Krista Plumb
March 10, 2014.

Intergenerational Learning

**Introduction**

      I have always had a special place in my heart for both senior citizens and young children and I feel fortunate to have this opportunity to research how I might be able to connect these generations through this inquiry-based learning project. This project begins with a problem statement which addresses the disconnect between seniors and students, followed by a description of certain academic contributions to date. The inquiry discusses the educational significance of implementing an intergenerational learning program and proposes a non-academic collaboration with outcomes prescribed to benefit the senior citizens and the elementary aged students as well as to the community at large.  I personally visited several different seniors' facilities to gain a true perspective of a way in which a program of intergenerational learning might take place. I hope one day to see this project taking place in many communities and elementary schools throughout our province.

      This project may help me both personally and professionally. In the future I hope one day to have children of my own. Actively engaging my children with their grandparents will be valuable for both parties as the former learn about past experiences and the latter learn about new ideas.  I will also be spending many of my days surrounded by upwards of thirty elementary aged students in my teaching career, and it will be beneficial for me to provide the students with a different perspective on learning other

Intergenerational Learning

than my own. Having knowledge translated to the students from a senior citizen's

perspective may be the starting point for them to contribute to and inquire about the

community where they live. By analyzing the ways in which each generation contributes

to the knowledge of the other, my inquiry project may provide ideas on how lifelong

intergenerational learning could support the relationships between seniors and elementary

aged students.

**Statement of the Problem & Its Educational Significance**

The generation gap between senior citizens and elementary students, leads to less

likelihood for youth and seniors to have interests in common, and to share comparable

sets of values and worldviews (Center for research on youth at risk: St. Thomas

University, 2014). I question if senior and student collaboration in a variety of activities

might change this into both generations realizing that they could learn from each other.

My career change and reflection of my experiences prompted me to wonder how and why

I might bridge the gap between our senior citizens and elementary aged students and

implement engaging learning experiences for my students beyond academically based

courses in the classroom setting.

Based on the experiences from having worked for over ten years in a

Prosthodontist's office, where over 80% of the patients were senior citizens, as well as

my volunteer hours in the Richmond School District elementary classrooms, I observed a

disconnect between children and older generations. I noticed all too often when talking

with geriatric patients, that they related how little they were able to see their

Intergenerational Learning

grandchildren and how uninvolved they were with the elementary schools in their

community. I also observed that most children at this age seemed only to interact with

their grandparents during family functions, and many had never visited a senior's center

in their community. Some of the teachers with whom I have talked at my practicum

schools mentioned no involvement with seniors' centers nor a school based mentoring

program. They noted the occasional parent volunteer who came into the classroom to

help with large art activities, but no interdependence among the generations of seniors

and students.

As I go through the process of becoming a teacher myself, I cannot help but

wonder, why little is being done about the disconnect between seniors and elementary

aged students? The lack of connection between elementary classroom students and senior

members of the surrounding community may be due in part to pre-existing beliefs about

aging that exist (Dunham, 2009). Discrimination, in any form, limits peoples' potential to

contribute to the development of their community. Negative stereotypes such as a senior

citizen's competence, and beliefs about aging, have the potential to affect a child's

assumptions about the senior volunteer.

Intergenerational learning refers to "concepts and skills that compliment

children's school learning, and involves cultural continuity as well as change" (Kenner,

2007, p.2).  To help develop an in-depth understanding of my inquiry, the following

question will guide my research. What kind of intergenerational learning contexts foster

Intergenerational Learning

senior and student collaboration in the elementary classroom, and with what impact, if any?

The significance of my inquiry into educational theory and practice has me thinking that students can learn from senior citizens in ways that they will never experience in their daily classroom setting. Intergenerational learning provides both emotional and social support to the seniors as well as to the elementary aged students (Krasovec, 2010), helping both to enjoy a better understanding of ways in which people of different age groups can learn from each other.

**Inter-generational Programs and their Contribution to Children's Academic Growth**

Although there are similar programs in progress, British Columbia in general does not have a large database of information on bridging the gap between seniors and children. One study investigates the grandparents' role in children's learning (Kenner, 2007, p. 4) and focuses directly on children's learning experiences with a family member.

In Williams Lake BC, a program at Cataline Elementary School has the students walk to the Seniors Village where they work on curriculum based subjects and provide community service (BC Ministry of Education, Immersion Project, 2011). Although the activity is linked to the curriculum, the main focus remains academically based. The authors note that "the students are starting to [work] through their prescribed learning outcomes" (BC Min., Imm. 2011).

Intergenerational Learning

In Victoria BC a middle school program (Grades 6-8) is in place, which links the students to seniors in the community through computer courses. "We found a way to offer weekday morning computer courses for seniors, and paired them up with student mentors in a brand new approach, delivering great results for all participants" (BC Ministry of Education, Success Story, 2011). Although this is in a classroom setting, the program benefits the seniors who may not have access to computers, or the knowledge to use them.  The students could feel a sense of pride, and confidence in using this piece of technology by teaching the seniors how to use it.

Seniors are also linked to schools through literacy-based programs. Richard Wiley, US Department of Education Secretary stated, "literacy is about reading, but it is about more. It is also about participating in the community, understanding the world around you, becoming a better citizen, and taking advantage of opportunities" (Corporation for National Service, 2000, p. 1). His words reflect the research done by the Seniors for Schools Initiative, to enable service learning for senior volunteers while they work to improve the reading skills of at-risk children (Corp. p. 1). In other programs senior citizens are going into the classroom, helping the teacher with academic literacy activities, focusing on "improving the school achievement of children by promoting parental involvement… to improve skills, attitudes, values and behaviours linked to reading" (Weinstein, 1998). Alternatively, I would like to examine the value of children collaborating and learning from the seniors in the seniors' setting. These experiences would take place outside of the classroom and focus more on mutual hobbies and interests not necessarily offered in school classrooms.

Intergenerational Learning

Much of the current research explores the seniors' experiences going to the classrooms rather than the children's attitudes overall (Dunham, p. 455). Based on my volunteer hours in various elementary classrooms, I can envision students becoming distracted when taking part in activities with seniors. I have noticed, even when they should be paying attention to their teacher, some students busily catching up on unfinished work, drawing in a sketch book or simply chatting with their classmates. Perhaps removing the students from distractions and bringing them into the seniors' facility, without the structure of their usual assigned seating and personal belongings from their desk to play with, might foster more opportunity for one-on-one interaction with the seniors, and inherently spontaneous learning . Such interactions would be similar to those in a "big buddy" program that we often see in elementary school settings.

**Non-Academic Collaboration: A proposal**

Results from research indicate that students who have contact with senior mentors during school, achieve better grades, develop better self worth and self-respect, while feelings of loneliness and isolation decline (Strom and Strom, 1995). A non-academic example to illustrate this point, and one I envision in my program, is a quilt-making project. It is a program that incorporates senior citizens and students, where they collaborate together and make quilts. Quilt making is the perfect way to bring together people of different ages and abilities (Spencer, 2009). According to this study, it is a great way to connect generations and to allow the students to be involved in an activity that they would not normally learn.

Intergenerational Learning

There is some research, which uses intergenerational learning to give students a more positive attitude toward older adults (Hannon, 2008, p. 59). It is stated, "if attitudes are a reflection of internal and external influences, then it is assumed they can change" (Hannon, p. 59). I agree that having a good attitude when learning from seniors is always a great way to start closing the gap between the generations.

One study indicates that the senior citizen volunteers, who went into elementary classrooms to mentor, reported having increased self-esteem and health (Newman, 1999, p. 132). The seniors also reported learning new skills, having fun and feeling their mentoring work was productive, rewarding, and at the same time alleviated some of the isolation that many seniors' had been experiencing (p. 132). My proposal to have the children go to a seniors' facility will deal with any transportation issues that the seniors might be facing, as well as making our senior members more comfortable by remaining in their familiar environment, where they can access their own resources more easily.

**Benefits of Intergenerational Learning**

Benefits for seniors

One present day example showing how intergenerational learning is beneficial for seniors is Remembrance Day. By learning about Remembrance Day Veterans come to school assemblies and talk to the students about their first hand experiences of being in the war. This is a privilege that is soon to be removed as our senior citizens who were in world war one and world war two are of advanced years. Anyone who joined WWII in 1939 would be 93 years old now. When I grew up, we always had veterans from the wars

coming into our school and presenting their first hand experiences to students. To this day, this school assembly remains the most emotional one for me to observe or participate in.

In addition to these kind of experiences, my proposed intergenerational learning curriculum will also include talents and hobbies which seniors could introduce to students such as learning how to knit, garden, and cook. Although teachers and other volunteers who do not fall into the category of senior citizen can teach these things to students, ultimately, opportunities for senior citizens to remain engaged in society and be productive with the younger students, could enhance the health and function of our aging population, as well as close the gap between these generations. Research reports that by involving senior citizens with the students, the senior mentors' health improves and overall the seniors feel respected and recognized for their contributions to the community (Fried et al, 1997).

Other benefits with intergenerational learning for the senior citizens include actively playing a mentoring role and becoming involved in their community, with a feeling of continued usefulness (Center for research on youth at risk: St. Thomas University, 2014). For those who retire in communities in which they have been living for longer periods of time, intergenerational programs could offer an opportunity for them to give back, by mentoring youths in today's elementary schools. One study of intergenerational programs mentions that in addition, seniors will benefit with enhanced self-esteem, the chance to share their life experiences and knowledge, and being provided

Intergenerational Learning

with an informed knowledge base about youth today (Center, 2014).

Benefits for children

Students in their educational practice of going to school each day do not necessarily have a chance to participate in community collaboration experiences, and I wonder if these children are missing out on learning opportunities which incorporate senior citizens. I believe one way to address this lack of student and senior citizen collaboration is through intergenerational learning. Through this kind of experience, children might develop bonds with, and an appreciation for their community and its seniors, because intergenerational collaboration unites and improves our communities. Senior citizens possess many qualities that make them ideal advocates for children, including: having rich and diverse professional backgrounds, having personal experiences as parents, aunts/uncles and grandparents, having an extensive social network in their communities, a strong desire to give back, and concern about the legacy they will leave to the younger generation (Generations United, 2012).

A standard intergenerational program engages children with older adults in a series of activities over an extended period of time (Dunham, 2009, p. 454). It appears to me that the process of seniors and students collaborating together, getting to know one another as people and working towards a common goal (such as knitting, cooking or gardening), could reduce children's negative attitudes towards aging without having specific knowledge about aging and later life. Giving children an opportunity to work

Intergenerational Learning

closely with senior citizens, and to realize the benefits from their association could also reduce the stereotypes attributed to seniors.

Additional benefits for the students would include improved self-esteem, a strengthened sense of community and social responsibility, the promotion of culture heritage and history, and the replacing of stereotypes about seniors with a more informed understanding of aging, (Center for research, 2014). Ultimately I hope to see that as students develop relationships with their senior mentors, feelings of awkwardness and unfamiliarity between children and seniors in the community are eliminated and a more positive attitude towards adults in general is fostered.

Benefits for the community

Connecting a community together is important to the members who live there. TED talk speaker Emily Pilloton shares the same desire of how important it is to build a strong community, and asked the school system to envision how it might become a catalyst for a more connected community. She asked educators to reach outside of the school walls and to think about ways in which they could play a role in the communities' development (Pilloton, 10:37). Given that many seniors may have recently moved to their new neighbourhoods and have not had a chance to connect with their communities (Degraff, 2011), my proposal of bridging the gap between senior citizens and elementary students is one action that I would like to use and help my community collaborate.

Intergenerational Learning

**Intergenerational Program Ideas**

My hope is that both generations would benefit from intergenerational learning, because my philosophy of teaching stems from my belief that young people would learn from the life experiences of elders and elders would learn to view things from the fresh eyes and often idealist thinking of young people (Gerstein, 2011). My pedagogy will be to engage my students with the wisdom from their senior mentors, by learning from hands-on experiences and activities they are actually interested in, within a supportive environment. I decided in order to get a true perspective of what a program of intergenerational learning might entail, I would visit some of the senior facilities in my own neighbourhood.

I began by visiting a senior's center. This place does not house individuals, rather it acts as a social activities center for senior citizens. The manager on site flatly told me that it was strictly a senior's center, and had no programs involving students of any age. I tried to see if I might be able to talk to someone about possibly incorporating this intergenerational learning idea into their facility, but was advised she was the activities coordinator and based on her experience it was not a desired activity for their facility. I had officially encountered my first issue, of finding seniors and facilities that would even be interested in such a program. The senior's center had several chess tables, a tiny multi purpose room that could be rented for different functions, a cafeteria, a lounge area with several TV's, and a ballroom offering dance lessons. I saw potential in the facility, but the added cost to have to rent a room might not be favoured by my future student's parents. So I changed my course and began to look at senior's living facilities.

Intergenerational Learning

The first establishment that I went to had two separate wings. One was called Enhanced Assisted Living, where the seniors had reached the point at which they required 24-hour care, due to cognitive, mind or ability problems. Thanks to a fully-trained nursing staff and a round the clock assistance, some residents here were still able to participate in activities offered in this establishment. The second wing was called Assisted Living, designed for seniors who were having difficulty living independently, but not requiring 24-hour a day nursing care. This section of the establishment resembled more of a hotel, with several amenities such as a salon for hair and nails, a lounge area, a formal dining room, as well as kitchen access for snacks throughout the day and several activity rooms.

I was informed that this facility already has several different activities taking place involving students ranging in age from pre-school to grade 12 with over one-hundred residential units, there is never an issue getting seniors to participate and with over fifty volunteers rotating through weekly, there are always several extra hands to help with events and different functions. One activity that I was told about involved pre school children doing various crafts with the seniors. One craft done on a regular basis is called the shoebox project. Children get to decorate donated shoeboxes with the seniors, and fill them with various donated items, such as granola bars, toothbrushes and food. Once decorated, the shoeboxes are then donated to the homeless shelters in Vancouver.

Another activity was their affiliation with the grade 12 students at a local high school. The students regularly take baking classes in school, and bring everything they

Intergenerational Learning

make to this seniors living facility. When they come, they get to buddy up with a senior,

and take some time to chat, and visit with some of the residents. Upon building these

relationships, the seniors routinely go to the high school for Remembrance Day activities

and other assemblies taking place.

I really had not thought past knitting, gardening, cooking or quilt making ideas,

which involved intergenerational learning, with areas outside of the standard academic

based courses. However, after researching this facility, I am pleased to report how many

more ideas I now have for a program of intergenerational learning to take place.

Additional activities might include painting, crafts, singing, pet therapy and involvement

with the BC SPCA, fabric flower arranging, team trivia competitions, and sewing to

make a variety of items from pillows to dolls. Activities, which focus on particular

statutory holiday celebrations, can also be incorporated. For example, psyanky is the

traditional Ukrainian art decorating and something in which I have personal experience.

There is a wide spectrum of abilities within the seniors' residence and depending on the

activity, different residents may participate. The craft ideas seem endless. For example,

several senior residents use a walker, and can often be mistaken for someone else's

walker. A basic and potential first knitting project might be to knit a dangling ball or

square of various shapes and colours, so residents can recognize their personal walker

from others.

My thinking has changed now, and I have a much clearer vision of how an

intergenerational learning program might take place.  In fact, one facility mentioned that

Intergenerational Learning

they have their own bus, which could be used to bring students from the school to their facility. Of course there would be liability issues, and parental consent forms, and other issues regarding transporting a student using this bus, but it is a nice option to be aware of. Some schools are simply not within walking distance of a senior's living facility, and transportation can be quite costly if a bus has to be rented each time.  It is this facility that believes and experiences first hand the benefits for their seniors to incorporate young student programs into their facility, and offer help to make it happen. I was advised that programs like this offer joy and give the seniors a time to reminisce about their life history, and give them a sense of purpose in their day. The volunteers also organize activities for the seniors and students. For example, one senior resident has a daughter who is a retired music teacher. She brings in several bells, and teaches a hand chime choir.

Another senior facility I visited, was an independent living facility. This was a rental suite community, designed specifically for mature adults who value their independence, but appreciate some support services. The residents' units each have a full kitchen and dinner is the only meal provided for them. The facility personnel were also very excited to hear about my research, and hope that when I do finally become a teacher I will be able to organize a program to incorporate their seniors. They have some programs currently, which have the seniors going to the schools, as well as the students going to the facility. For example, the seniors are learning how to use iPads, provided by the facility with the students coming in and teaching the seniors, based on the knowledge that they already have. At times they do not meet in person and instead use the option on

Intergenerational Learning

the iPad called 'face time', which allows communication between the students and seniors. The seniors gaining this knowledge are blessed to now be able to keep in touch with their extended family members that often do not live close by. This immediately made me think about my grandmother, who lives in Toronto. I would love it if she were comfortable using an iPad, and able to have 'face time' or Skype with me.

**Executing an Intergenerational Learning Program**

Challenges

An issue at some senior centers is having enough senior volunteers. Some facilities are Enhanced Assisted Living, so activities would be difficult to arrange, as it would depend on the cognition, mind and ability of these seniors, who require 24-hour care. The smaller Assisted or Independent Living facilities also may not have enough residents to actively participate each week.

Another issue relates to baking or cooking which may require a lot of planning. There are some students with peanut or other food allergies, as well as seniors who are on restricted diets, based on cholesterol, sodium or allergy concerns or preferences, such as gluten, dairy or vegetarian options. I also do not feel these activities could take place at the senior facility, with limited access to a kitchen.

I also worry about senior mobility. Creating a walking group for example sounds like a great idea during the warmer months, but some seniors may push themselves too

Intergenerational Learning

hard, and end up falling, with potential catastrophic results. This safety issue and liability

concerns me.

Finally, I wonder about safety in general, for both the student and the senior. Who

is responsible if someone were to get hurt or injured during an activity? It could be as

easy as burning a finger on an unattended glue gun, poking a finger with a pin, or getting

paint on clothing. All things I would need to look much further into if a program such as

this were to take place.

**Intergenerational Learning Links to Prescribed Learning Outcomes**

Based on my findings in BC's Ministry of Education (2006) curriculum, there are

prescribed learning outcomes at each grade level in the health and career education

course, which would work in conjunction with intergenerational learning.

In appendix A, I have listed some outcomes for further review. Some of the prescribed

learning outcomes have the students assessing themselves, and some have a teacher

assessing them. Being able to use assessment *for*, assessment *as* and assessment *of* in

collaboration with intergenerational learning projects allows me to feel a lot more

confident explaining my intentions for such a program to parents and my future

administrators.

In addition to participating in various activities at the senior's living facilities,

prescribed learning outcomes could extend to classroom work and projects. For example,

the students could work on a large art project, which would visually show what a

Intergenerational Learning

community looks like to them, and present this to their senior buddies. Below are more examples of activities that might take place between students and seniors to foster an intergenerational learning context and incorporate prescribed learning outcomes.

By identifying types of activities that interest students (HACE, grade 5, B1), children will learn interpersonal skills necessary to build positive relationships (HACE, grade 4, C5) and learn the importance of communication.  For example, a student might find that learning how to knit is a skill they can use to make personal gifts for family members, or perhaps knit something for their senior mentor's walker to help determine one walker from another.

Students will see first hand how technology affects individuals and communities (Social Studies, grade 3, D2), by teaching their senior mentors how to use digital face-to-face communication. Suddenly, seniors are able to have the confidence to communicate with friends or family members beyond their phone calls and letter writing. One particular senior living facility has a volunteer who brings in iPads for senior use. Students can use their prior knowledge and help introduce new technology into the senior's lives. Outside of the facility, senior mentors would be able to communicate with students in the classroom, whereby each has access to an iPad, and can practice using such features as face-to-face and Skype.

Intergenerational Learning

**Executing an Intergenerational Learning Program**

At this point from my research, I believe that senior-child interactions outside of the school setting, and into the senior's facilities, would support the growth and learning of students and seniors and have a positive impact on both age groups. My current view and focus is on ways in which a program such as this could be implemented in the district in which I am assigned to teach.

A program plan would begin with organizing transportation to the seniors' facility. In order to reduce costs from renting a bus, I would clarify the liability issues involved with using the bus offered by the seniors' facility. If necessary, an alternative option would be to rent a bus through the school district and a third option would be to solicit parent volunteers to provide transportation.

Volunteers to help with this program could include a possible student teacher, parent volunteers plus regular volunteers at the seniors' facility. Most establishments have many senior citizens already participating in activities, and finding one on one mentoring with my students is unlikely to be an issue. If necessary, however, students and seniors could collaborate in small groups because staff and volunteer resources would be able to provide enough adult guidance to monitor and circulate as the activities are taking place. Planning these activities well in advance would allow me to bring materials and have everything organized for the projects.

To maximize flexibility in these activities I would verify in advance whether any students had food allergies. I would also determine what cooking or baking activities volunteers would be prepared to help with. Although some facilities do not allow kitchen access, or ovens for baking, there are still several cooking ideas that could be implemented. One activity for example could be the art of sushi making, learning the most common rolls for all to enjoy.

As a starter program I would propose to my administrators that activities at the seniors' facility take place on a monthly basis. For the month of September I would do a 'meet and greet' activity, to socialize and familiarize the students with the seniors and introduce both to the activities in store for the program. The following month would have several options to create art-based activities related to Halloween, perhaps allowing the students to showcase their costumes while participating in that month's activity of pumpkin carving. Students could also wash and take home the seeds and learn different ways to prepare and eat them. Alternatively for October, we could celebrate Thanksgiving and can practice ahead of time in our language arts unit, writing about what we are thankful for, and sharing our thoughts with our senior mentors. Another activity could be making turkeys using pinecones, feathers and popsicle sticks. In November we would invite seniors and volunteers to observe our Remembrance Day Ceremony at our school and present them with tissue paper poppies made in advance. December will be a fun month during which we could again invite the seniors to watch our Christmas concert. At the seniors' facility, students could make and decorate gingerbread houses with their senior mentors.

Intergenerational Learning

This would give a start to a program which I will try to implement when I become a teacher. If students can be offered this type of mentoring, I believe they will realize that both young and old people have something to offer and will learn to work with people who are different from themselves, thereby closing the intergenerational gap.

As mentioned above, there are prescribed learning outcomes at each grade level in Health and Career Education as well as Social Studies, which would work in conjunction with intergenerational learning. In appendix A, I have listed some outcomes for further review, based on my findings from BC's Ministry of Education (2006) curriculum.

## Appendix A

**Health and career education:**

**Grade 7:**

B2    identify skills that are transferable to a range of school and recreational situations (e.g., time management, teamwork, problem solving, communication, adaptability)

C5    identify characteristics of healthy relationships and unhealthy relationships (e.g., healthy relationships – respect, open communication; unhealthy relationships – jealousy, power imbalance, lack of empathy)

C7    demonstrate behaviours that contribute to the prevention of stereotyping, discrimination, and bullying

**Grade 6:**

B2    describe transferable skills that are developed through school and recreational activities (e.g., teamwork, organization, creativity)

C6    demonstrate an understanding of the harmful effects of stereotyping and discrimination

**Grade 5:**

A2    demonstrate an understanding of the benefits of personal support networks (e.g.,

Intergenerational Learning

sources of accurate information and trusted guidance)

B1    identify types of work that interest them

B2    relate work habits to transferable skills (e.g., effective work habits learned in school

can be used in situations outside of school)

C5    assess their own interpersonal skills as they apply to building and maintaining

positive relationships with family and friends

**Grade 4:**

B1    create an inventory of their own attributes, including skills, interests, and

accomplishments

C1    describe the choices an individual can make to attain and maintain physical and

emotional health (e.g., participating regularly in physical activity, developing healthy

interpersonal relationships, trying new activities and challenges)

C5    describe interpersonal skills necessary to build positive relationships (e.g., co-

operation, inclusion, communication skills, empathy, respectful behaviour)

**Grade 3:**

B1    describe the attributes of people they admire B2    demonstrate an understanding

of the benefits of developing effective work habits (e.g., developing

good habits now will carry through to high school and adulthood)

C4    describe skills for building and maintaining positive relationships (e.g.,

communication skills, interpersonal skills)

Intergenerational Learning

**Grade 2:**

B2    identify effective work habits (e.g., staying on task, being prepared, co-operating

with others)

C4    describe appropriate strategies for communicating effectively with others (e.g.,

active listening, willingness to express feelings)

C5    identify positive ways to initiate and maintain healthy friendships


**Grade 1:**

A2    identify sources of support for children while at school and in the community (e.g.,

teachers, elders, block parents, police officers)

B1    describe their personal skills and interests (e.g., things they are good at, things they

like to do, things they've learned)


**Social Studies:**

**Grade 3:**

B1    identify changes that can occur in communities over time

B2    describe the importance of communities

D1    compare ways in which needs and wants are met in communities

D2    assess how technology affects individuals and communities


**Grade 1:**

A2    participate co-operatively and productively in groups

A3    gather information from personal experiences, oral sources, and visual


Intergenerational Learning

representations

A4    present information using oral, written, or visual representations

References

BC Ministry of Education, (2006). Health and career education k to 7 Integrated
        Resource Package. *Province of British Columbia Ministry of Education.*
        Retrieved from:
        https://www.bced.gov.bc.ca/irp/pdfs/health_career_education/2006hcek7. pdf

BC Ministry of Education, (2011). Intergenerational immersion project – Cataline
        elementary school. *Education Report: From the Deputy Minister of
        Education*. Retrieved from:
        http://search.gov.bc.ca/search?q=senior+citizens+classroom&btnG=Search
        &client=legacy_bced_fe&proxystylesheet=legacy_bced_fe&output=xml_no_dt
        d&btnG.x=0&btnG.y=0&sort=date%3AD%3AL%3Ad1&oe=UTF-8&ie=UTF-
        8&ud=1&exclude_apps=1&site=default_collection

BC Ministry of Education, (2011). Success story – shoreline community middle school
        gardens. *Neighbourhood Learning Centers.* Retrieved from:
        http://www.neighbourhoodlearningcentres.gov.bc.ca/types/success_stories
        /story.php

Center for research on youth at risk: St. Thomas University. (2014).
        Intergenerational resources. *Intergenerational Program*. Retrieved from:
        http://www.stthomasu.ca/research/youth/index.htm

Corporation for National Service, (2000). Beyond one-to-one tutoring; creating a  literacy
        rich environment. *Seniors For Schools Effective Practices Guidebook.* Retrieved
        from: https://www.nationalserviceresources.gov/files/legacy/filemanager/downl
        oad/learns/g.C6.pdf

Degraff, A. (2011). Big brothers program connecting seniors and school-aged
        children. *Cowichan News Leader Pictorial*. Retrieved from:
        http://www.cowichannewsleader.com/news/128283468.html

Dunham, C., & Casadonte, D. (2009). Children's Attitudes and Classroom Interaction
        in an Intergenerational Education Program, *Educational gerontology*, 35:5,
        453-464, DOI: 10.1080/03601270802605473

Fried, L., Freedman, M., Endres, T., et al. (1997). Building communities that promote
        successful aging. *Western Journal of Medicine, 167*(4), 216–219. Retrieved
        from:   http://www.ncbi.nlm.nih.gov/pmc/articles/PMC1304534/pdf/westjmed00
        338-0024.pdf

Generations United. (2012). *Seniors 4 kids; Our Impact*. Retrieved from:
        http://www.seniors4kids.org/ABOUTUS/OurImpact.aspx

Intergenerational Learning

Gerstein, J. (2011). Learning Communities: The future (the Now?) of Education. *User Generated Education.* Retrieved from: http://usergeneratededucation.wordpress.com/2011/08/29/learning- communities-the-future-the-now-of-education/.

Hannon, P., & Gueldner, S. (2007). The impact of short-term quality intergenerational contact on children's attitudes toward older adults. *Journal of Intergenerational Relationships*, *5*, 59–76.

Kenner, C., Ruby, M., Gregory, E., et al. (2007). Intergenerational learning between children and grandparents in East London. *Journal of Early Childhood Research 5* (3), 219-243.

Krasovec, S.J., & Kump, S. (2010). The concept of intergenerational education and learning. *Intergenerational learning and education in later life.* Univ. of Ljubijana, Sedmak, Ajdovscina. Retrieved from: http://webcache.googleusercontent.com/search?q=cache:f11qwoHA-KMJ:www.lu-ajdovscina.si/mma/Intergenerational%2520publikacija/2010120910561419/+Intergenerational+Learning+and+Education+in+Later+Life&cd=1&hl=en&ct=clnk&gl=ca

Montiel-Overall, P. (2005). Toward a theory of collaboration for teachers and librarians. *American Association of School Librarians: School Library Media Research, 8*. Retrieved at http://files.eric.ed.gov/fulltext/EJ965627.pdf.

Newman, S., Morris, G.A., & Streetman, H. (1999). Elder-child interaction analysis: an observation instrument for classrooms involving older adults as mentors, tutors, or resource persons. *Child & Youth Services 20* (1-2). Retrieved at http://www.tandfonline.com/doi/pdf/10.1300/J024v20n01_10.

Orrick, B. (2003). What is a Senior Citizen? *Canadian senior years*. Retrieved from: http://www.senioryears.com/citizen.html.

Oxford Dictionaries, (2013). *Definition of collaboration in English.* Oxford University Press. Retrieved from: http://www.oxforddictionaries.com/definition/english/collaboration.

Pilloton, E. (2010). Teaching design for change. *TED ideas worth spreading*, TEDGlobal. Retrieved from: http://www.ted.com/talks/emily_pilloton_teaching_design_for_change.html.

Spencer, S. (2009). Seniors, students connect through quilting; Project helps break barriers. *The Free Library*. Retrieved from http://www.thefreelibrary.com/Seniors, students connect through quilting; Project helps break...-a0200219035

Intergenerational Learning

Strom, R. D., Strom, S. K. (1995). Intergenerational learning: Grandparents in the
Schools. *Educational Gerontology,* 21.

Weinstein, G. (1998). Family and intergenerational literacy in multilingual
communities. *Center For Adult English Language Acquisition*. Retrieved  from:
http://www.cal.org/caela/esl_resources/digests/famlit2.html

Intergenerational Learning