

Journeys Toolkit

An Exploration of Life through the Arts

PREPARED BY



Table of Contents

4	About This Toolkit	44	Prepping Your Participants & Staff
6	Program Overview	49	Creating Courageous Containers
33	Evaluation Session-by-Session	52	Evaluation
41	Re-Tooling the Toolkit for Your Own Use	61	Additional Resources

JOURNEYS

Intergenerational Program
An Exploration of Life through the Arts

AGE GROUPS:

Youth: 4th–8th Grade
Older Adults (65–years–old and older)

DURATION:

Full School Year (October–May)
One time/month

OVERVIEW:

During this eight month intergenerational program, participants explore the theme of “journey” through different arts experiences.

Additional Options:

A prep experience for facilitators
An 8-week program
A briefer, three-part series

About this Toolkit

LinkAGES is proud to present this toolkit in collaboration with Jen Kulik, Ph.D., Founder and CEO of SilverKite. This toolkit was made possible by a grant from The Next50 Initiative. Our vision is to make successful intergenerational programs available to communities everywhere. This toolkit was thoughtfully and intentionally created to inspire creativity and connection across generations. It includes a comprehensive program schedule, individual activities that build upon one another, equipment list, and evaluation methods. There are also supplemental materials including photographs and how-to videos from the program designer!



Contribute to the World of Intergenerational Programming!

Evaluation and adaptation are central to LinkAGES. Please help us improve this program by making changes or adding your unique improvements or cultural songs and activities. We want to learn with you. We will be sharing data and learnings with everyone who submits the evaluation form.

Please fill out the short evaluation at ToolkitSurvey.org.

About LinkAGES

LinkAGES (www.linkagesconnects.org) believes that healthy, resilient, and vibrant communities are only possible when all ages are thriving and meaningfully engaged with one another. By making intergenerational programs easier to facilitate and sustain, we help lower loneliness and social isolation experienced by youth and older adults and also decrease ageism. LinkAGES provides tools, educational resources, coaching, evaluation, and more to entities and people seeking to facilitate high-quality programs across the country in a variety of formats. Please visit our website to access more tools, learn about the Collaborative Network for Intergenerational Connections, and get to know our online community!

Toolkit Development: LinkAGES: Rachel B. Cohen, Executive Director; Ashley Beck, Associate; Alexa Ambrose, Associate; Hannah Decker, LinkAGES Intergenerational Program Coordinator
SilverKite: Jen Kulik, Founder and CEO

About SilverKite

SilverKite Community Arts (www.silverkite.us) is dedicated to strengthening communities by creating, facilitating, and supporting arts programs for older adults and intergenerational arts experiences. SilverKite is based in Seattle, and is a registered business in the states of California, Colorado, and Oregon. SilverKite's programs and services have reached more than 150,000 people (mostly older adults) since its founding in 2013. In 2019, SilverKite received the Intergenerational Innovation Award from Generations United.

SilverKite's innovative heart-warming style invites participants (back) into participating in the arts by encouraging creative play and laughter to encourage relationship building. Our programs, resources, and consulting practice strive to strengthen communities, eliminating loneliness, one connection at a time.



Journeys

AN EXPLORATION OF LIFE THROUGH THE ARTS

Program Overview

Journeys is an experiential art program. Youth and older adults learn side-by-side and explore different art mediums including storytelling, sketching, movement, writing, and improvisational theater. The program is multi-dimensional in its goals. There is an individual and collective exploration of the theme of “journey.” This experience is the foundation for creating organic meaningful intergenerational connections.

Version 1

The program is offered once a month from October–May (a full school year or eight months).

Meeting once a month over the course of eight months helps to develop sustainable, meaningful, and authentic relationships. The time in-between meetings gives both youth and older adults opportunities to have experiences to share with others. This continued contact can help create a sustained, meaningful relationship.

Version 2

The program is an eight-week program. It involves a preparatory session for both age groups, six weeks of sessions with groups meeting once a week, and a debrief session.

If you are facilitating this program during an 8 week timeframe, the connections will happen quickly. Be prepared for participants to want to continue to connect after the program is over. Creating opportunities for the connection to continue is key. Options include:

- Creating a pen pal program,
- Opening opportunities for older adults to visit the school for special events,
- Setting up visits for youth participants and older adults.



Version 3

The program can be shortened to a 3-part program. Some of the arts workshops are eliminated to accommodate budget and/or participant interest. Workshops can be eliminated based on the budget and pre-program participant surveys.

We recommend maintaining:

1. Session One: Developing (and maintaining) a courageous space for all participants.
2. Ice-breakers and check-ins for each session.
3. Session One or Two: Creating characters together.
4. Discussions about some of the issues that the characters might encounter on their journey.

If you are choosing to do a 3-part program, and/or sustained contact between participants is not possible, we recommend helping participants to remember, reflect upon, and reconsider the project in other contexts.

Desired Outcomes

Throughout the program, participants will have the opportunity to create meaningful intergenerational connections. They will also engage in individual and collaborative arts experiences in storytelling, visual art, theater, and others.

Thematic questions explored:

1. What types of journeys have you experienced in your life? Which ones do you look forward to?
2. How have you navigated difficulties in a journey?
3. What kinds of journeys would you like to take?
4. How do you prepare for a journey?
5. What do you need to help you on a journey?

Desired outcomes for younger participants

- Develop authentic relationships with persons from a different age group
- Reduce ageist beliefs
- Increased ability to self-reflect
- Increased levels of empathy
- A wider understanding of another person's life journey and experience
- Reflect on the theme of "journey" (where we are, where are going, where we want to go) and see them through different perspectives
- Create and develop fictional characters (collaboratively and individually) to tackle some of life's issues that participants are dealing with themselves to:
 - Develop creative problem solving skills
 - Understand issues from different perspectives
 - Share solutions across generations

Desired outcomes for older participants

- Develop authentic relationships with persons from a different age group
- Reduce ageist beliefs
- Understand the perspectives of younger generations and peers
- Increase feelings of empathy and connection
- Engage in creative problem solving
- Improved cognitive function
- Improved memory

Desired outcomes for facilitators: This program is designed to include the facilitator experience. Prior to the program start, school staff and facilitators representing the older adults will participate in arts activities to build content familiarity and create buy-in. Benefits include:

- Build the confidence of the staff members to facilitate the program
- Model strong facilitation skills
- Create some familiarity with the content of the program
- Connect staff members to each other and the program goals.

Equipment

Throughout the schedule, we specify which equipment/materials to use for each session. Please feel free to make substitutions where you see fit.

- Markers/Colored Pencils/Crayons/etc
- Poster board, butcher paper, giant post-it notes
- Construction paper, printer paper
- Passport template
- Printed color copies of several works of art (collage works from various artists),
- Collage supplies: cardstock (for base), glue stick, magazines, construction paper, etc.

Supplemental Materials

1. A video tutorials playlist from Jennifer Kulik, Ph.D., Founder and CEO of SilverKite Community Arts, LLC and Journeys program designer. [Find the entire playlist here](#) on the LinkAGES YouTube Channel.
2. Visual representations of some of the activities are included within the toolkit. To see all of the materials, you can access the Journeys supplemental materials [here](#).

Facilitators

- One teacher for 12-16 participants
- If there are more than 16 participants, another facilitator to help assist with materials, instruction, etc.
- Depending on where older adults are recruited from, they may have a facilitator who accompanies them

Location Best Practices

In-Person and Hybrid

- 12-16 participants in total, with a range of 6-20 participants.
- Place that is big enough and accessible to everyone
- Flexible space that can accommodate tables and seating for each participant as well as the ability to change configuration of tables and chairs, etc.
- ADA accessible, parking lot, trained on-site staff who can help with individual needs
- Technology needs: microphone and speakers

Hybrid Best Practices

- Schedule some classes that are all in-person and some that are all online
- If you need to have a hybrid class (with some people online and some in-person), Jen Kulik breaks down the possibilities in [this video](#).

Virtual Best Practices

- Duration: 7 sessions, 45-60 minutes
- Materials: Notebooks, something to color with, construction paper, collage supplies
- Technology: Computer or device with stand
- Participants: 12-16 with breakout rooms of 3-4 intergenerational participants
- Facilitators: One facilitator representing the youth, one facilitator representing older adults
- Create protocols with the group during the community agreements about how to raise hands, how to take turns, using emojis to support one another, etc.
- Mail some activity materials ahead of time for participants if possible, for example:
 - [Puzzle pieces](#) from Session One

Full Schedule

The full program schedule below is for a seven-session intergenerational experience PLUS two independent sessions with the different generations. While in-depth, please feel free to adapt activities to meet the cognitive and behavioral needs of your participants.

A key piece of the Journeys program, no matter how long, is the **Travel Log**. It will be introduced to participants on Session One and will be used as an evaluation tool throughout the program to help you know how the program is going.

Please see page 32 to learn more about it and how facilitators will use it to check in with participants and to make any changes to how they are facilitating sessions.

Session Duration: Sessions that are not scheduled for the school day can be 60–90 minutes long. For school day sessions, please adjust activity length as desired.

Please Note: These instructions are for in-person, hybrid, and online sessions. Wherever a modification is needed for an online session, one has been included.

Warm Up: The objectives of the warmups are to:

- build relationships and develop friendships,
- allow facilitators to take the temperature of the room (how folks are feeling), and
- practice listening and being heard.

Pre-Program Youth Session

Format: In-person or virtual

Overview: Prep youth participants [See page 45]

Pre-Program Older Adult Session

Format: In-person or virtual

Overview: Prep older adults [See page 46]

Session One: Preparing for a Journey

Format: In-Person

Room Setup: Open space for movement, chairs in a circle, small tables of 4 participants

Supplies: Large piece of paper (butcher paper or chart paper), markers, poster board (white – one large piece for every 5 participants)

Opening Theme: Introduce the question “how do you prepare yourself for a journey?” Ask participants to think about a time when they started a journey, just as you are doing today. What did you do to prepare yourself for the journey? Your mind? Your body? Let’s engage in a few activities to help us prepare ourselves for the journey we will take together.

Session One: Preparing for a Journey

Warm-up

- *Breathing exercises*
 - Create a minute of silence - no talking, no movement. Ask participants: What did you hear in the stillness?
 - Controlled breathing: Breathe in for a count of 10, hold your breath for a count of 5, breathe out for a count of 10 (adjust the numbers as needed)
 - Painting with your breath: breath in for a count of 10, and as you breathe out, imagine you are spray painting your name with your breath, moving your head to indicate spelling your name as you breathe out
- *Warm-up/Icebreaker game*
 - “Walk like a _____.”
 - Everyone walks around the space using their bodies to move in different ways. For example, the facilitator could say: walk like a duck, and everyone in the group moves around the space as if they were ducks. Facilitator can continue leading, or you can take turns. This can also be facilitated seated.
 - Online: Have one person go at a time while the others watch. Option for the rest of the group to repeat. Then switch who is leading.
 - Stretching: Ask the participant to stretch different parts of their body (arms, legs, back, neck). This can be done independently, or the facilitator can play some music and the participants mirror what the facilitator is doing.
 - Online: Have everyone stretch at once, or ask the participants to mirror the facilitators movements on screen.

Activity 1: Create Community Agreements

Activity 2: Mirror exercise

- Break into small groups.
- One person is the leader and faces the group. They slowly move through full-body movements that the rest of the group repeats as if looking into the mirror. The leader should always face the group.
- **Online:** One person leads online and the rest of the group follows.
- Switch the leader periodically, switching between youth and older adult participants.

Activity 3: Puzzle Pieces

- Puzzle pieces (Complete photo instructions here)
 - Cut a piece of poster board into smaller “puzzle-shaped” pieces
 - Mark the back of the pieces with an “X”
 - If you are using more than one piece of poster board, use different colored markers for each one of the poster board pieces.
- Mix up the pieces and distribute to participants
- Ask each person to draw/write 3 things about themselves they would like to share with the group
- After everyone finishes this task, ask the participants to piece the puzzles together
- Once the puzzles are together, the participants share what they drew/wrote on their puzzle pieces in their small group
- Tape the puzzles together and put them up on the wall.
- As part of the whole group, invite participants to share their pieces and talk through what they discovered about themselves and each other



Example of puzzle pieces created by Journeys participants.

Activity 4: “Speed Meeting”

- Group is paired up or in small groups of 4 (2 adults, 2 youth).
- Facilitator asks a question about journeys (suggestions below) and the group/pair talks about the question for 5–7 minutes. After the time is up, the youth move to a different set of adults and the facilitator asks a new question.
 - How would you define the word “journey?” Have you been on a journey? Tell each other about it.
 - Could a journey be something different than taking a vacation or a trip somewhere? What other kinds of journeys are there?
 - Give one example of a journey you have taken that was successful. What did you learn? What made it successful?
 - What advice might you give someone to help them navigate a difficult journey?
 - What kind of journey would you like to experience that you haven’t yet?
- **Online:** Do this in small breakout groups on your video conferencing tool.
 - Backup: If this is not possible, pose the questions to the whole group.
 - Give participants time to answer the questions independently.
 - Invite participants to share answers one at a time with the whole group, alternate youth and older adults.

Extra Activity: Frozen pictures of stories (Optional, if there is time)

- During the last speed meeting session, each group of 4 creates a “tableau” or frozen picture, pretending that they are taking a photograph of a moment at the end of a successful journey
- The small groups then share their tableaus with the rest of the group
- **Online:** In breakout rooms of small groups, individuals create their own frozen pictures with one another.
 - If you’re not able to use breakout groups, you can skip this.

Activity 5: Travel Log Activity

- Ask participants to reflect on questions that pertain to the day's experience and the journey overall. Questions can include:
 - How did it feel to go prepare for a journey today?
 - What activities did you do? Did you enjoy them?
 - Did you learn anything new about yourself or other people?

Session Two: Creating the Journey

Duration: One class

Format: In-Person

Room Setup: Open space for movement, chairs in a circle, small tables of 4

Supplies: Large pieces of paper (butcher paper or chart paper), markers, paper, pens

Warm Up

- Check-In
 - Give participants a chance to share a little bit about something that happened between the last session and this one. This is an opportunity to listen, to share, and to connect.
- Warm-up / Icebreaker game
 - "Find Someone Who" – This is an activity to help participants get to know each other and to help them prepare for their character development activity.
 - Participants sit in a circle.
 - The facilitator asks participants to raise their hands if a statement that they make is true for them.

Statements:

- I have been five years old.
- I have been [the common ages of the youth participants].
- I have been 65 years old.
- I have been 80 years old (keep going up until the oldest person has been identified and applauded).

Additional statements:

- I was born in [location where you are doing the program].
- I was not born in [location].
- I consider myself an artist.
- I play or have played a musical instrument.
- I love cats.
- I love dogs.
- I enjoy being outside.
- I enjoy traveling.
- I have ridden on a bus.
- I have been in an airplane.
- I have traveled on a train.

The facilitator can add, remove, or edit any of these statements. The facilitator can also ask the group if they have any statements they'd like to share. The facilitator can also ask the group members if there are particular personal stories or memories they would like to share after each statement (if there is time).

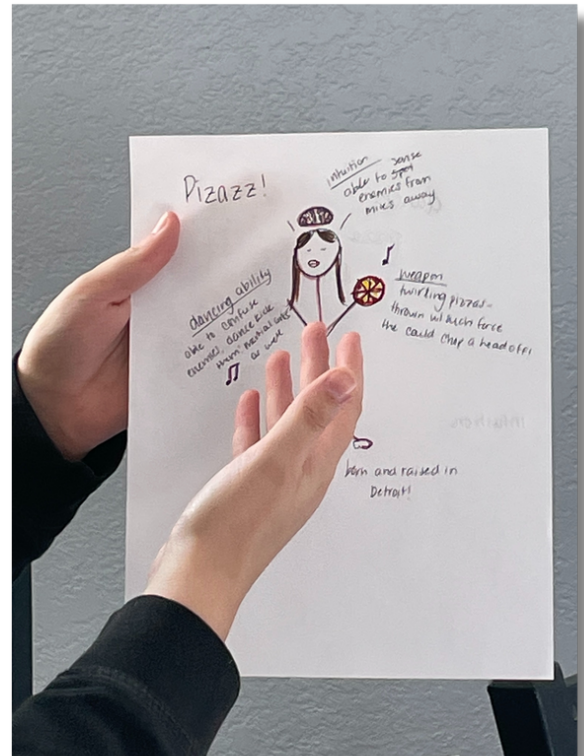
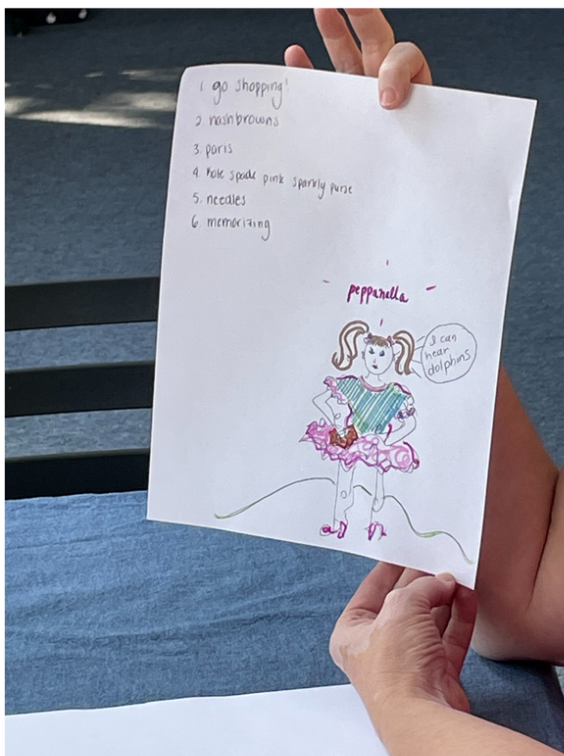
- **Online:** This icebreaker is played the same way online.

Activity 1: Introduce the Create a Journey Story (will continue this each session). Together, the group decides:

- Where are we going?
- How are we going to get there?
- Create characters that will go on the journey (2 older adults, 2 younger ones)

Activity 2: Write Character Bios

- Participants are in pairs (older / younger) or in groups of 4 (2 older adults and 2 youth)
- Each pair or small group is given a piece of paper with these questions pre-printed on it (in large font):
 - What is something you love to do?
 - What is something you love to eat?
 - What is one place that you would like to visit?
 - What is one thing you would like to avoid?
 - What is one thing you have that you love (possession)?
 - What is one thing you are afraid of?
 - What is your superpower?
- In small groups, participants answer the questions about themselves out loud with the group and fill out the questionnaire.
- After they have filled out the questionnaire, the group begins to create their character(s) together as a blend of their own answers. To do this:
 - Go through the questionnaires and choose one answer for each question, or combine the answers together! These are the qualities that describe the character(s)
 - After these qualities are identified, the group decides on a name and age for the character(s)
- With the age, name, and qualities of the character in mind, the group can draw a picture of their character(s) on the opposite side of the questionnaire. See steps 3-6 in this folder:
<https://drive.google.com/drive/folders/1HsGBsXAFMBR2LYZT22Zm56uh3npP2QjL?usp=sharing>
- **Online:** Complete the above activities in small breakout rooms.
 - Backup: If you are not using breakout rooms, the entire group can create two characters together.



Activity 3: Reflection - Travel Log

- Choose one of the activities from The Travel Log Activities on page 35.

Session Three: Embarking on the Journey

Duration: One class

Format: In-Person

Room Setup: Open space for movement, chairs in a circle, one large table so everyone can sit together.

Supplies: Markers, paper, pens, passport template, white paper, pencils, erasers

Warm-Up

- Check-In
 - This activity can be the same one as in previous sessions, with participants given a chance to share a little bit about something that happened between the last session and this one. This is an opportunity to listen, to share, and to connect.
- Warm-up / Icebreaker game
 - "Pass the face"
 - All participants are seated in a circle
 - One participant goes first and shares how they are feeling today. Then they create a facial expression that matches their feeling. They share this facial expression with the person next to them. This person then mirrors the facial expression and shares it with the person next to them. This continues until it is passed all the way around the circle.
 - Online: One person makes a facial expression and the rest of the group copies/mirrors it.
 - The person who created the face "passes it" to someone else in the group by saying that participant's name.
 - That person creates a facial expression and the activity continues until everyone has had a chance to participate.

Activity 1: Sharing travel stories

- During this activity, the participants share their personal travel stories in a group discussion. Share that the journey can be to some place far or some place they love that is very near, or if they would rather talk about a journey they want to go on. Some of the questions you might use to spark the conversation might include:
 - Tell us a story about a time you took a travel journey. Where did you go? What did you do there? What did you see there?
 - Where is somewhere you would like to go on a travel journey? Why would you like to go there?
 - Have you ever had any challenges on a travel journey? What were they? How did you handle them?
 - Can you imagine what type of challenges someone might have on a travel journey?
 - **Online:** This can be done as a whole group.
 - The facilitator asks the questions and participants share their stories one at a time, much like they would during an in-person class.

Activity 2: Creating passports

- Have participants work in the same group/pair that developed the character during the last session, work together to create a passport for the character.
- The information should include:
- A portrait of the character
 - Birthdate, name, nationality, etc.
- **Online:** In breakout room, work in the same group/pair that developed the character during the last session.
 - One of the participants draws and the other makes suggestions.
 - The passport creations can then be shared with the whole group.
 - Option 2: If breakout sessions are not possible, do this collectively with the two characters the group created together online during session 2.

Activity 3: What we need to pack: improv theater activity

- During this activity, the group makes some decisions about where their characters will travel to and what they will bring on their journey. This activity is designed to help participants more fully develop the characters and the story of their individual and collective journeys
- Begin this activity by asking the group to answer the following questions in a group discussion. All ideas should be accepted, acknowledged, and written down on the poster board or a piece of butcher paper so they can be referred to later.
 - Where are these characters traveling?
 - Why are they going there?
 - What will they do there?
 - What kinds of relationships do the characters have with each other?
 - What will they need to take with them on their journey?
- **Online:** This activity can be completed in breakout rooms or as a whole group discussion.

• **Optional improvisational theater activity:**

- In small groups, create a short scene (with a beginning, middle, and end) of the characters getting ready to go on a journey. In the scene, show them packing each item and setting off on their adventure.
- **Online:** The same activity can be completed in breakout rooms.
 - Each small group shares their scenes with the whole group after the scenes are completed.

• **Optional writing activity:**

- In small groups, write a postcard home from the character to family members/ loved ones. Write about preparing for the journey, what characters hope to experience, what they are taking with them, what they are nervous about.

Activity 4: Reflection & Travel Log

- Choose one of the activities from The Travel Log Activities on page 35.

Optional Homework: Facilitator invites participants to bring in photos, magazine pictures, prints, personal drawings, etc. of travel journeys *if they want to*.

Helpful Hints: Prepare for Success for Session Four!

Get photos, paintings, drawings, etc. of journeys to bring to the session. You can find some great examples by exploring the online galleries of art museums around the world.

For instance, the Denver Art Museum has a wonderful online gallery to choose from! You can search the whole database here:

<https://www.denverartmuseum.org/en/search/collections>

A few other websites and museums to explore are:

- <https://unsplash.com/>
- <https://www.gettyimages.com/>
- <https://www.metmuseum.org/art/the-collection>

Choose one image to use for the activity. Use a projector or large screen, or print out several copies to pass around the classroom.

Session Four: On the Journey

Duration: One class

Format: In-Person

Room Setup: Open space for movement, chairs in a circle, small tables of 4

Supplies: Large pieces of paper (butcher paper or chart paper), markers, paper, pens, printed color copies of several works of art (collage works from various artists), collage supplies: cardstock (for base), glue stick, magazines, construction paper, etc.

Warm Up

- Check-In
 - This activity can be the same one as in previous sessions, with participants given a chance to share a little bit about something that happened between the last session and this one. This is an opportunity to listen, to share, and to connect.
- Warm-up / Icebreaker game
 - "Sound and motion circle"
 - Participants are seated in a circle
 - The group decides on a travel destination; for example: the beach, Disneyland, the mountains, etc.
 - A leader is chosen
 - The leader creates a sound and gesture that you might see/hear in that particular location and the rest of the group repeats it
 - This activity repeats with additional leaders and locations as time allows.
 - **Online:** This can be facilitated in the same way as "Pass the Face" in Session 3.
 - One person creates a sound and motion, the other participants mirror this action.
 - Participant or facilitator chooses another person to create a sound and motion.
 - Alternate older adult and youth participants.
 - Topic: What do we see?

Activity 1: Looking at works of art

- During this activity participants will look at journey-related works of art together and discuss them.
- If participants are sharing their own pieces, you can display them around the room and let people walk around to look at them or you can pass them around. Ask them to really focus and to limit discussion. If you are using the copy you brought in, make sure everyone gets a good look at it.
- Share one image at a time so the entire group can see it. (Don't share the title of the artwork!)
 - Ask the participants to look at the image and share their ideas:
 - What do you notice?
 - Describe any tiny details or large details.
 - After they really look at the artwork, ask if anyone has any ideas about theme or concept about the artwork:
 - What feeling do you get when you look at this?
 - What do you think it says to the viewer?
 - After some themes have emerged, talk with the participants about how they relate to the feelings or the themes that came up looking at the artwork
- Continue this activity with another artwork if time allows
- **Online:** In the large group, view the photos together with one person presenting at a time.
 - Option 1 (Easiest): Facilitator uses PowerPoint or another presentation tool to share a photograph of a work of art.
 - Option 2: Facilitators share your screen with a photograph of a work of art from a website or museum site.
 - Option 3: A participant brings a work of art to share, they can focus their camera on the work of art and the facilitator can pin their video so everyone in the group can see it clearly.

Activity 2: Collage activity: What are you seeing on your journey?

- Everyone works individually on their own collage
- Distribute art materials
- *Helpful Hint:* Timekeeping is really important for this activity. Give participants a certain amount of time for each part of this activity in order to keep everyone on track. Lead participants through:
 - Choosing materials,
 - Placing the materials (larger pieces are easier to place first than smaller materials), and
 - Gluing the materials.
- Tell participants to consider the session’s theme: What are you seeing on your journey in life right now, your life journey?
- Ask participants to use the art materials to create an individual collage reflecting this theme.
- After all of the pieces have been created, share the collages with one another.
- **Online:** Each participant works on a collage on their own with their own materials.
 - At the end of the creation time, each participant can share their collages in the large group or in breakout rooms.
 - They can also create titles for each other’s art pieces based on what they see.

Optional Group Activity: Group collage for the characters: What are the characters seeing on their journey?

- Imagine the characters are all going on a travel journey together. What do they see?
- Create a collaborative collage/mural with butcher paper and the same process as before, with participants selecting materials to put on the collage and then, one by one, they each put a piece on the collage.
- Online: This can be done as a whole group or in breakout groups, depending on how many characters have been created during the project.

Reflection & Travel Log

- Choose one of the activities from The Travel Log Activities on page 35.

Session Five: Challenges on the Journey

Duration: One class

Format: In-Person

Room Setup: Open space for movement, chairs in a circle, small tables of 4

Supplies: Large pieces of paper (butcher paper or chart paper), markers, paper, and pens.

Warm Up

- Check-In
 - Participants are given a chance to share a little bit about something that happened between the last session and this one. This is an opportunity to listen, to share, and to connect.
- Warm-up / Icebreaker game
 - Happy Blah Blah Day. For this activity:
 - Participants are seated in a circle.
 - One person begins the activity by pretending they are holding a gift - the size and weight is up to them!
 - They say another participant's name and wish them a Happy (Fictional Holiday) Day! For example, it could be Happy Purple Flower Day! Or Happy Soap-on-a-Rope Day!
 - The participant who receives the wish and the gift pretends to open the gift and discover what's inside. They say "thank you for the (and name the gift that is related to the fictional holiday)." For example, for Purple Flower Day it might be a flower pot, or on Soap-on-a-Rope Day it might be a towel.
 - The activity continues with new gift givers and gift receivers as long as time allows.

Activity 1: Brainstorm challenges

- Using a piece of butcher paper, collect the ideas from the participants about the challenges the characters might have faced on the fictional journey.
 - What problems might they encounter?
 - How might they solve these challenges?
- **Online:** The facilitator leads a group discussion and takes notes, ideally by sharing their screen so the participants can see what they are writing.

Activity 2: Small group discussion

- Break into small groups of 4
 - What are some challenges you have faced on a journey in your life and how did you solve it?
 - What advice would you give to someone else who has faced this challenge?
 - What did you learn?
- **Online:** Use breakout rooms. If you are not using breakout rooms, facilitate this as a group discussion.

Reflection & Travel Log

- Choose one of the activities from The Travel Log Activities on page 35.

Session Six: Overcoming Challenges

Duration: One class

Format: In-Person

Room Setup: Open space for movement, chairs in a circle, small tables of 4

Supplies: Large pieces of paper (butcher paper or chart paper), markers, paper, and pens.

Warm Up

- Check-In
 - This activity can be the same one as in previous sessions, with participants given a chance to share a little bit about something that happened between the last session and this one. This is an opportunity to listen, to share, and to connect.
- Warm-up / Icebreaker game
 - Screaming toes! To play this:
 - Everyone is seated in a circle and begins the activity by looking down at their toes.
 - The facilitator counts to 3 and then everyone looks up. If, two people make eye contact then they each scream (or yell or make a sound that is appropriate in your space). Those two are then eliminated from the game.
 - Some tips/rules:
 - If you have a large group, break the participants into smaller groups to play. If you do it this way more people are engaged for a longer period of time.
 - Create a rule that no one can look at the ceiling when they look up - they have to look at their eye level
 - Online: Everyone looks down. When the facilitator says "look up":
 - Participants lift their heads and choose to look ahead (and "scream"), look right, or look left.
 - You cannot repeat your choice more than once.
 - If there are an even number of people who look ahead, they are all "out" and turn off their cameras until the game is over.

Activity 1: Challenges & Solutions- Using Forum theater (Augusto Boal) methods, the characters learn how to solve their challenges

- Break into small groups of four (4). Together, create a scene with the characters encountering one of the challenges they created in Session 5. Stop the scene when the challenge is apparent, but do not solve the problem.
- Repeat this several times.
- In the large group, small groups perform the scenes for each other. Together, everyone offers ways to solve the issue that is being performed.
- Invite those who have suggested solutions to perform the solution with the actors performing the original scene.
- **Online:** You can do this in breakout rooms as is.
 - If you are not doing breakout rooms, the whole group can collaborate on creating a scene together, with up to 4 people acting in it.
 - After it is performed, the group discusses solutions and acts out those possible solutions.

Activity 2: Small Group Discussion

- After the scenes have been completed, break the participants into smaller groups (same groups that presented the scenes) and engage them in a discussion about the scenes and the challenges they presented. Some questions to ask:
 - Which challenge(s) that were presented in the scenes were most resonant to you? Have you had an experience like one(s) the characters encountered? How did you deal with it?
 - What did you learn from creating the scenes and the solutions to the challenges?
 - What advice do you have for yourself or for each other if someone was to encounter this challenge in the future?

Activity 3: Large Group Discussion: Report out on what was shared in the small group

Activity 4: Celebration Planning

- To plan for Session Seven, gather everyone together. The final session is a celebration with friends, family, and staff members.
- With participants, help determine how you will all lead the celebration together. With the audience, participants will:
 - Introduce characters,
 - Lead the audience through the characters' journey,
 - Lead the audience through one of the activities they did together
 - Share with the audience what they learned through the program,
 - Answer the audience's questions.
- Let participants know that in the next session, they will have a chance to map out the characters' journey as well to share with the audience.

Reflection & Travel Log

- Choose one of the activities from The Travel Log Activities on page 35.

Day Seven: Celebration Day!

Duration: One class

Format: In-Person

Room Setup: Open space for movement, chairs in a circle, small tables of 4

Supplies:

Warm Up

- Check-In
 - This activity can be the same one as in previous sessions, with participants given a chance to share a little bit about something that happened between the last session and this one. This is an opportunity to listen, to share, and to connect.
- Warm-up / Icebreaker game
 - Choose your favorite ice-breaker from a previous, earlier session and do it again!

Activity 1: The Character Timeline

- On a long piece of butcher paper, draw out a simple timeline like the one below. Place art supplies all around.
- As a group, participants can map out the journey of the characters through the program– what they did, where they went, the challenges they faced, and how they solved their problems. Participants can use words, draw, or collage to capture special or memorable activities, experiences, and feelings in the timeline of the program.



Please note: "1" is the participant prep session.

- After the character timelines are created, the group talks about the journey the characters made.

Activity 2: Program Discussion: Share reflections about the program in general. Some questions to ask:

- What did you learn? What did you teach?
- What was your experience like engaging with people of different ages in this program?
- Did you form new relationships as a result of this program?
- Do you have new perspectives about yourself? About someone of a different age? About the challenges the characters faced in this program?

Activity 3: Celebration! Invite the audience in to celebrate and share Journey with the participants.

- Have food and beverages to celebrate the end of the program.
- With the audience, participants will:
 - Introduce characters,
 - Lead the audience through the characters' journey,
 - Lead the audience through one of the activities they did together
 - Share with the audience what they learned through the program,
 - Answer the audience's questions.
- This is an opportunity for everyone to be merry and say goodbye!

The Travel Log

At the beginning of the program, each participant will be given (or make) a Travel Log (aka travel journal). A Travel Log is a small booklet or journal that will belong to participants and handed in at the end of each session.

Participants are invited to decorate the outside covers of the Travel Log with their names, characters from the journey, and anything that pleases them. At the end of each session, facilitators will ask all participants to perform one of the activities below in their Travel Log. Travel Logs will be collected at the end of each session for the teacher to review.

Option: Participants can also make a journal by using paper and poster board. Bind the booklet with either staples or by using a 3-ring hole punch to punch holes and bind with strips of yarn/leather/twine/etc.

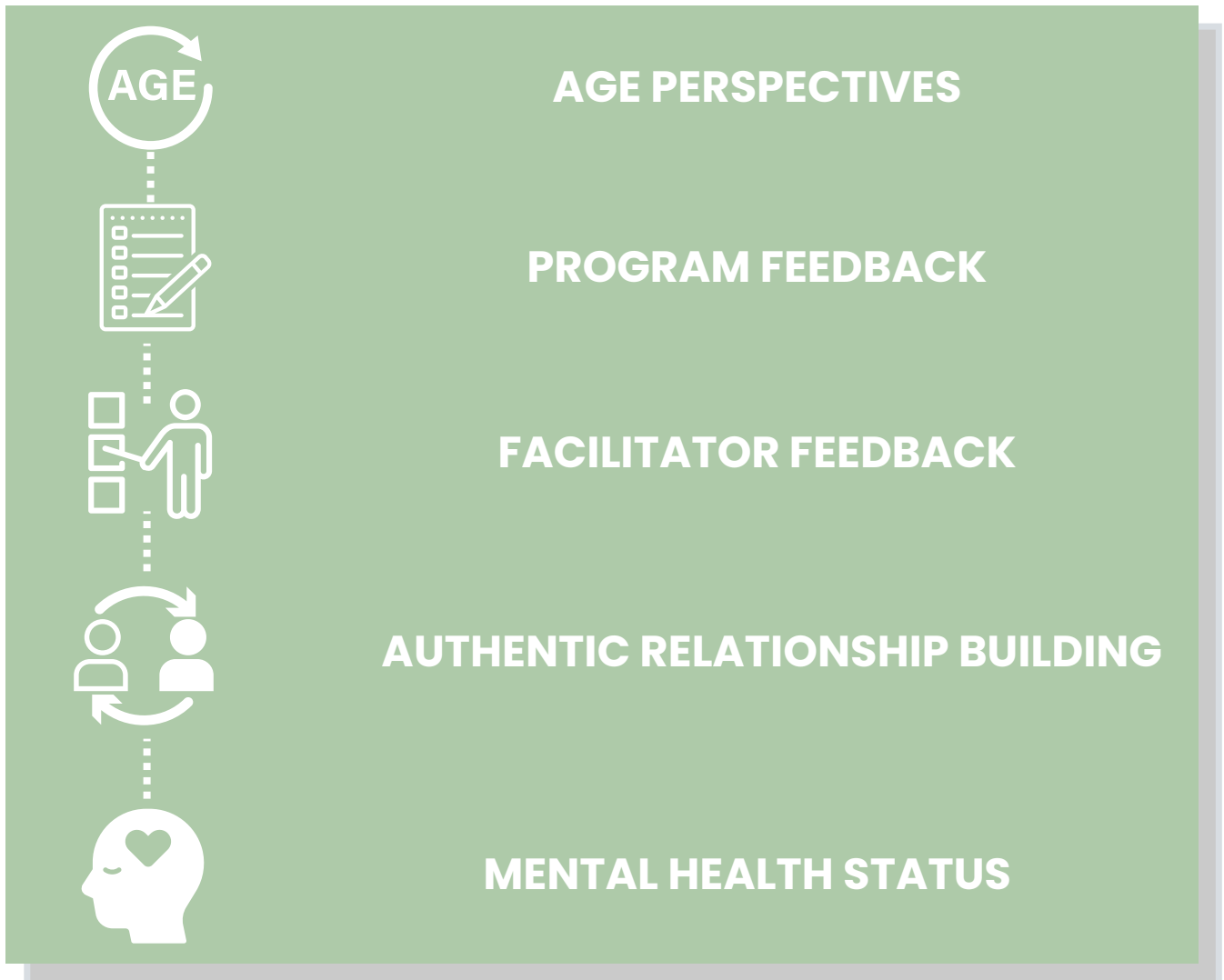
Evaluation

Session-by-Session

The Travel Log is an opportunity to check in on everyone’s experience from session to session.

In-person: You can collect the Travel Logs at the end of every session. Review them with your co-facilitators to determine what is working and what needs further attention or adaptation. Track the categories below to see if there are specific categories you should work on.

Categories



Virtual Journal Options:

1. Participants create or receive a journal (just like the in-person option). They follow all of the same instructions. To share their entry with facilitators, they can:
 - a. Show them on the Zoom screen and the facilitator can take a screenshot.
 - b. Participants can take a picture of their contributions and email them to the facilitator.
2. Participants can use whatever digital creative platform they prefer– i.e., Adobe, Canva, Photoshop, Word, etc.
 - a. They can send a shareable file with their facilitators.

We share some creative activities that are connected directly to the desired outcomes of Journeys. Feel free to use an activity more than once over the course of the program.



Please note: There are more evaluation techniques in the “Evaluation” section.

To evaluate and track session-by-session, we have provided a template. To use the Google Sheets template:

1. [Click this link](#) to a “View-Only” Travel Log Evaluation Template.
 - a. You will NOT be able to make changes to this copy.
2. When it opens, go to “File” in the menu bar.
3. Click “Make a Copy.”
4. Make a copy in a folder of your own.

Travel Log Activities

Simple Activity

Instructions: Ask participants to reflect on questions that pertain to the day's experience and the journey overall. Questions are related to the theme of journey and the activities that were experienced that day. Please note that this can be used for any session or every session depending on what the facilitators are finding most useful.

- During this closing activity, the group writes/draws in their journals for 5-10 minutes.
- Afterward, the participants go around the circle and share one word or phrase to describe what their experience was during the session today.
- Alternatively, participants are welcome to write in their Travel Log as if they are the characters that they create either every session or some of the sessions.

Questions:

1. How was your journey today?
2. Did you have any thoughts or feelings today about your journey?
3. Did the facilitator make you feel included in the day's activities?
4. Who did you spend time with today? Were they of another age group? A new person?



Poetry Activity

Instructions: Participants can write one to three haikus around the prompts below. Haikus are made up of three lines. The first line has 5 syllables, the second has 7 syllables, and the third has 5 syllables again.

Prompts:

- How did you feel about being in a class with people who are different age than you?
- How did the program go for you today?
- How did being here affect how you feel today?

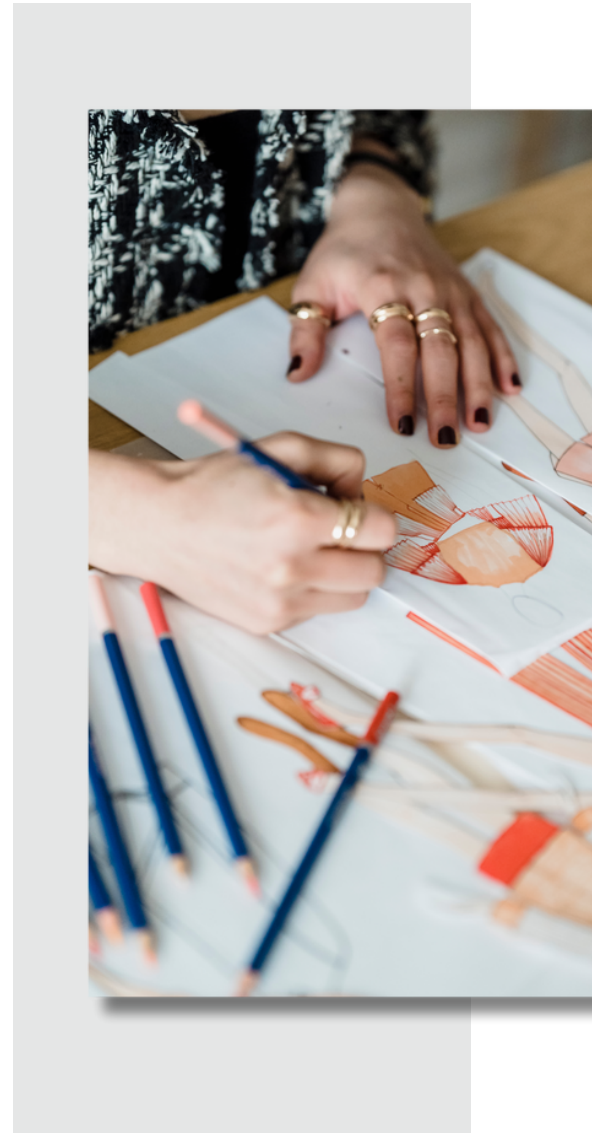
Coloring in Mandalas

Instructions: Print out, email, or put a link in the chat-free Mandala coloring pages (available on the internet). Follow this link to find some easy ones: [Easy Mandala Coloring Pages](#).

Ask participants to color in the Mandala by using colors that represent how the program encouraged them to feel that day. Facilitators should provide the color/emotion key below and ask participants to use it to choose the colors that represent how the program encouraged them to feel that day. If you would like to utilize different colors for different emotions, you are welcome to.

These colors and emotions are only suggestions and can be changed.

- Red: Angry
- Orange: Nervous
- Yellow: Joyful
- Green: Restless
- Blue: Sad
- Purple: Inspired



Are we on Target?

Instructions: Print out, email, or place a link in the virtual chatroom for free paper targets. You can find target pictures online or have participants draw their own. Try for a target with at least three circles.

Participants each get targets that represent desired program outcomes (see below). Ask them to pin where they felt the program hit the “target” – was it a bull’s eye or farther away?

Prompts:

- How much do you feel you had an impact on a person who is a different age than you today?
- Did the facilitator help make today’s session more fun, educational, or better in some way?
- Did today’s session meet your expectations?
- From when you first came to the session, did the program improve your mood?



Sorting Activity


Instructions:

1. Have participants cut out three rectangles of construction paper (big enough to take up half or even a whole page of the Travel Log). Tape the rectangles on three sides into their Travel Logs, leaving the top sides open. Ask participants to label the “buckets” with each of the below phrases:
 - This is Okay
 - This is great!
 - This needs improvement
 2. Print out and cut the phrases below. Every participant has one of each statement.
 - Interaction with person who is a different age
 - Program activity
 - Mood boosted during session
 - Felt heard/listened to
 - Felt like a part of the community
 - Arts Activity
 - Fun
 3. Ask participants to sort the paper statements into the boxes in their Travel Logs.
- Online:** Ask participants to write the phrases themselves on scraps of paper.

Tracking Through Categories

Upon collecting the Travel Logs, facilitators can classify answers into the categories below (written in bold). Using a Microsoft Excel sheet or Google Sheet (or even by writing it by hand), facilitators can track the answers by individual, age group, and entire group. Instructions for how to create the table are below the categories.

Categories



AGE PERSPECTIVES

Definition: Answers relating to what each generation thinks of the other generation or their own generation

PROGRAM FEEDBACK

Definition: Answers relating to perspectives of the program session that week

FACILITATOR FEEDBACK

Definition: Answers relating to perspectives on facilitator performance

AUTHENTIC RELATIONSHIP BUILDING

Definition: Answers relating to connecting with others in any capacity

This can be multigenerational or within one’s own generation

MENTAL HEALTH STATUS

Definition: Answers relating to how participants personally feel while or after participating in the program, negatively or positively

Instructions

Google Sheets

1. Open the [Travel Log Evaluation Template](#) in the Journeys Toolkit Resources Folder.
2. Click "File" in the menu bar.
3. Click "Make a Copy."
4. A box will appear. Rename your Copy document the name of your Journeys group with the year date, e.g. "LinkAGES Colorado Journeys 2022."
5. Under "Folder," choose the existing Google Drive Folder where you are keeping your Journeys files or "Create a New Folder" by clicking the folder with the plus sign.
6. Do NOT click "Share it with the same people" or "Copy Comments".
7. Click "Make a Copy"

Excel

1. Open the [Travel Log Evaluation Template](#) in the Journeys Resources Folder.
2. Click "File" in the menu bar.
3. Click "Download"
4. Click "Microsoft Excel."
5. Save to your computer.



How to fill in the table

1. There are two "sheets" in the template. On the bottom, you'll see one labeled "Youth" and one labeled "Older Adults."
2. Organize your answers for each session in the correct sheet.
3. For each session, place participant answers word-for-word or in summary by category in the correct row and column. e.g., "Today's session was fun" goes under "Program Feedback" column; "I felt sad today" would go under the "Mental Health Status" column.
4. Throughout the sessions and at the end, you can look at all of the answers at once.
5. Draw conclusions based on the content of the answers. e.g., If there are a lot of answers in the age-perspectives column that sound like: "I did not think I would connect with older adults on this level" and "It was surprising how connected I felt with the others in the group,"

Then the conclusion could be that this program connected individuals from different generations.

Post-Program Relationships

Meeting once a month over the course of eight months helps to develop sustainable, meaningful, and authentic relationships. The time in between meetings gives both youth and older adults opportunities to have experiences to share with others. This continued contact can help create a sustained, meaningful relationship.

If you are facilitating this program during an 8 week timeframe, the connections will happen quickly. Be prepared for participants to want to continue to connect after the program is over. Creating opportunities for the connection to continue is key.

Options include:

- Creating a pen pal program,
- Opening opportunities for older adults to visit the school for special events,
- Setting up visits for youth participants and older adults.

If you are choosing to do a 3-part program, and/or sustained contact between participants is not possible, we recommend helping participants to remember, reflect upon, and reconsider the project in other contexts.

Re-tooling the toolkit for your own uses

Adapting for your community

LinkAGES is excited to share this toolkit. It is a customizable template based on research and our collective professional expertise, however, it is intended as only a guide. Depending on your community, culture, specific participant group, and organization, anticipate ways you can adapt it to provide the best experience.

Culturally Sensitive Programming

Cultural Responsiveness: Including the Perspectives of All Voices

From Thana-Ashley Charles via [TCCGroup](#)

Cultural responsiveness is a tool to ensure the inclusion of various points of views and experiences. It often requires that those in a position of power take stock of their role in society and the advantages that may come with it. It also encourages the learning and understanding of other groups to foster respect, trust, and inclusion of that understanding in every step of decision-making. This includes the recognition of demographic, sociopolitical, and other contextual characteristics. For a program officer or director, this might look something like embracing the various viewpoints of the clients you serve and incorporating them into your design of programs and services.

When needed, interpretation services should be considered. Program staff should also ensure that materials intended for beneficiaries are friendly for all levels of literacy. Thana-Ashley Charles

Cultural responsiveness can be manifested through various aspects of a program. Here are some simple strategies that program staff might try, regardless of the issue area they are working in.

Simple Strategies to Build an Inclusive Program

1. Engage Community Stakeholders

Stakeholders could be members of the community who would be beneficiaries, community leaders, or others who are familiar working with the community and their needs. By engaging stakeholders in the design and implementation of your programming, the program is able to align its goals with what community members need.

Engaging stakeholders throughout the process of program design and implementation also helps to foster a stronger relationship with the community. This ultimately allows for the program staff to better understand the realities of the intended beneficiaries and craft a program that will best fit their lives.

2. Use Inclusive Language in Communication with and About Clients

The language used to define the program's goals as well as materials used to promote its services to the community members should be as inclusive as possible. The program should be using languages that are spoken by members in the community (both technically and colloquially).

When needed, interpretation services should be considered. Program staff should also ensure that materials intended for beneficiaries are friendly for all levels of literacy. By using more inclusive language in communication, the program is more inviting to community members and reflects an effort being made to acknowledge their differences.

Note: Outreach materials should explicitly state the ways that you are adapting the program/space/services in order to be inclusive. This includes interpretation services offered, valet parking, ADA-compliant spaces and bathrooms, closed captioning, videos permitted to be off, childcare, food, etc.

3. Adapt Elements of The Program Design

Organizations often want to be evidence-based in their programming, since this approach increases the chances of success and best use of resources. However, it is important to keep in mind that there is no uniform way to interact with a community. In implementing programming, organizations ought to be willing to adapt their design and tools so that they work for the community they are serving.

There may be specific circumstances that apply to the community not previously considered in the evidence-based design. In order to be responsive to that, programs must be willing to show some flexibility in design and not ignore specific needs for the sake of maintaining program fidelity. Remember that the ultimate goal is to improve the lives of the beneficiaries and at times willingness to make adjustments will better enable the program to do that.

4. Reflect Continuously

It is important to think of cultural responsiveness as a continual process. Just because a program is culturally responsive at present, does not mean that it will not eventually have to shift in order to maintain that responsiveness as clients' realities and needs may change over time.



Prepping Your Participants & Staff

Intergenerational programs bring two or more generations together who grew up in vastly different times. Not only are there age differences amongst participants, but differing cultures, viewpoints, perspectives, and world experiences. Sensitize both sets of participants to ensure the smoothest experience for all.

Helpful Hint: Once a participant confirms they will participate, send out an online form or email to get a clearer picture of who it is that's signing up. Give your participants a chance to reveal who they are and what they think is relevant about this program.

1. Why did you sign up for this?
2. Where did you grow up?
3. Is there anything else you think I need to know before we meet?

Preparing Your Program Staff

The staff from your partnering agencies are likely highly trained to work with the populations that they serve, but less likely, at the outset, to have as much information about the other generation.

Depending on who signs up to participate, your staff may need to be trained to work with people from different age groups, demographics, cultural identities, abilities, races, and/or people who speak another language as their first language.

This is the beauty of collaboration! Partnering agencies should carve out time to cross-train one another, have structured conversations, and develop the best approaches to serving all participants. See the checklists and the resources below.

Prior to beginning Journeys, carve out time for facilitators to choose 3-4 activities (or all 7!) to move through themselves. Getting intimately involved with the arts activities will help facilitators (especially those without an art background) smoothly present the materials and help participants get the most out of their experience.

Choose activities that seem more challenging or involved so that you're better prepared.

Additional benefits include:

- Building facilitator confidence
- Increasing creative problem-solving skills
- Connecting staff members to one another
- Connecting the facilitators to the program goals

Preparing Younger Participants

Prior to introducing your younger participants to the older adults, hold at least one interactive session. Walk through the program's set-up and the session schedule. With art supplies and large Post-its around the room, you can let students answer the following questions and then move through each topic in a group discussion. Invite the facilitator who represents the older adults to help field questions and then share creative aging facts (found in section below on Literature on Positive Aging).

- What are your personal experiences interacting with older adults?
 - What was the experience like?
 - What did you discover?
- What is ageism?
 - How have you experienced ageism?
 - What stereotypes exist about teenagers?
 - What stereotypes do you hold or know others hold about older adults?
- What do you think it will be like sharing a classroom with older adults?
 - Do you have any questions about how you're meant to behave/speak?
- What are your goals for what you want to learn and experience?

Let the students walk around the room to see what other people said. Then lead a discussion that answers some of the questions, inviting students to facilitate the discussion as well.

Providing More Easeful Interactions

Helpful Hint: Interacting with older adults can seem unfamiliar to some students. Welcome the facilitator who works with older adults to come in and answer some common questions, like:

- How do you shake hands with someone who might have arthritis?
- Talk to someone in a wheelchair?
- What if someone is experiencing signs of dementia?

Preparing Older Adults Participants

Have a pre-program session

- Walk them through the program - go through activities and concepts, what is the goal of the project, who are the participants, who is the facilitator, what is asked of them
- What do they want to learn / experience during the program?
- Talk through questions they have about interacting with this population - what concerns do you have? How can we help alleviate them?
- Prep sessions: older adults and youth separately. All of the following sessions are designed to be engaged with by an intergenerational cohort of participants

Literature on Positive Aging

Provided by Amy Delpo, Director of Older Adult Services, Denver Public Library

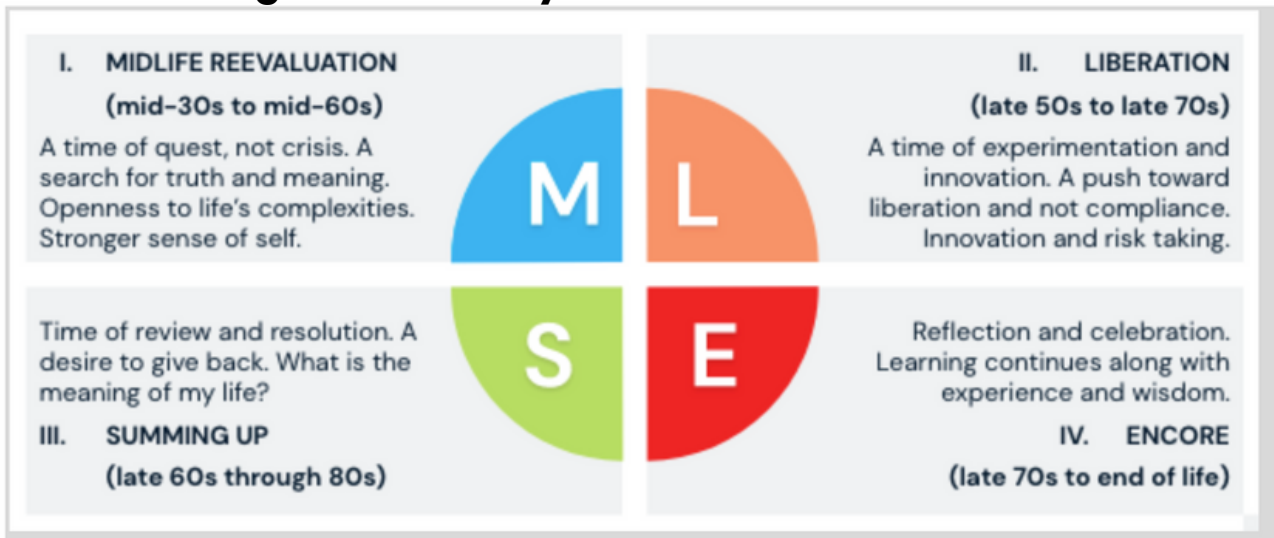
There are many positive dimensions to aging.

Carl Jung offered a positive, life-enhancing approach to aging in which psychological and spiritual development is possible across the lifespan. People in the second half of life can enjoy continued creativity and fulfillment, and a deepening of spirituality. The key is to turn inward. We can open ourselves up to new ideas and experiences, continue to grow and learn, and discover a new sense of meaning and purpose in our life. This process can open us to new ways of thinking about ourselves, our identities, and the past. It can also lead to new values and goals that can bring vitality and energy to our lives as we age.

The second half of life can be about liberation, reflection, and celebration.

Gene Cohen's MRI imaging and research of thousands of older adults backed Jung's outlook scientifically. Cohen posited that we are all endowed with an Inner Push that urges us on with our development at every age, including old age. The aging brain can form new memories and grow new brain cells. He identified the four stages of maturity below.

The Four Stages of Maturity



Developmental Intelligence is a gift

The aging brain's Developmental Intelligence reflects "the maturing synergy of cognition, emotional intelligence, judgment, social skills, life experience, and consciousness." (GC) In youth, we see things in black and white. In older age, we can hold paradox, tolerate complexity, and approach things from a deepening of wisdom.

Changes in the brain as we age

- The brain's emotional circuitry becomes more balanced
- The limbic system grows calmer
- The architectural circuitry becomes more complex
- Young people use one hemisphere or the other; older people use both at the same time

New research on emotions show the benefits of aging

- Older adults experience stronger desires than younger adults
- Older adults are better at resisting these desires
- Older people tend to have more positive emotions and fewer negative ones
- Older people are more emotionally stable
- Older people tend to be happier
- Older people are better able to be present

- Our personalities are not fixed– they are fluid and malleable
- People tend to become more conscientious and agreeable and less neurotic
- The dark triad of personality traits – narcissism, Machiavellianism, and psychopathy – go down
- We develop into more altruistic and trusting individuals
- We develop a better sense of humor
- People tend to be nicer and more socially adaptive

Topics they should cover:

- If programming will occur within a senior housing facility, give participants a tour either in-person or virtually before their first visit.
- Review effective intergenerational communication skills.
- Be prepared to address issues of loss and grief.

Creating Courageous Containers

When we invite people into a space— in-person, virtual, or hybrid— we take on the responsibility to create a courageous container for them to learn, explore, and be vulnerable. Pay attention to each of the pieces below and put as much thought and intention into each one so that you can facilitate an experience that brings generations and diverse cultures together to create meaningful connections.

When inviting diverse age groups and cultures to convene and connect authentically, we cannot expect all people to “feel safe” all the time. In fact, people from certain communities may never feel safe. Instead, let us create spaces in which people can show up courageously and with respect for one another— to be honest, to be open to discomfort, and to continue to be present and civil whilst reaching a deeper understanding of one another’s lived experiences.

Communication

When you’re working with older adults, always assign one point of contact. Usually, this is the facilitator that represents them. This facilitator should be charged with all meeting invitations, program communications, and incoming phone calls and emails from participants.

For all participants, create a space that is as welcoming as possible before people arrive until after they leave.

- Communicate clearly in the person’s preferred communication channel the where/when/what of the program details.
- Follow up with reminders about the event.
- Share all details they need.

Setting up the Space

To make the space— online and in-person— as welcoming as possible, be intentional about all of your participants. Below are holistic considerations with further detail into each format.

- Print sizes should be large enough for everyone to see both in print and online.
- Have many ways to engage different learning styles and comfort levels throughout.
 - In-person, consider using whiteboards, giant poster boards, or post-its.
 - Online, you can use Google Docs, Google Slides, and the chatroom to share information and engage in conversation.
- Create welcome gift bags with small gifts like a branded notebook and pen, a bottle of water, pamphlets about any relevant agency information.
 - For virtual programs, mail the gift bag with a kit including everything they need for the course. Ask them to bring it to the first session.

In-person

- Everyone should wear a name tag every time. Facilitators should write them so each name tag is legible
 - You can also include people's preferred pronouns
- Sound is really important in person. Use a microphone if possible and test it beforehand.
- Be mindful of seating. Provide chairs with arms for older adults, chairs without arms for people of different sizes, and chairs with no wheels which are unstable.
- Ask participants to sit mixed up instead of all young people on one side and all older adults on the other.
- Make sure it's easy to get from people's seats to the bathroom or exits, and that the bathrooms are set up with hand soap, dryers, toilet paper, etc.
- When participants aren't using their devices for the class requirements, remind them to remain present and engaged with the class.

Online

- Pose icebreaker questions in the chat and remind people as they arrive to answer.
- Be intentional with the use of music. Be mindful of volume, song, and genre choice, and how and when to use it. It can help people to focus and feel creative while working independently. It can also be useful to connect participants.
- Have a facilitator present on the screen to welcome participants by name as they arrive, ask them how they are, and remind them when they'll start.
- Remind everyone that it's their choice to have their cameras on if they want to. Of course, it makes it much easier for people to connect with cameras on, AND sometimes people need to turn their camera off for various reasons.
- Set the room to a gallery view so everyone can see everyone.
- Set the closed captioning.
- Direct everyone to any translators or sign language interpreters who are present and introduce them.
- Encourage the use of chat when asking questions to allow people various ways to respond. Include Zoom polls or Polleverywhere.com for larger groups.
- Ask people to create their own Google slides to present on certain topics.

Guiding Principles, Group Agreements, or Ground Rules

To create courageous spaces, the co-facilitators should help establish group agreements or ground rules that help shape the container for the group. These should be specific to the format that you intend to use. There are three ways that facilitators can establish the ground rules and your choice depends on the length of the program.

Three ways to establish ground rules:

1. The facilitators choose the ground rules. Use this for shorter programs and programs that do not engage in trauma-informed work, i.e., a three-session program where sessions do not exceed 2 hours.
2. The facilitators choose some of the ground rules and then propose them to the group. You can then ask if there is anything else the participants would like to add.
3. All of the participants and facilitators work together to choose and discuss the ground rules. Use this method for programs that are longer, engage in trauma-informed work, bring together diverse cultures/languages/viewpoints, and when social justice issues may arise. Integrate the discussion as part of the program itself, seeking deeper understanding and laying the ground rules for how you will engage.

Best practices:

1. Discuss what each rule means. "Be respectful" is a rule that everyone can likely agree upon, but demonstrating respect may look different in different cultures. Ask the group, "What does respect look and sound like in a group setting?"
2. Choose between three to six, and make sure there is group consensus.
3. Include the rules in the online meeting invite for all formats (hybrid, virtual, in-person).
4. Write all principles down where the whole group can see them in every single session. If you're in a physical room, write them on a whiteboard or poster board. If you're also using a virtual conference, write them in the chat or virtual whiteboard.
5. Verbally review the rules at the start of each session since people may come late to a meeting they may not see the chat and if they are on the phone they may not have access to a virtual whiteboard or the chat feature.
6. Refer back to the rules. When discussions arise, always lean back to the rules.

Suggestions:

- Everyone's personal story belongs to them. If someone shares something, no one else is allowed to tell their story outside of this space.
- Every person has equitable time and space to share.
- We engage in civil conversation, even when we disagree.
- It is ok to be uncomfortable, we can move through it in this courageous space.
- No individual is the spokesperson or representative of a whole group— whether they're in the room or not.
- We respect one another's time by eliminating distractions as much as possible.
- We want everyone to feel respected and valued. So we do not put one another down or other groups down, even and especially through jokes about race/gender/age/sexual preference/identity.

Evaluation

Evaluation is a pivotal piece of the work you do. Most importantly, it helps you determine if you're making the difference you want to in the lives of your participants and co-facilitators. It also identifies what is and isn't working, and how to change things so that you can do it better next time— in this program, your classroom, or in the future.

Good evaluation can also help you prove your program's worth and secure funding through existing budgets and grants. The Journeys evaluation methods have been expertly crafted to align with the desired program objectives and significant mental health indicators.

We have included questions for both the quantitative surveys and the qualitative focus groups.

Please refer to "The Travel Log" section if you have not already done so. This is an integral piece to the Journeys Program.

Qualitative Data: Information collected through questionnaires, interviews, or observations. It is often about qualities, characteristics, ideas, thoughts, and feelings.

Quantitative Data: Measures of values or counts often expressed in numbers, e.g., "how much," "please rate," "number of sessions attended."

LinkAGES is committed to learning and improving from everything we do, including your programs! Please share your evaluation data (without any personal identifiers) so that we can grow our collective understanding of intergenerational programs and connections. Please submit your evaluation data to rachel@linkagesconnects.org.

Every organization that submits data will be entered into a drawing for a \$100 Amazon gift card.

Beginning–Middle–End Surveys

To track specific indicators as they change over time, hand out the same surveys at the beginning, middle, and end of the program to score participants' feelings and experiences as aligned with the desired program outcomes.

To help you choose your survey questions, revisit the desired outcomes listed below. Select which desired outcomes are the most significant to your goals. Then choose questions from the question bank that evaluate those outcomes most closely.

Desired outcomes for younger participants

- Develop authentic relationships with persons from a different age group
- Reduce ageist beliefs
- Increased ability to self-reflect
- Increased levels of empathy
- Improved mental health indicators
- A wider understanding of another person's life journey and experience
- Reflect on the theme of "journey" (where we are, where are going, where we want to go) and see them through different perspectives
- Create and develop fictional characters (collaboratively and individually) to tackle some of life's issues that participants are dealing with themselves to:
 - Develop creative problem-solving skills
 - Understand issues from different perspectives
 - Share solutions across generations

Desired outcomes for older participants

- Develop authentic relationships with persons from a different age group
- Reduce ageist beliefs
- Understand the perspectives of younger generations and peers
- Increase feelings of empathy and connection
- Engage in creative problem-solving
- Improved cognitive function
- Improved mental health indicators
- Improved memory

Desired outcomes for facilitators: This program is designed to include the facilitator experience. Prior to the program's start, school staff and facilitators representing the older adults will participate in arts activities to build content familiarity and create buy-in. Benefits include:

- Build the confidence of the staff members to facilitate the program
- Model strong facilitation skills
- Create some familiarity with the content of the program
- Connect staff members to each other and the program goals.

Developing Your Survey

A quantitative survey is formed from the following categories and scales. Keep in mind that facilitators can use as many or as little questions as they would like but it is encouraged to use questioning from all categories to match the travel logs and focus group question data. These surveys are handed out at the beginning, middle, and end of the program to measure participants' progress in their scores.

From each category heading below, choose which questions make the most sense for your program and participants. You can copy and paste the "participant instructions" and your chosen questions into a document, print them out, and pass them out in person.

Online: Create an online form that includes all of the questions you want to use. You can use Google Forms, Survey Monkey, etc.



For a tutorial on how to disseminate surveys both in-person and online, [watch this brief YouTube tutorial](#) produced by LinkAGES and the University of Denver Knoebel Institute of Aging.

Evaluation Question Bank

Age Perspectives

These questions help give perspectives on how each age group views each other. You do not need to use every question, just the ones you find relevant to your desired outcomes.

Type of Question: Likert Scale Questions

Participant instruction: How much do you agree with the below statements on a scale from 1-5?

- 1= Disagree
- 2=Somewhat Disagree
- 3=Neither Agree nor Disagree
- 4=Somewhat Agree
- 5= Agree

Question Bank: Youth Participants

For Younger Generations about Older Generations (Adapted from Ambivalent Ageism Scale).

- 1.It is important to tell older adults when they are too old to do certain things; otherwise, they might get their feelings hurt when they eventually fail.
- 2.Even if they want to, older adults shouldn't work because they have already paid their debt to society.
- 3.Even if they want to, older adults shouldn't work because they are fragile and may get sick.
- 4.It is good to speak slowly to older adults because it may take them longer to understand things.
- 5.People should shield older adults from sad news because they've already been through enough.
- 6.Older adults need to be protected from the harsh realities of society.
- 7.It is helpful to repeat things to older adults because they might not understand the first time.
- 8.Even though they do not ask for help, older adults should always be offered help.
- 9.Most older adults interpret innocent remarks or acts such as being ageist.
- 10.Older adults are easily offended.
- 11.Older adults exaggerate their problems.
- 12.Older adults are a strain on the economy.

Question Bank: Older Adult Participants

For Older Generations about Younger Generations (Adapted from Public Attitudes to Young People)

- Young people are trustworthy.
- Young people don't work as much as I did when I was their age.
- Young people take responsibility for their own actions
- Young people lack communication skills.
- Young people help others in need.
- Young people cause trouble in their local area.
- The behavior of young people today is no worse than it was 30 years ago.
- Young people are portrayed positively in the media
- Young people care about people my age.
- Young people have things in common with people my age.

Authentic Relationship Building

These questions are to help gauge how much the participants were able to meaningfully engage with a person from another generation.

Type of Question: Scale

Participant Instruction: Rate your answer on a scale from 1-4.

1 = Not at All

2 = Some

3 = Moderately

4 = A lot

Question Bank: All Participants

Edit the highlighted part to reflect the opposite generation than whoever is answering.

- To what extent did you engage in the program with the youth participant/older adult
- How much did you feel like you connected with at least one youth participant/older adult in the program?
- How much did you feel like you had an impact on at least one youth participant/older adult in the program?
- How much do you feel that at least one youth participant/older adult had an impact on you during the program?
- How much do you feel the interactions you had during this program helped you understand life better?
- How much do you feel that the interactions you had during this program helped you cope with current challenges in your life?

Mental Health

In the case that any of your facilitators and/or participants may need additional mental health resources, we have included several from the CDC at the end of this toolkit.

These questions are developed with a standardized, evidence-based mental health assessment used on all ages. It is a 5-point scale.

Type of Question: The Kessler 6

Participant Instructions: Please answer your questions based on the below scale.

1 = "All of the Time"

2 = "Most of the time"

3 = "Some of the time"

4 = "A little of the time"

5 = "None of the time"

Question Bank for All Ages

1. During the past 30 days, about how often did you feel **nervous**?
2. During the past 30 days, about how often did you feel **hopeless**?
3. During the past 30 days, about how often did you feel **restless** or **fidgety**?
4. During the past 30 days, about how often did you feel **so depressed that nothing could cheer you up**?
5. During the past 30 days, about how often did you feel that **everything was an effort**?
6. During the past 30 days, about how often did you feel **worthless**?

Program Feedback

These questions only apply to the middle and end of the program, as participants cannot rate a program before it begins! There are several types of questions included in this section. You will ask the participants to provide feedback on the program overall, the program environment, and specific activities that you facilitated.

Type of Question: Scale

Participant Instruction: Rate your answer on a scale from 1-4.

1 = Not at All

2 = Some

3 = Moderately

4 = A lot

Question Bank 1: All Participants

- How satisfied were you with this program?
- How likely would you be to participate in a future, similar program?
- To what extent did you feel respected and included in this program?

Type of Question: Rate

Participant instruction: Here is a list of all of the activities we did together! Rate each activity on a scale from 1-5 that represents your interest in this activity.

1 = Disliked

2 = Not interested

3 = Neutral

4 = Somewhat interested

5 = Very interested

No question bank.

Facilitator Feedback

These questions are to help gauge how the facilitator affected the participants' experience in the program.

Type of question: Likert Scale

Participants instruction: How much do you agree with the below statements on a scale from 1-5?

1= Disagree

2=Somewhat Disagree

3=Neither Agree nor Disagree

4=Somewhat Agree

5= Agree

Question Bank for All Ages

1. The facilitator was well-prepared.
2. The facilitator has provided clear explanations of why we are participating in this program with older/younger people.
3. The facilitator clearly explained the program's themes of Journeys: collaborative art making, life journeys, and intergenerational connections.
4. The facilitator inspired me to fill out the Travel Log every session.
5. The facilitator made all participants feel welcome to share their views and perspectives.
6. The facilitator was well-organized so activities ran smoothly in each session and throughout the whole program.
7. The facilitator has made an effort to enhance participation.

Final Question

1. On a scale of 0-4, I would rate the overall facilitation effectiveness of the facilitator as:

0 = Poor

1 = Acceptable

2 = Satisfactory

3 = Good

4 = Very good

Beginning and End Focus Groups

Focus groups are performed at the beginning and end of the program. You can do the first focus group during your separate-age prep sessions, and the end focus group during the last session of the program. Focus groups are a great example of qualitative evaluation. You are asking open ended questions to participants and asking them to share their thoughts, experiences, and feelings.

Creative Option: Talk it out

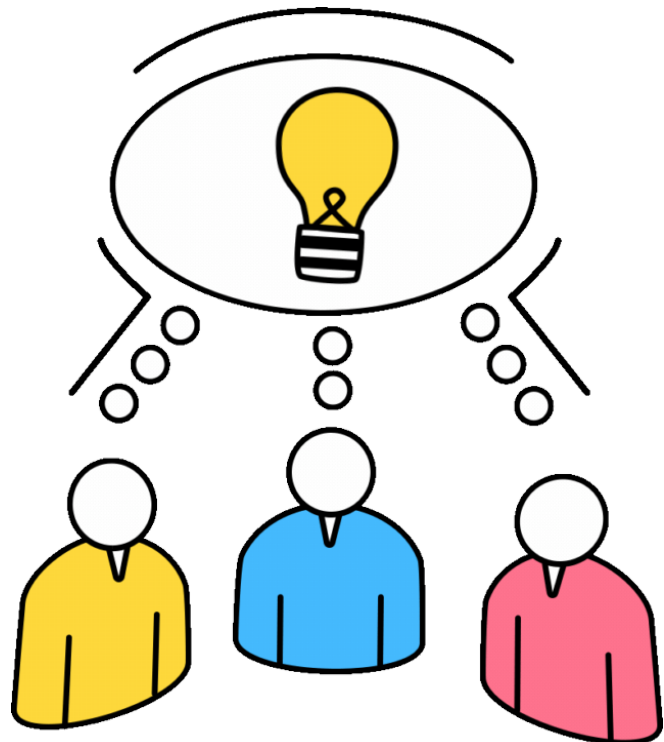
The facilitator has the option to act as a talk show host whilst the participants are considered “guests” on the talk/game show. The facilitator brings up questions relating to the desired outcomes, and then interviews the guests, and allows the participants to share as little or as much as they’d like while also participating in an open group conversation.

Traditional Option

If no one on your team is comfortable taking on the talk show host persona, you can still use the same questions. Lead the focus group in a conversational manner and encourage participants to share.

Online Option

You can still perform this type of focus group online— as the whole group or in small groups with a facilitator in each breakout room. You can choose either the creative option or traditional option. Ask people to raise their hands so you can call on them!



Participant Instruction: Please feel free to share as little or as much as you like. Just so you know:

- There are no wrong answers.
- We use this for the improvement of this program and programs like it, and your opinion will not be shared outside of this session.
- We really value everything you have to say about the program, positive or negative.

Question Bank (with categories)

Age Perspectives

1. How do you feel about taking a class with people from another generation?
2. What do you hope to learn from participating in this course with older adults/youth?
3. What was something that surprised you about your experience with other generations?

Program Feedback

1. How did the art project choices affect your experience in the program?
2. Were there any art projects you were hoping would be included in the program?
3. How did you like coming here and being together?

Facilitator Feedback

1. How did the facilitator affect your experience in the program?

Authentic Relationship Building

1. In what ways, positive or negative, did you engage with a person from another generation in this program?
2. Did you engage with a person from another generation at all during the sessions? Why or why not?

Mental Health Scales

1. Overall, how did the program make you feel each week?
2. Did it help with any current issues in life?
3. How was your mood affected from before to after the program each week?

It's okay if this answer is not at all, we'd still like to know!

Facilitator Evaluation

When the program is complete, please provide open-ended questions for all facilitators and relevant support staff to evaluate the program as well. This is for your own evaluation.

1. How do you think the program went?
2. How did the program fulfill the desired outcomes you set out with?
3. What would you change in the future?
4. What did you learn?
5. Were you surprised by anything?
6. If you partnered with another organization for this program, did the partnership meet your expectations? Provide details about how it did or did not meet expectations.

Additional Resources

Mental Health & Urgent Medical Resources

The free and confidential resources below connect individuals with a skilled, trained mental health professional.

Mental Health

- Suicide and Crisis Lifeline (Phone, for English or Spanish): 988
- Crisis Text Line (anonymous crisis counseling): 741741, Text "SIGNS"

Abuse/Assault/Violence

- National Domestic Violence Hotline: 1-800-799-7233 or text LOVEIS to 22522
- National Child Abuse Hotline: 1-800-4AChild (1-800-422-4453) or text 1-800-422-4453
- National Sexual Assault Hotline: 1-800-656-HOPE (4673) or Online Chat

LGBTQ+

- Trans Lifeline: 1-877-565-8860 (para español presiona el 2)
- The Trevor Project's TrevorLifeline: 1-866-488-7386
- SAGE National LGBT Elder Hotline: (877) 360-LGBT (5428)
- The SAGE Hotline connect LGBT older people and their caregivers with friendly responders who are ready to listen.
- LGBTQ+ Lifeline: 988
- This page offers information and resources for LGBTQ+ individuals who are struggling with suicidal feelings or mental health crises.

Older Adults

- The Eldercare Locator: 1-800-677-1116 – TTY Instructions
- Alzheimer's Association Helpline: 1-800-272-3900 (para español presiona el 2)
- SAGE National LGBT Elder Hotline: (877) 360-LGBT (5428)
- The SAGE Hotline connect LGBT older people and their caregivers with friendly responders who are ready to listen.

**For inquiries,
contact us.**



www.linkagesconnects.org
rachel@linkagesconnects.org

