

ONEgeneration

Share the CareSM

MICHELLE QUIROGA-DIAZ – VICE PRESIDENT OF PROGRAMS & SERVICES
JULYANA MARQUEZ, INTERGENERATIONAL PROGRAM SPECIALIST

17400 VICTORY BLVD. VAN NUYS, CA. 91406

ONEGENERATION.ORG

818.708.6625

Mission Statement

Our mission is to support and enrich the lives of older adults, children, and families throughout our diverse communities.

Vision Statement

A kind and equitable community, enriched in intergenerational relationships, thriving with dignity, quality, purpose and security.



ONE generation INTERGENERATIONAL PROGRAM

ONEgeneration Intergenerational Daycare offers care for older adults and children. Each day, the children and older adults come together for meaningful interactions and enriching activities that enrich the lives of both generations. All activities are supervised and a part of an Intergenerational curriculum that is designed to support their cognitive and social-emotional development. Seeing children interacting and building relationships with their older “neighbors” is incredibly special. Intergenerational programming presents older adults with the opportunity to share their wisdom and tenderness while also allowing them to feel accomplished and important in the life of a child.



OVERVIEW OF THE INTERGENERATIONAL PROGRAM

ONEgeneration's intergenerational program brings children and older adults together to participate in meaningful interactions that are mutually beneficial.

The goal of these interactions is to foster intergenerational relationships and bonds.

This is done through structured activities in our shared space.



BENEFITS FOR ADULT PARTICIPANTS



- Increased Brain Stimulation
- Increased Physical Activity
- Increase Confidence
- Decreased Social Isolation
- Decrease Depression
- Cognitive Health Improvement
- Greater Sense of Belonging and Connection with Others of Different Ages
- Improved Quality of Life and Purpose
- Improved Self-Worth, Self-Esteem and Empowerment
- Opportunities to Socialize and Engage with Others
- Enhanced Communication
- Enhanced Problem Solving

BENEFITS FOR CHILDREN

- Improved Self-Esteem and Confidence
- Strengthens Communication Skills
- Increased Ability to Cooperate and Problem-Solve
- Improved Academic Skills
- Improved Empathy
- Better Understanding of Diversity and Aging
- Higher Levels of Interactive Play
- Social Acceptance



INTERGENERATIONAL SHARED SITES

Intergenerational shared sites are intentionally designed spaces that provide services/programs to multiple generations to foster meaningful cross-age relationships.

Participants of various ages interact in planned intergenerational activities as well as through informal encounters.




BUILDING INTERGENERATIONAL RELATIONSHIPS



Shared sites intentionally nurture personal bonds and feelings of affection, support, trust, and companionship as multiple generations interact with one another during shared experiences.

The focus is to be combine people of two different generations in a safe and nurturing environment where they experience empathy, mutual learning, and a sense of connection.



HOW THE INTERGENERATIONAL PROGRAM IS IMPLEMENTED AT ONE GENERATION

- Sing “Hello Neighbors” as you are entering and seating children.
- Sing “Clap, Clap, Clap Your Hands” to greet and acknowledge each participant.
- Introduce activity and its purpose.
- Give clear directions and provide materials.
- Facilitate interactions using developmentally appropriate communication.
- Provide a transition reminder “We have X minutes remaining”.
- Sing “Clean Up” song.
- Assist children in getting up from seats.
- Sing “Shake/Wave a Hand”.
- Gather children and sing “Goodbye Neighbors” as you leave.

NOVEMBER 2023

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
		1.10:00 (L)DAY OF THE DEATH CELEBRATION 10:00(BF)PUMPKIN PIE CRAFT 10:30(BB) BONDING 1:00(LB)COUNTING ACORNS 1:30(C)EXPLORING FALL LEAVES	2. 10:00 (E1)HANDPRINT TURKEYS 10:00 (BB) BABY ROLLERCOASTERS 10:30 (E2) SKELETON ART PUZZLE 10:45 (BF) BONDING 1:00 (LB) SENSORY BAG EXPLORATION 1:30(C)COUNTING PIES	3. 10:25 (D,T,L) MUSIC 10:50 (RL, ST) MUSIC 11:25 (E1,E2) MUSIC 1:00 (LB) BONDING 1:30 (C) BONDING
6. 10:00 (D)VETRANS DAY MOSAIC HEART 10:00 (BF) FUN TUBES EXPLORATION 10:30 (ST)VETERAND DAY BANNER 10:30 (BB) BONDING 1:00 (LB) BONDING 1:30 (C) BONDING	7. 10:00 (T))RED, WHITE & BLUE COLLAGE 10:00 (BB) COLOR SCAVENGER HUNT 10:30 (RL) STAR SILHOUETTE 10:30 (BF) BONDING 1:00 (LB)VETERANS DAY BOOK 1:30(C)VETERANS DAY SONGS	8. 10:00 (L)SHAPE SOLIDER CRAFT 10:00(BF)VETERANS DAY PENNANT CRAFT 10:30 (BB) BONDING 1:00 (LB)COUNTING FLAGS 1:30 (C) FLAG SENSORY BAGS	9. 10:00 (BB)VETERANS DAY CARDS 10:15 (E1&E2) VETERANS DAY CELERBATION: PARTFAITS 10:45 (BF) BONDING 1:00 (LB)FLAG COLOR SENSORY BAGS 1:30 (C)COUNTING FLAGS	10. 10:25 (D,T, L) MUSIC 10:50 (RL, ST) MUSIC 11:25 (E1, E2) MUSIC 1:00 (LB) BONDING 1:30 (C) BONDING
13. 10:15 (D)FIELD DAY 10:45 (ST)FIELD DAY 1:00 (LB) BONDING 1:30 (C) BONDING	14. 10:00 (T)SHAPE TURKEYS 10:00 (BB)FEATHER MYSTERY BOX 10:30 (RL) DECORATING TURKEYS 10:30 (BF) BONDING 1:00 (LB)THANKSGIVING BOOK 1:30 (C)APPLE TREE SONG	15. 10:00 (L)PAPER PLATE LIGHT: DIWALI 10:30 (BB) BONDING 1:00 (LB)COUNTING TURKEYS 1:30 (C)EXPLORING SCENTS	16. 10:00(E1)THANKSGIVING TEA PARTY 10:00 (BB)TURKEY MURAL 10:30 (E2) PAPER PLATE TURKEY 10:45(BF) BONDING 1:00 (LB)TURKEY SENSORY BAGS 1:30 (C)COUNTING TURKEYS	17. 10:25(D,T,L) MUSIC 10:50(RL, ST) MUSIC 11:25 (E1, E2) MUSIC 1:00 (LB) BONDING 1:30(C) BONDING
20.10:00 (BF)TURKEY CROWNS 10:15 (D&L) THANKSGIVING FEAST 10:30 (BB) BONDING 1:00 (LB)BONDING 1:30 (C) BONDING	21. NO IGP	22. NO IGP	23. NO IGP 	24. NO IGP
27. 10:00 (D)CONE COLOR SORTING 10:00 (BF)STICKY WALL 10:30 (ST)PLAYDOUGH 10:30 (BB) BONDING 1:00 (LB) BONDING 1:03 (C) BONDING	28. 10:00 (T) NATURE WALK 10:00 (BB) MAGNET TILE WALL 10:30 (RL)MANIPULATIVES 10:30 (BF) BONDING 1:00 (LB)FELT STORIES 1:30 (C) SONGS	29. 10:00 (L) BASKETBALL 10:00 (BF) SCIENCE EXPERIMENT 10:30 (BB) BONDING 1:00 (LB) COUNTING LEAVES 1:30 (C) SENSORY TUBES	30. 10:00 (E1)LEAF IMPRINTS 10:00 (BB)SINGING SONGS 10:30 (E2) CINNAMON PLAYDOUGH 10:45 (BF) BONDING 1:00 (LB)FEATHERS SENSORY BAGS 1:30 (C)COUNTING FEATHERS	

BEST PRACTICES IN INTERGENERATIONAL PROGRAMMING

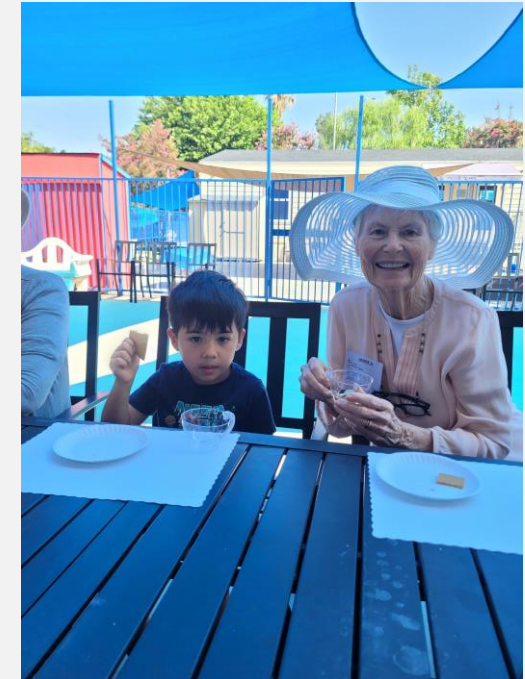


- Intergenerational Program Specialist & Assistant positions
- Collaboration in Planning
- Participant input for planning (i.e., activities that reflect interests, experiences, cultural background, and social histories of participants)
- Participation is voluntary
- Participants are prepared ahead of time and are able to reflect on interest in activity
- Activities are age- and role-appropriate for children / participants
- Activities support intergenerational interaction
- Facilitators stage the environment to promote interaction
- Know when to step in and step out to facilitate and encourage interaction
- Document and communicate experiences

INTERGENERATIONAL ENVIRONMENT

During our Intergenerational interactions, we want to create a safe environment for all the participants. When prepping the room that will be used; remove/move items that may interfere with the activity and create open areas in which adults can travel in safely using their assistive devices. The environment and activity should be prepared prior to the interaction. Environment should obtain adult size tables and chairs with an arm rest. Tables and chairs are set-up in a circle. As participants begin to sit in the circle, we ask them to skip a chair in between. By having them sit in every other chair we are creating a welcoming invitation for children to sit in those empty chairs, which will promote interactions between both generations.

Outside area, should be revised prior to having the children and adults visit the area. When prepping the outside area, you want to remove any objects that could be an obstacle when walking or during the interaction. Similarly, to the indoor space, you'll want to have an open environment in where adults can walk with their mobility aids. Adult size chairs and tables should be available for participants.



INTERGENERATIONAL ACTIVITIES

Quality intergenerational activities are interaction driven, not product driven. Many Intergenerational activities involve creating a product that can later be displayed. The art materials, game being played, and other supplies are just a tool to promote conversation and engage both generations together. The outcome of the activity is not important. The essential of the activity is the interaction and bond the two generations created while exploring their environment and props that were provided.



PLANNING FOR INTERGENERATIONAL INTERACTIONS

During planning and prepping of the activities you'll want to be mindful of differences regarding cultural norms, values, and communication patterns.

Different participants/cultures may have different reservations and norms related to eye contact, touching while talking, personal space, and appropriate topics of conversation.

(Ex. Some of our participants lived during the depression era and were taught to not play or waste food. Therefore, food is only used during eating activities, as using food as a prop to paint or play could be offensive and an emotional trigger for participants.)



GUIDELINES TO REMEMBER WHEN PLANNING



- During an eating activity you'll want to be mindful and accommodate dietary restrictions.
- When going on nature walks, make sure the adult participants joining can ambulate safely across different types of paths and that there are rest areas available in case they need to sit before continuing with the walk.
- When participants and/or children are experiencing a communicable disease such as COVID, Conjunctivitis, Hand Foot and Mouth, amongst others in season, we discourage social interaction. Activities that can be modified for outdoor programming to minimize exposure risks are always best!

ACTIVITY EVALUATION

After every Intergenerational session, teachers fill out a simple and quick Evaluation Form. The form allows for teachers and the Intergenerational Program Specialist to reflect on the activity and decide if its an activity that supports Intergenerational Interactions.

Evaluation forms are provided to teachers at the beginning of the month. Teachers turn in the evaluation forms at the end of the month for the Intergenerational Program Specialist to review.



Intergenerational/ Multicultural Activities Evaluation Form

Activity Name: _____

Date: _____ Classroom: _____

Was the activity productive?	YES NO
Was the activity developmentally appropriate for all participants?	YES NO
Did the activity promote Intergenerational interactions between participants?	YES NO
Which social behavior was most common among participants?	Solitary Observing Intergenerational Interactive
Suggestions/Comments that will help improve the activity and Intergenerational Interaction between participants:	

INTERGENERATIONAL ACTIVITY

GOALS FOR PARTICIPANTS:

Goals for Seniors:

- Improve well-being
- To feel purposeful by helping a child learn
- Increase engagement
- Enhance a sense of worth and importance

Goals for Children:

- Increase positive attitudes
- Build self-esteem
- Build relationships with older adults



PARTICIPATION IN THE INTERGENERATIONAL PROGRAM

All adult participants are encouraged and welcome to participate in the Intergenerational program.

Participants can be a part of the program by observing, participating in parallel interactions and/or social interactions.

Participating in the program is optional.





APPROPRIATENESS WHEN BONDING WITH INFANTS

Visiting Infant Classrooms:

When visiting Infant Classrooms Adult participants walk over to the children's classroom. Their interaction consists of bonding time and exploring small objects. Sometimes they create art pieces, listen to a story and/or songs. Prior to entering the infant classroom, the adults place shoe covers over their shoes with the assistance of the Intergenerational Program Specialist. Upon entering the classroom participants wash their hands. For participants who demonstrate less steadiness after walking over we provide them with a wet wipe and ask them to clean their hands before holding a baby.

When it's time to attend the session, we invite participants who obtain more of a steady walk and can cradle young children in their arms with some assistance. It's also important to keep in mind their emotions and what could cause them to feel stressed/anxious. As there are participants who begin to feel anxious and/or emotional when young children cry. It is important to always stay next to the adults during the interaction as some of them will try to stand and pick up babies who are enjoying floor time or they wish to place the baby their holding down.



APPROPRIATENESS WHEN BONDING WITH TODDLERS

Toddler interactions:

Interactions between toddlers and adults consist of bonding with one another by sharing hugs, looking at books, exploring manipulatives and creating different art pieces amongst many other activities. When considering adult participants for the interaction with this active age group you'll want to consider participants who are able to walk over to the children and someone who is able to carry a child with assistance. You also want to keep in mind that this age group could be a little loud, therefore bringing participants who aren't sensitive to noise or that would easily become overwhelmed with the noise and busy little bodies moving around them. When creating an activity or when bonding - you want to always be present and available to assist the participants.

★When visiting Infant and Toddler Classroom you want to make sure that there are adult size chairs with hand rest for the participants to sit in.

APPROPRIATENESS WHEN BONDING WITH PRESCHOOLERS



Interacting with Preschoolers:

When interacting with preschoolers (ages 2 to 4), adult participants will be exposed to a wide variety of activities. When considering participants for this age group you want to invite participants that share an interest in the theme of the activity, who would like to try something new and who enjoy communication. During this interaction, participants that you'll want to invite would depend on the activity and the skills that it'll require. For example, if the activity is manipulatives, you would want to invite someone who obtains fine-motor development and not someone who is unable to pick up objects of different shapes and sizes. When doing a sports activity such as bowling, you'll want to invite participants who are able to toss a ball when in a sitting or standing position. If the participant can't hold the ball due to a physical impairment that may make them feel frustrated, you can find an inclusive way to include the participant and/or invite that participant for another session that requires less physical activity such as singing songs, playing bingo etc.

COMMUNITY PARTNERSHIPS

We seek unique opportunities to nurture our intergenerational program by partnering up with different organizations in our community. By building these partnerships we have been able to expose participants with new and fun activities during their Intergenerational interactions.

One of our partnerships was with a local bakery: Cake Bash. Small business owner came into our center and provided children and adults with the opportunity to decorate and enjoy a delicious cookie. Cookies were in the shape of suns and sunglasses. Each participant and child got a cookie of their choice and were given the opportunity to decorate it using different colors. This interaction allowed for us to build connections with our community and for our participants to exchange smiles, work together and share materials.



FAMILY PRESENTATIONS



Childcare families are welcomed to lead an intergenerational program activity. Families are encouraged to present Cultural Boards and an activity that represents their family. These presentations provide our participants and children the opportunity to learn from one another and connect with each other as they may share cultural traditions and similarities.

AROUND THE WORLD CELEBRATIONS

When planning upcoming interactions, consider holidays and cultural celebrations that are inclusive of the intergenerational community and respectful of all aspects of those traditions.



CELEBRATIONS



4Th of July



Rosh Hashanah



Read Across America



Halloween

WHAT MAKES OUR INTERGENERATIONAL DAY CARE PROGRAM SUCCESSFUL:

We are a shared site, which allows us to connect with one another at any time of the day.

Collaboration in planning with intergenerational team and childcare teachers

Activities support intergenerational interaction

Activities are age- and role-appropriate for participants



INTERGENERATIONAL PROGRAM “NEIGHBOR” BOARDS

Promoting ONEgeneration’s Intergenerational Program to families and community members visiting the facility is an essential component to receiving support for continued programming. Having and maintaining a “neighbor” bulletin board is necessary to showcase the program and the benefits it provides to participants.

Guideline for “neighbor” board in the adult day care:

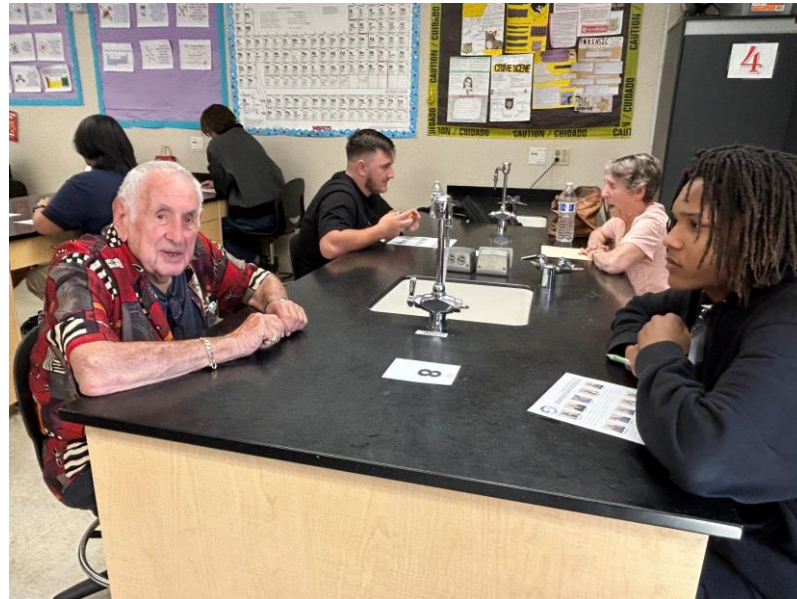
- Photos of intergenerational interactions
- Art pieces created during intergenerational sessions

Guidelines for “neighbor” boards in classrooms:

- Board should have the activities calendar posted.
- “What we did today” sheet should be posted with a description of intergenerational interaction. Ex: “Today Nico painted a rainbow with neighbor Carlos. Nico shared with Carlos that rainbows come out when it rains.”
- Photos of intergenerational activities should be posted.
- Art that is done during the intergenerational sessions can also be posted.
- The board should be attractive and not cluttered so that others can easily learn about the program from the board.
- Have a copy of Intergenerational Program Standards



COMMUNITY OUTREACH



With the help of our community, we have been able to extend our Intergenerational Programming. As an extension to our on-site intergenerational program, we have connected local high-school students and active seniors from our senior enrichment centers through two programs: Sages and Seekers and Letters to our Elders.

During these connections we have connected two generations through letter writing and one on one interactions.

SAGES AND SEEKERS

- Sages and Seekers is an 8-week program that brings together two generations. During this intergenerational program, active adults and high school students meet once a week for an hour. Throughout those 8 weeks of interaction, teens learn about the senior they've been paired with. Teens are given the opportunity to learn from the seniors past experiences and what accomplishments they achieved while becoming the person they are now. Teens are also able to inspire seniors and teach them what their generation has to offer such as technology. Towards the end of the program students honor the senior they interacted with by writing a short tribute. On the day that students present their senior with the tribute they wrote for them we encourage the presence of loved ones.



STUDENT BENEFITS OF THE PROGRAM SAGES AND SEEKERS:

- Certificate of completion (great on college applications!)
- Practice with interviewing skills
- Enhance listening skills
- Foster the development of empathy and diversity
- To create relationships with someone who is vulnerable and feels irrelevant to their new world
- Opportunity to listen and learn from other's experiences and struggles
- Opportunity to teach them, guide them and introduce them to what our new generations have to offer
- The ability to be the decision maker, the interviewer, the author



LETTERS TO OUR ELDERS

Letters to Our Elders brings together homebound seniors and high school students through a letter writing program. Participants of the program will have the opportunity to connect through their shared experiences of family, hobbies, and thoughts of the world- past and present.

Through Letters to Our Elders, participants will be able to socialize with each other and better understand a different generation. Letters are passed along to the seniors through homebound meal delivery drivers who will then pick up letters from their clients to pass along to the school to give back to the students.



GRANDPARENTS AS PARENTS

- Innovative programming aimed at fostering the critical factors a young person needs to thrive, achieve and develop into caring, competent adults.
- Support and Resource Services including peer support groups, crisis assistance and linkage services that address immediate needs in the home and child's life, foster resiliency and strengthen these non-traditional families.
- Children's Court Assistance and navigation of kinship related care
- Case management support
- Training's, community outreach and online/offline resources for grandparents and other adult caregivers.
- Advocacy at the grassroots and government levels for the rights and concerns of adult caregivers and the youth for which they are responsible.
- GAP's services are focused primarily in Southern California



RESOURCES

Generations United Website: www.gu.org (“Our Topics” / “Intergenerational Program + Space”)

Find the option to access:

Sharing our Space Tool Kit and Fact Sheet: Intergenerational Programs Benefit Everyone
& Intergenerational Evaluation Sheet

Sages and Seekers website: www.sagesandseekers.org

ONEgeneration website: www.onegeneration.org

WE ARE **ONE**generation
Share the CareSM

https://www.canva.com/design/DAFye0sxQ2M/CIxzYKu5HVz1i0CKbtOGIA/watch?utm_content=DAFye0sxQ2M&utm_campaign=designshare&utm_medium=link&utm_source=editor