Dr. Allmond to return.

Process: Lunch, introductions to speaker, question and answer format.

4/3 Puppets and Preparation

A discussion of children's need to be prepared for coming events, followed by a video tape of a puppet show made by Susan Linn, Children's Hospital, Boston, Mass., on the subject of sibling anxiety and jealousy when a sister is to be hospitalized. Discussion followed on a variety of subjects ranging from sibling rivalry to concerns of hospitalized children.

Process: Usual, plus use of video recording equipment.

4/8 Communication and Role Identity, Bayard Allmond, M.D. (continued)

Continuation of March 25 session.

Process: Lunch with Dr. Allmond; question and answer session and group discussion.

4/17 Fears of Children, In Hospital and Out

Discussion of developmental crises, developmental tasks, and special fears that accompany stress as they occur at different stages. Guides for helping children weather some of the difficult periods through sensitive assistance from adults were given. Special concerns of children in hospital or health care according to their developmental stages were outlined. Students introduced many of their own experiences and memories of their own early fears, angers, sadnesses, and ways that such experiences were dealt with.

Process: Usual, plus slides of hospital scenes and their effects on children and parents. Demonstration of books appropriate for preparing young children and their families for hospitalization.

4/24 Stress Reduction Techniques

The seminar included discussion/lecture on: What is stress?, simple stress reduction exercises, and how to identify stress in self and in children. Experiential processes were conducted with students in progressive muscle relaxation. A guided fantasy was conducted with the intention of identifying and eliminating stressors in individuals.

These experiences were analyzed for their applicability to work with children, and to methods for enhancing self-expression and stress reduction in children.

5/1 Toy Center, Jean Ishibashi, Director, Guest Speaker

Ms. Ishibashi brought slides of easily made toys, puppet theatres, doll houses. She also brought a jigsaw, plywood, cardboard and large pictures to enable the class members each to make a puzzle to take to the center. Every student made a puzzle in great excitement and enthusiasm, carefully selected a preferred picture, gluing it onto the cardboard, and proudly displaying it to classmates and instructors before carrying it off to give to the children in their charge at center or clinic. Many of the participants were so excited by the activity that they arranged to meet at the Toy Center on their own at later dates in order to make more toys.

Process: As usual, with lecture, discussion, slides, and toymaking equipment provided.

5/8 Books and Stories

This was a workshop in which the different kinds of children's books were displayed and the many ways of using children's literature were discussed. Books were read aloud and exchanged, questions were answered regarding techniques of storytelling and bookreading. The arrangement of the environment relative to books was discussed; bookmaking was presented; and students generated activities that they would conduct with children in their practicum situations.

5/15 Science and Nature

This was a workshop about the development and discrimination of sensory information: touch, taste, smell, hearing and sight. Students were given materials to manipulate in the manner that experiences might be presented to children. They generated their responses and discussed the provision of science activities and nature experiences with children. Activities were selected by students to use during practicum.

5/22 Dance Movement Exploration--Dotty Dean

This session involved movement games appropriate for small children. The goal was to provide possible material for use in the day care or school environment as well as a personal experience for the participants in movement. Because free movement of the body is healthful as well as joyful, it was hoped that the participants would experience a greater sense of joy and release of personal inhibitions in movement as a result of the session, and that they would take this quality of feeling with them to their work with children as well as to their personal lives. This session was ranked as a favorite learning experience by most of the students.

5/29 Graduation and Evaluation

Brenda Roberts, Vice Chairperson of the Department of Family Health Care Nursing, came to distribute certificates of completion to the students. Dotty Dean was guest instructor and led the group in songs, movement and games.

5/29 continued

Singing: Specific rhythms and singing materials were used which the instructor found to be useful with children. The session was designed to be useful in freeing the singing voice of the participants on a personal level in the hope that a quality of vitality would be the center of the musical expression with children. It also was hoped that a joyful experience would stimulate personal memories of childhood songs and that the participants would go back and share their own rich heritage with children in their care.

Process: The San Francisco Study Center made calligraphyed certificates. A large decorated cake accompanied the special buffet celebration menu. Many heartwarming speeches were exchanged along with promises to keep in touch and to plan follow-up sessions and get-togethers.

CURRICULUM NOTES

Intergenerational Caregiving Project

Guides to speech and action with children

1. State suggestions or directions in a positive rather than a negative form.
2. Give the child a choice only when you intend to leave the choice up to him/her.
3. Your voice is a teaching tool. Use words and a tone of voice which will help the child feel confident and reassured.
4. Never depend on changing behavior by words which may make the child feel less respect for him/herself, such as by blaming or shaming or making him/her feel guilty.
5. Avoid motivating a child by making comparisons between one child and another or encouraging competition.
6. Redirect the child in a way that is related to his/her own motives or interests wherever possible.
7. Avoid making models in any art medium for the children to copy.
8. Give the child the minimum of help in order that she/he may have the maximum chance to grow in independence, but give the child the help she/he needs.
9. Make your suggestions effective by reinforcing them when necessary.
10. Forestalling is often the most effective way of handling a problem. Learn to foresee and prevent, rather than mop-up after difficulty.
11. When limits are necessary, they should be clearly defined and consistently maintained.
12. Be alert to the total situation. Use the most strategic position for supervising.
13. The health and safety of the children are a primary concern at all times.

adopted from Read, Katherine, The Nursery School, W.B. Saunders.

CURRICULUM NOTES

GENERAL SUGGESTIONS TO GUIDE THE OBSERVER - PARTICIPANT

1. BE WILLING TO SIT BACK AND WATCH THE CHILDREN AND WAIT FOR THEM TO CONTACT YOU. TOO MANY STANDING ADULTS CAN DISTRACT THE CHILDREN. AVOID SITTING ON PLAY EQUIPMENT AND TABLES.
2. AVOID DISTRACTING THE CHILDREN FROM THEIR PLAY (WHICH IS THEIR WORK) BY DOING STUNTS OR SHOWING THEM TRICKS. SUCH ACTIVITIES MAY BE FUN FOR INDIVIDUAL CHILDREN BUT TEND TO DISRUPT AND OVERSTIMULATE A GROUP. THEY ALSO TEND TO FOCUS ATTENTION TOWARD YOU AND AWAY FROM THE CHILDREN.
3. AVOID PUTTING CHILDREN ON THE DEFENSIVE BY ASKING DIRECT QUESTIONS ABOUT THEIR PAINTINGS OR THEIR PLAY. DO NOT ASK, "WHAT DID YOU PAINT?" OR, "WHAT ARE YOU BUILDING?" HOWEVER, IT IS GOOD TO SHOW INTEREST IN THEIR ACTIVITIES AND TO MAKE OCCASIONAL APPROVING COMMENTS WHEN IT SEEMS NATURAL TO DO SO, E.G., "WHAT PRETTY COLORS YOU USED," "WHAT A GOOD BUILDER YOU ARE," OR, "YOU REALLY WORKED HARD ON THAT PUZZLE."
4. WHEN CHILDREN ARE USING BLOCKS, CRAYONS, PAINTS, OR OTHER CREATIVE MATERIALS, AVOID MAKING THINGS FOR THEM OR TELLING THEM WHAT TO MAKE. THEIR JOY IN USING THESE MATERIALS FREELY ACCORDING TO THEIR OWN IDEAS IS FAR MORE IMPORTANT AT THIS AGE THAN THE QUALITY OF THE PICTURE OR OBJECT THEY PRODUCE.
5. USUALLY IT IS BETTER NOT TO JUMP INTO THE MIDDLE OF CHILDREN'S PLAY UNLESS YOU ARE INVITED, EVEN THOUGH PARTICIPATING IN THE PLAY MAY MAKE YOU FEEL MORE COMFORTABLE.
6. RESPOND IN A FRIENDLY WAY TO DIRECT QUESTIONS OR REQUESTS OF CHILDREN, E.G., REQUESTS TO HELP TIE A SHOE, POUR A DRINK OF WATER, OR HELP FASTEN A DOLL DRESS.
7. TAKE TIME TO LISTEN TO CHILDREN. THEY CONSTANTLY TELL US ABOUT

THEMSELVES IN THEIR PLAY, NOT ONLY THROUGH SPEECH, BUT THROUGH THEIR BEHAVIOR.

8. STEP INTO A SITUATION PROMPTLY IF THERE IS DANGER OF A CHILD HURTING OTHERS OR HIMSELF. IN A CONFLICT, IF THERE IS NOT PHYSICAL DANGER INVOLVED, IT IS USUALLY BETTER TO WAIT AND GIVE THE CHILDREN A CHANCE TO SOLVE THEIR OWN DIFFICULTIES IF THEY SEEM ABLE TO DO SO.
9. AVOID NEGATIVE COMMANDS AS MUCH AS POSSIBLE. THIS DOES NOT MEAN THAT WE LET THE CHILD "DO JUST AS HE PLEASURES" OR THAT WE NOT SET LIMITS WHEN NECESSARY. POSITIVE REDIRECTION IS MORE EFFECTIVE, E.G., "HERE IS A PAN TO PUT THE WATER IN," RATHER THAN, "DON'T THROW THE WATER ON THE FLOOR."
10. AVOID USING AN OVERSTIMULATING TONE OF VOICE, AND SPEAK IN A SIMPLE, CONVERSATIONAL WAY WITHOUT "TALKING DOWN" TO THE CHILDREN. YOU WILL FIND THAT A LOW, GENTLE, AND INTERESTED VOICE WILL HELP YOU MAKE THE BEST CONTACTS WITH CHILDREN.
11. AVOID LABELING A CHILD "GOOD" OR "BAD." LET HIM KNOW THAT YOU LIKE HIM AND ACCEPT HIM EVEN WHEN YOU DISAPPROVE OF CERTAIN BEHAVIOR.
12. SMALL CHILDREN HAVE VERY LITTLE CONCEPT OF TIME AND TEND TO BECOME CONFUSED WHEN HURRIED; ALLOW PLENTY OF TIME FOR THEM TO ADJUST TO A CHANGE OF ACTIVITY. EXAMPLE: "IT'S ALMOST TIME FOR JUICE. YOU MAY PLAY FOR A FEW MORE MINUTES AND THEN IT WILL BE TIME TO PUT THE TRUCK AWAY."
13. CHILDREN OF THIS AGE ARE ABLE TO SPEND ONLY A SHORT TIME AT ONE ACTIVITY. THEIR ATTENTION SPAN IS BRIEF, AND THEY ARE NOT ALWAYS INTERESTED IN COMPLETING WHAT THEY START. AT THIS AGE IT IS NOT ALWAYS NECESSARY TO INSIST THAT THEY FINISH WHAT THEY HAVE STARTED BEFORE BEGINNING A DIFFERENT ACTIVITY. FOR SOME CHILDREN, HOWEVER, IT IS QUITE IMPORTANT THAT THEY BE

ENCOURAGED TO FINISH AN ACTIVITY. KNOWLEDGE OF THE CHILDREN AS INDIVIDUALS WILL HELP TO DETERMINE THIS.

14. DON'T HESITATE TO ASK THE TEACHER FOR IMMEDIATE HELP IN SITUATIONS IN WHICH YOU FEEL UNCOMFORTABLE OR NOT EQUIPPED TO HANDLE.
15. WHEN SPEAKING TO CHILDREN GET DOWN TO THEIR EYE LEVEL. AVOID THE QUESTION APPROACH TO CONVERSATION. USE SIMPLE DIRECT SENTENCES LIKE "I SEE YOU'RE WEARING YOUR BOOTS TODAY" RATHER THAN "WHERE DID YOU GET THOSE BOOTS?"
16. YELLING ACROSS THE ROOM OR YARD IS DISTRACTING.
17. WILD RUNNING AND OTHER OVER-STIMULATING, AGGRESSIVE BEHAVIOR IS NOT PERMITTED INDOORS. SMILE, STOP THEM; SAY "JUST WALK INSIDE," OR "I CAN'T LET YOU DO THAT."
18. CHILDREN HAVE GOOD EARS. DO NOT DISCUSS A CHILD'S BEHAVIOR OVER HIS OR HER HEAD.
19. CHECK FOR SAFETY, SPLINTERS, AND SHARP EDGES.
20. WEAR COMFORTABLE, WASHABLE CLOTHES AND COMFORTABLE SHOES.
21. AVOID CHATTING WITH OTHER ADULTS. ARRANGE A TIME FOR DISCUSSING PROGRAM AFTER YOUR OBSERVATION.
22. FOR MESSY AND WET ACTIVITIES SEE THAT SLEEVES ARE PUSHED UP. ENCOURAGE PAINT APRONS.
23. BE A SITTER, NOT A FLITTER. CHILDREN OFTEN DO BETTER WITH YOU SITTING COMFORTABLY AND COMPANIONABLY BY RATHER THAN CHARGING ABOUT DOING FOR THEM.

Instructor: Carol Hardgrove

SOME GUIDES FOR HANDLING AGGRESSION

1. Hurdle-help--help child make transition from one activity to another. We sometimes get aggression because he's been too long at one thing. Say, "I have these puzzles at the table" or "Have you seen this book?" etc.
2. Touch control - sometimes a gentle pat, embrace, or simple laying on of hands will serve as a reminder of your relationship. If properly timed this may prevent unmanageable aggression.
3. Friendly interest - liberal use of names, seeing new clothes, noticing possessions, commenting upon achievements and saying, "You're doing very well in asking for a turn. That was great the way you worked it out with Johnny."
4. Omit all moralizing - Such as, "Now, was that a nice thing to do?" Avoid long explanations concerning cause and effect of behavior. Use short phrases such as "You make them mad" - "Tell them what you want." - "They'll hit you if you grab things" - "You can fight, but don't hurt each other" - "He can't understand you" - "Talk to him." Sermons and long periods of "talking it out" are seldom productive. Promises have no foundation on which to build meaning. Apologies = lies.
5. Help children to make entry to various areas by saying to the group "Do you need a father, a doctor, a grandfather" - "Johnny has some tickets for the train." (Give the child who has trouble getting into the group a prop to take with him.)
6. Signal Control - A verbal reminder, or a nod that the behavior is not acceptable may work. Timing is important here. This is a good technique if he's looking for the limit. It only works if he's fairly well put together and can muster some internal restraint, and you and he have a relationship that is important.
7. Planful ignoring - Here you let the behavior die under its own steam. This implies that a dangerous situation is not involved.
8. Hypodermic affection - a Friendly injection of affection may circumvent a disciplinary crisis - liberal use of both physical and verbal affection.
9. Timing and pace - not every infringement has to be dealt with. When the child is wearing his emotions on his sleeve he may be deaf to your pleas. Take it easy when he's off his bean - pick moments when his feelings are fairly well intact. You may have to leave him alone during a temper tantrum.
10. Hands off policy - at times you will be called upon to physically restrain children. Try not to immobilize them by too much restraint. If you're too vigorous in your restraint you'll get the "wilting legs" and falling on the floor response from them. If you restrain them too heartily, it relieves them of all responsibility and you suddenly have a two year old on your hands, and not a four or five year old.

Your restraint should be a loose encompassing, not scooping up, not grabby, not clenching and at the same time enough force to guarantee that Johnny doesn't escape until you are fairly sure he's not going to hurt anyone.

But check yourself to see if laying on of hands is really necessary.

1. Face saving - Don't put either yourself or the child in an impossible situation. Leave him and yourself a gracious way out, e.g. threats which you can't carry out or extracting promises which he isn't likely to remember. Expecting him to do things he's not likely to do except by your taking him by the scuff of the neck.
2. The idiot "NO" - Say to yourself "Is this 'No' necessary or is it an 'idiot NO', a reflex action or the consequence of a foul mood. The child's diet of "no's" must not be too rich or "no" will become commonplace and ineffective. so restrict "no's" to the essentials.
3. Unload your "no" - See that children hear as little malice as possible in your verbal restraint. Don't be confused on this. We expect, and even hope, that you will express anger when it's called for and when you feel angry, but if your restraints are always angry ones, you become ineffective. Remember, a simple no is more effective than a blast over the long haul.
4. The amount of aggression we encounter will be directly related to how successfully we set up equipment and how well we arrange to program.

CURRICULUM NOTES

CREATIVE ACTIVITIES

WATCHING AND LISTENING WHILE CHILDREN USE ANY OF THESE MEDIA CAN BE AN EXCITING AND INFORMATIVE EXPERIENCE. MOST OF THEM CARE LITTLE FOR THE PRODUCT; THE PROCESS IS MOST IMPORTANT. "HERE IS SOMETHING - WHAT CAN I DO WITH IT?" LEFT TO THEIR OWN DEVICES THEY'LL FIND OUT. ALTHOUGH THE END PRODUCT MAY BE MEANINGLESS TO THE ADULT, IT MUST BE RESPECTED AS AN EXPRESSION OF THE CHILD'S. OUR ROLE IS TO PROVIDE THE MATERIALS AND THE ATMOSPHERE CONDUCIVE TO THEIR USE. PROPERLY EQUIPPED THE CHILD CAN FEEL FREE TO EXPERIMENT WITH THESE MEDIA.

SOME OF THE GENERAL PRINCIPLES WHICH GOVERN OUR APPROACH TO THE MATERIALS DISCUSSED IN THIS SECTION ARE:

IF YOU ARE INTERESTED IN THE CHILD'S THOUGHTS ABOUT WHAT HE IS DOING, ASK, "WOULD YOU LIKE TO TELL ME ABOUT IT?", NEVER, "WHAT IS THAT?"

IF YOU CAN GENUINELY PRAISE, FINE, BUT CRITICISM IS NEVER IN ORDER.

DO NOT SUGGEST THAT THE CHILD MAKE SOMETHING FOR YOU OR FOR MOMMY OR BABY SISTER OR DADDY. THE PRODUCT BELONGS TO THE CHILD..... IS A FREE EXPRESSION OF HIS FEELINGS, NOT SOMETHING MADE TO PLEASE AND ADULT.

NEVER DO THINGS FOR THE CHILD. YOUR ADULT ABILITIES ARE TOO OVERWHELMINGLY SUPERIOR. YOUR COMPANY IS AN AID TO THE CHILD'S ENJOYMENT. JUST DON'T TAKE OVER.

THE CHILD'S ARTISTIC EXPERIMENTS HELP HIM TO GROW IN SELF-CONFIDENCE AND SELF-RESPECT AS HE LEARNS TO MASTER NEW MATERIALS. MAKING AVAILABLE THE TOOLS IS ONE OF OUR IMPORTANT FUNCTIONS.

EASEL PAINTS

1. FILL QUART JAR $\frac{1}{3}$ FULL WITH DRY POWDERED EASEL PAINT,
 $\frac{1}{3}$ WATER AND ABOUT $\frac{1}{2}$ CUP OF POWDERED SOAP OR DETERGENT.
CLOSE LID TIGHTLY AND SHAKE UNTIL PAINT IS MIXED THOROUGHLY.
THE COLORS SHOULD BE BRIGHT AND NOT TOO RUNNY.

2. 1 LB. DRY TEMPERA
 $\frac{1}{4}$ C. CHEER OR FELS NAPHTHA
 $\frac{1}{2}$ C. LIQUID STARCH
 $\frac{1}{2}$ C. WATER

SERVE IN CUPS, CANS OR ON ALUMINUM PARTITIONED TRAYS WITH
EITHER BRUSHES OR WITH SPOOLS, OBJECTS, STRING, SPONGES,
STRAWS, VEGETABLES FOR STAMPING.

FINGER PAINT

1. A VERY SATISFACTORY FINGER PAINT IS LIQUID STARCH SUCH AS
VANO TO WHICH TEMPERA POWDER IS ADDED. THE POWDERED PAINT
MAY BE APPLIED TO THE PAPER DIRECTLY, AFTER THE PAPER IS
COVERED WITH STARCH. USE SALT SHAKER FOR SPRINKLING ON
DRY TEMPERA.

2. 1- $\frac{1}{2}$ CUPS LAUNDRY STARCH
1 QUART BOILING WATER
1 TBSP. POSTER PAINT - CAN BE ADDED AT SCHOOL
 $\frac{1}{2}$ CUP OF SOAP FLAKES
 $\frac{1}{2}$ CUP TALC (OPTIONAL)

MIX STARCH WITH COLD WATER UNTIL CREAMY. ADD BOILING WATER.
COOK UNTIL TRANSPARENT (GLOSSY LOOKING). ADD TALC IF DESIRED
COOK SLIGHTLY, ADD SOAP FLAKES, STIR UNTIL DISTRIBUTED. POUR
INTO SCREW TOP JARS. ADD 1 TBSP. TEMPERA OF DESIRED COLOR.

3. 1 BOX LINIT STARCH - MIX WITH ENOUGH COLD WATER TO REMOVE LUMPS
ADD 1 CUP IVORY FLAKES AND 1 CUP SALT
STIR AND PLACE IN TOP OF DOUBLE BOILER
ADD 1 QUART HOT WATER
COOK UNTIL THICK. BEST WITH BEATER UNTIL CONSISTENCY OF EGG WHITES
COLOR WITH TEMPERA (DIVIDE INTO 2 PARTS BEFORE COLORING);
CHILDREN SHOULD STAND, HAVE SLEEVES UP AND WEAR APRONS.
THEY CAN FINGERPAINT DIRECTLY ON TABLE SURFACE OR ON FINGER PAINT PAPER OR HEAVY GLAZED PAPER WET ON BOTH SIDES. PRINTS CAN BE TAKEN ON PAPER AFTER TABLE IS FINGERPAINTED.
4. FINGER PAINT CAN BE BOUGHT READY-MADE.
5. ANOTHER WAY OF HANDLING FINGER PAINT AND EASEL PAINTS IS TO MIX A BATCH OF BENTONITE (IT HAS TO STAND AT LEAST 3 DAYS) OF A CONSISTENCY GOOD FOR FINGER PAINTS. COLOR CAN BE ADDED WHEN READY FOR USE. THIS MIXTURE CAN BE USED FOR EASEL PAINTS, MAKING THE WHOLE PROCESS LESS TIME-CONSUMING AND INEXPENSIVE. PROPORTIONS: 1 C. BENTONITE
6 PTS. HOT WATER

BENTONITE AND CLAY CAN BE PURCHASED THROUGH WESTERN CERAMICS, 1601 HOWARD STREET, SAN FRANCISCO - PHONE: 851-7019.

6. CONDITIONING CLAY: MAKE BALLS OF CLAY ABOUT THE SIZE OF A GRAPEFRUIT. WITH YOUR FINGER OR TOOL (KNIFE, TONGUE DEPRESSOR) POKE A HOLE THROUGH THE CENTER ALMOST THROUGH THE BOTTOM. FILL THIS HOLE NEARLY TO THE TOP WITH WATER. SMOOTH OVER THE TOP TO CLOSE IT. THE WATER WILL PERMEATE THE CLAY IN A DAY OR SO AND MAKE IT EASILY PLIABLE. CLAY MUST BE STORED IN A COVERED CROCK OR IN A HEAVY PLASTIC BAG IN A BUCKET.

THE CLAY SHOULD BE ON THE SOFT SIDE FOR MAXIMUM PLEASURE OF THE CHILDREN WHO USE IT.

DOUGH RECIPES

1. 2 C. FLOUR
1 C. SALT
1 (SCANT) C. WATER
3 TBSP. OIL

IF POWDERED TEMPERA IS USED FOR COLORING, ADD IT WITH DRY INGREDIENTS. IF VEGETABLE COLORING IS USED, ADD IT TO THE WATER. OIL OF CLOVES, PEPPERMINT OR SOME OTHER GOOD SMELLING STUFF CAN BE ADDED FOR ADDITIONAL JOY. SERVE ON DRY LINOLEUM TILES - ALONE OR WITH TONGUE BLADES, TOOTHPICKS, COOKIE-CUTTERS, AND ROLLING PINS. HAVE SMALL AMOUNTS OF FLOUR AVAILABLE IN CASE OF STICKINESS.

STORE IN PLASTIC BAG.

2. THIS RECIPE IS ELASTIC AND GOOD FOR FINE MODELING - MORE SUITABLE FOR OLDER CHILDREN WHO WANT TO MAKE THINGS AND LET THEM HARDEN

4 C. FLOUR
1 C. SALT
1-1/2 C. HOT WATER WITH 50 DROPS FOOD COLORING ADDED

SUGGESTION: DIVIDE BATCH INTO SEVERAL SMALL AMOUNTS BEFORE COLORING AND GET COLOR ASSORTMENT.

3. 6 C. FLOUR
3 C. SALT
1-1/2 C. DRY LAUNDRY STARCH (INSTANT)
FOOD COLORING OR POSTER PAINT
1/2 C. OIL
2 C. HOT WATER

THIS DOUGH IS PLEASINGLY SMOOTH IN TEXTURE. IT USES MORE WATER THAN THE OTHERS.

4. 5 LBS. SALT
- 4 LBS. FLOUR
- 1 LB. CRISCO
- 2 C. WATER (MORE AS NEEDED)

HAVE CHILDREN MIX FLOUR AND SALT. ADD CRISCO AND LET CHILDREN WORK IT INTO FLOUR AND SALT MIXTURE. ADD WATER WITH FOOD COLORING IN IT. IF YOU ADD OIL OF CLOVES OR PEPPERMINT IT WILL ACT AS A PRESERVATIVE AND THE DOUGH WILL KEEP SIX WEEKS TO TWO MONTHS. IT IS ALSO FRAGRANT. THIS IS AN EXCELLENT EXPERIENCE OF DOING, AND NICE DOUGH TO PLAY WITH.

CREATIVE ACTIVITIES

MODELING DOUGHS

1. 1 CUP WHIPPED SOAP
1 CUP SAWDUST

MIX TOGETHER WELL. THIS GIVES A VERY DIFFERENT FEEL AND APPEARANCE. IT IS QUITE EASILY MOLDED INTO DIFFERENT SHAPES BY ALL AGE GROUPS. MAY BE USED FOR 2 OR 3 DAYS IF STORED IN TIGHT PLASTIC BAG. OBJECTS DRY REASONABLY HARD. GOOD FOR PUPPET HEADS.

2. MUD DOUGH

2 CUPS MUD
2 CUPS SAND
1/2 CUP SALT

ENOUGH WATER TO MAKE PLIABLE. CHILDREN LIKE TO WORK WITH THIS MIXTURE. IT HAS NICE TEXTURE, IS EASY TO USE. THIS CANNOT BE PICKED UP TO SAVE FOR FINISHED PRODUCTS EASILY. IT CAN BE USED FOR ROLLING AND CUT-OUT.

3. CORNMEAL MUD DOUGH

USE MUD DOUGH ABOVE AND ADD 1 CUP CORNMEAL PLUS A SMALL AMOUNT OF WATER. THIS DOUGH CAN ALSO BE USED FOR ROLLING AND CUT-OUTS AND WILL HARDEN ENOUGH TO BE PICKED UP. CAN MAKE FINISHED PRODUCTS. ALL AGE GROUPS LIKE THE FEEL OF THESE MIXTURES.

4. SCULPTURING DOUGH

2 CUPS TABLE SALT
2/3 CUPS WATER
FOOD COLORING IF DESIRED
1 CUP CORNSTARCH LOOSELY PACKED
1/2 CUP COLD WATER

MIX SALT AND 2/3 CUP WATER AND HEAT IN SAUCEPAN. MIX CORNSTARCH

AND 1/2 CUP COLD WATER AND ADD TO HOT MIXTURE IN SAUCEPAN. STIR UNTIL IT LEAVES SIDES OF PAN AND FORMS A BALL. THIS DOUGH IS BEST USED THE SAME DAY OR THE NEXT DAY AT THE LATEST. IT HARDENS WITHIN A DAY OR TWO, AND HOLDS ITS SHAPE VERY WELL. IF FOOD COLORING IS OMITTED, DOUGH MAY BE PAINTED WITH TEMPERA. THIS DOUGH MAY ALSO BE BAKED IN A VERY LOW OVEN FOR APPROXIMATELY 1 HOUR. OBJECTS WILL BE VERY HARD AND READY TO PAINT IF DESIRED. EGG SHELLS MAY BE COLORED WITH FOOD COLORING, CRUSHED, AND ADDED TO THIS MIXTURE.

1. WET CHALK

YOU CAN USE DAMP TOWELS, ON TABLE OR AGAINST WINDOW GLASS. ENCOURAGE CHILDREN TO EXPERIMENT USING SIDES OF CHALK; A GOOD EXERCISE IN COLOR IDENTIFICATION.

2. FLOUR OR CORNMEAL PLAY

CORNMEAL MAKES THE FLOOR SLIPPERY-LAY ON NEWSPAPERS OR RUG. USE BOXES OR CONTAINERS, SIFTERS, SPOONS, MINIATURE LIFE TOYS.

3. CUT AND PASTE

PUT PASTE ON SQUARE OF PAPER. CHILDREN CAN USE FINGERS TO SPREAD. CAN ALSO BE AN EXERCISE IN CATEGORIZING BY USING MAGAZINE PICTURES SORTED INTO CATEGORIES.

4. PAINT WITH WATER

CANS OF WATER AND LARGE BRUSHES FOR WALLS AND SIDEWALKS OUTDOORS.

5. TRY COLORED CHALK ON PAPER OVER WHICH BUTTERMILK HAS BEEN SPREAD. OR ON SANDPAPER. COLORS CAN BE BLENDED WITH FINGERTIPS OR A BRISTLE BRUSH.

6. COLLAGE

ASSORTMENTS OF INTERESTING MATERIALS, DIFFERENT SIZES, SHAPES, TEXTURES, AND SOMETHING TO GLUE THEM ON, PLUS DILUTED WHITE GLUE WITH BRUSHES IF CHILDREN ARE TOO YOUNG TO CONTROL AMOUNTS. USE CARDBOARD, CHEESE CARTONS, STOCKING BOXES, SHINGLES, WHAT HAVE YOU TO GLUE THINGS ONTO. AGAIN, AN OPPORTUNITY

FOR SUCCESS, FOR LANGUAGE AND FOR EXPERIENCES IN CATEGORIZING.

7. PAPER: USE THE PAPER CUTTER OR SCISSORS TO CUT GEOMETRIC SHAPES (SQUARES, TRIANGLES, RECTANGLES, ETC., OF COLORED CONSTRUCTION PAPERS AND WALL PAPERS.) (NOT IN THE PRESENCE OF THE CHILDREN.)

USE THESE MATERIALS WITH A HEAVY STOCK SUCH AS CONSTRUCTION PAPER OR COLLECT SHIRT CARDBOARDS FOR THIS USE.

PLACE A SELECTION OF THESE MATERIALS WITH PAPER AND PASTE OR GLUE ON A WORK TABLE FOR THE CHILD AND LET HIM EXPERIMENT.

CLOTH: CUT WITH SCISSORS INTO SHAPES DESCRIBED ABOVE.

COTTAGE CHEESE LIDS, HOSIERY BOXES AND LIDS, PIECES OF BARK AND HUNKS OF CARDBOARD ALL MAKE GOOD COLLEGE BASES.

STRAWS: CUT INTO SHORTER LENGTHS

BUTTONS: COLLECT VARIOUS SHAPES AND SIZES

DISCUSS, SHAPES, COLOR, SIZE, TEXTURES, FEEL, ETC., BUT DON'T TELL THE CHILDREN HOW THEY ARE TO PLACE THEM ON THE PAPER.

OLD JEWELRY: COLLECT BEADS AND INTERESTING STONES OR METAL PARTS.

SEEDS: ALL KINDS OF SEEDS SUCH AS BEANS, BARLEY, RICE, ETC.

USE YOUR IMAGINATION: FOR EXAMPLE: IN THE FALL OF THE YEAR NATURE PROVIDES US WITH ALL KINDS OF SEED PODS, LEAVES, ETC. THIS IS AN AREA WHERE DIFFERENT KINDS OF OF TEXTURES CAN BE INTRODUCED.

8. TISSUE PAPER AND VANO STARCH

STARCH CAN BE IN LIQUID DETERGENT BOTTLES AND SQUEEZED OUT. USE CONSTRUCTION PAPER ON WAXED PAPER BACKING. WATER PAPER CAN GO ON WINDOWS.

USED COFFEE GROUNDS

2 CUPS USED COFFEE GROUNDS

1/2 CUP SALT

1 1/2 CUPS CORNMEAL

WATER TO MOISTEN

CHILDREN LIKE TO ROLL, PACK AND PAT THIS MIXTURE. IT IS A "STERILITY INTERRUPTER" FOR THE HOSPITALIZED CHILD BECAUSE OF ITS INTERESTING TEXTURE AND SMELL. IT CAN BE SERVED IN A PLASTIC TUB OR BOX WITH MINATURE LIFE TOYS, SCOOPS, TONGUE BLADES, SPOONS, AND CUPS.

OBSERVATION GUIDES:

I. APPEARANCE:

POSTURE, EXPRESSION, ATTIRE
USE 10 VERBS AND ADVERBS TO CAPTURE.

II. BEHAVIOR:

COPING STYLE.....APPROACHES MATERIALS
APPROACHES ADULTS
APPROACHES CHILDREN

WATCHES PASSIVELY: HOW LONG?

WITHDRAWS: NOTE TIME LENGTH.
DESCRIBE BEHAVIOR.

PROBLEM SOLVING

PREFERENCES: MOTOR, AUDITORY, VISUAL, HUMAN INTERACTION.

ABILITY TO FOCUS (SCREEN OUT EXTRANEANEOUS STIMULI). FOR
HOW LONG A PERIOD?

II. COMMUNICATION:

LANGUAGE: EXAMPLES:

EXAMPLES OF NON-VERBAL COMMUNICATION:

EMOTIONAL EXPRESSION:

PLEASURE, INTEREST, DISAPPOINTMENT, FEAR, FRUSTRATION:
HOW EVIDENCED?

CURRICULUM NOTES

UNIVERSITY OF CALIFORNIA, SAN FRANCISCO
SCHOOL OF NURSING
INTERGENERATIONAL CAREGIVING PROGRAM

NAME: _____

TOPIC: _____

YOUR NOTES:

WHAT WERE THE IMPORTANT IDEAS FOR YOU IN TODAY'S SESSION?

OBSERVATION FOR NEXT WEEK: