

CARE DEEPLY
SHARE FREELY
with Sharity™ & Friends

Befriending **SENIORS**

AN EDUCATOR'S GUIDE TO PROMOTING INTERGENERATIONAL TIES



Jointly brought together by



In the spirit of



We acknowledge with special thanks partners from the Agency for Integrated Care's (AIC) intergenerational pilot at nursing homes – Bright Hill Evergreen Home, Society for the Aged Sick and the following PAP Community Foundation (PCF) Sparkletots Centres:

Sengkang Central Blk 206A
Sengkang Central Blk 208
Sengkang Central Blk 210
Sengkang Central Blk 232
Sengkang Central Blk 270
Sengkang Central Blk 277B
Sengkang Central Blk 262A

Sengkang Central Blk 290A
Sengkang Central Blk 292B
Sengkang Central Blk 298B
Punggol Coast Blk 303A
Punggol Coast Blk 602
Punggol Coast Blk 676B

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“BE THE CHANGE YOU WANT TO SEE IN THE WORLD”

- Mahatma Gandhi

**Be the educator who inspires
future generations to
embrace inclusivity and
care for others**



Thank you for exploring this theme under the “Start Small Dream Big” (SSDB) initiative!

The value of caring can never be underestimated. It creates a positive environment for nurturing children and also makes a difference to the wider community. Children can learn about caring for seniors in a variety of ways, from classroom-based learning to participating in intergenerational activities at Community Care facilities (e.g. Nursing Homes, Eldercare Centres). Through greater understanding of others’ needs, they will learn the importance of empathy and respect.

Research has found that intergenerational activities offer many opportunities for young and old alike. Through arts and crafts, games, outings and performances, these activities provide a meaningful way for both generations to interact, have fun, learn and bond.

This introductory guide provides quick information for schools that have chosen to visit Community Care facilities as part of their SSDB initiative. Find out more about:

- 1 Seniors in Singapore and the Community Care Sector**
- 2 How to Get Started on Your Intergenerational Initiative**
- 3 What You Can Do**
 - Preparation**
 - a. Planning Tips
 - b. Befriending Tips
 - During the Session**
 - c. Possible Activities
 - After the Session**
 - d. Reflection Questions/Activities for Children
 - e. After Action Review
- 4 Success Stories**
- 5 Facilitating Intergenerational Activities Virtually**
- 6 List of References**

Do also refer to the other resources that will be provided to you as part of this SSDB initiative for further information.

Wishing you an enriching and fulfilling time!

Agency for Integrated Care and Community Chest (Team Sharify)

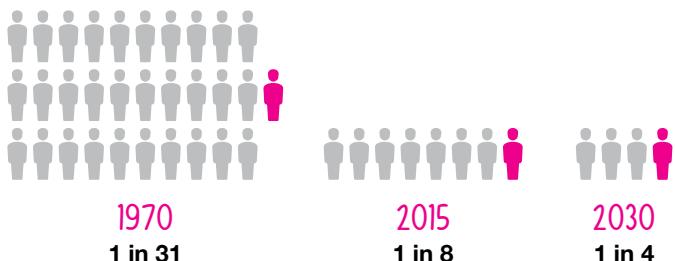
Section

1

SENIORS IN SINGAPORE AND THE COMMUNITY CARE SECTOR

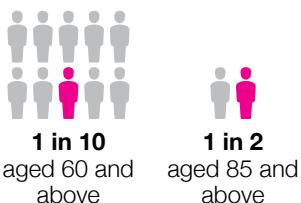
ABOUT OUR SENIORS¹

SINGAPORE'S AGEING POPULATION



There will be
900,000
seniors by 2030.

DEMENTIA



The number of persons with dementia is expected to more than double to **103,000** by **2030**.

FRAILTY



Nearly **6%** of those aged **60 years and older** experience at least 3 out of the following 5 symptoms (weakness, slowness, exhaustion, low physical activity or unintentional weight loss).

SENSORY IMPAIRMENT



Visual impairment affects nearly **1 in 5** aged **60 and above**.



Hearing impairment affects **23% of those aged 60-69 years old**.

ABOUT OUR COMMUNITY CARE SECTOR

While many seniors live at home and are healthy, some require additional assistance due to medical conditions (e.g. high blood pressure, high cholesterol, cataract, joint pain/arthritis/rheumatism/nerve pain and diabetes). To address these medium to long-term needs, seniors may use Community Care services such as:

NURSING HOMES

Provide long-term round-the-clock residential care for seniors who:

- Require daily nursing care and/or assistance in activities of daily living (e.g. feeding, dressing, bathing)
- Require walking aids, with most being wheelchair- or bed-bound due to their mental/physical conditions
- May only be able to use one side of their body due to conditions like stroke
- Have dietary restrictions in terms of quantity (e.g. fluids for cardiac and kidney patients) and consistency (e.g. risk of choking)
- Require simplified instructions to participate in activities

ELDERCARE CENTRES

Provide day programmes to seniors who need assistance while their caregivers are at work. They are usually seniors who:

- Require walking aids and/or wheelchairs to move around due to their mental/physical conditions
- Able to understand more complex activity instructions and can participate in multi-step activities as compared to those in the nursing home

More information can be found at the Agency for Integrated Care (AIC) [website](#).

To find out more about the challenges that some seniors face, please refer [here](#).

¹ Extracted from National Council of Social Service. (2017) [Quality of Life Study](#).

Section

2

HOW TO GET STARTED ON YOUR INTERGENERATIONAL INITIATIVE

Here are some of the most common questions posed by schools when embarking on intergenerational initiatives in the Community Care sector:

1 WHOM CAN WE PARTNER?

There are many Community Care facilities (e.g. Nursing Homes, Eldercare Centres) you can partner. Drop AIC an email to intergen@aic.sg to enquire on possible linkage.

3 WHAT ARE THEIR SENIORS LIKE?

Refer to Section 1: About Our Community Care Sector on Page 2.

5 CAN WE VISIT THEM TO FIND OUT MORE?

AIC will be happy to answer your general questions at intergen@aic.sg. As Community Care facilities' main priority is the provision of care to frail seniors, there is a preference for them to accept visits only from schools who are committed to collaborate on regular and long-term intergenerational initiatives.

7 HOW MANY CHILDREN/STAFF CAN VISIT?

Numbers will need to be ascertained with the partnering Community Care facility. It will also be dependent on the number of participating seniors. A common ratio of children to seniors is 2:1. For a group of 20 children, 2-3 healthcare staff and 2-3 school educators will be needed to co-facilitate the session. More may be required if there are children/seniors with additional needs.

9 HOW CAN WE ENSURE THAT THE ACTIVITIES ARE SUITABLE?

Understanding the needs of the Community Care facility and their seniors enable educators to better prepare their children for the visit. Discuss the activity with your partnering facility beforehand. It would also be helpful to think through some potential challenges and possible solutions.

2 WHERE ARE THEY LOCATED?

Find a list of Community Care facilities on the AIC [website](#).

4 WILL WE BE WELCOMED?

Community Care facilities generally welcome regular long-term intergenerational initiatives.

6 WHEN CAN WE VISIT? (FREQUENCY, DATE, TIME)

Visitation details will need to be discussed with the partnering Community Care facility. Generally, weekday afternoons are preferred.

8 WHAT ACTIVITIES WILL BE ENJOYED?

In general, activities that promote interactions between seniors and children are enjoyed. Refer to Page 6 for possible activities to try.

SOME CONSIDERATIONS:

Safety

Understanding the physical, emotional and psychological safety of both generations helps educators better design the activity session so that it will benefit both children and seniors alike. Identify potential risks and its mitigation strategies. Take note of guidelines, such as hand hygiene.

Food

If food will be a part of the activity, do notify the Community Care facility ahead of time to address dietary restrictions in terms of allergies, quantity (e.g. fluid for cardiac and kidney patients) or consistency (e.g. choking risk).

Communication

If the seniors and children do not share a common language, the selected activity should be easily demonstrated, or have an educator/healthcare staff who can translate to facilitate the session.



Section

3

WHAT YOU CAN DO

**PREPARATION
ABOUT 1-2 MONTHS BEFORE THE ACTUAL SESSIONS**



a. PLANNING TIPS

Once you have shortlisted a Community Care facility to partner with and made initial contact, you will need to gain a better understanding of their needs to develop meaningful intergenerational engagement sessions:

1. GO FOR A RECCE VISIT!

- ✓ Meet the Community Care facility staff to understand their environment and seniors.
- ✓ Understand the activity considerations (e.g. 45-minutes is generally the maximum activity duration for seniors). Ensure activities are “hands-on” and provide interactions between seniors and children to sustain both parties’ attention spans.
- ✓ Share expectations and potential areas of support needed to facilitate better working relationships between the school and the facility.

2. DISCUSS IT!

- ✓ Before having the first session, prepare the children for the visit. Describe scenarios they may experience so that they can understand how to respond appropriately.
- ✓ Invite a Community Care staff (if possible) to share about their facility and seniors. Include opportunities to introduce children to mobility aids commonly used by seniors (e.g. wheelchairs and walking frames).
- ✓ Share the planned activity with parents to encourage them to continue the learning at home, to cultivate positive values towards caring for seniors.
- ✓ Go through additional resources such as: *Sharity cartoons*, *“Remembering for the Two of Us”* and *Dementia Toolkit Activity Book*.
- ✓ Engage colleagues who will be involved to help ensure a smooth implementation of the activity. Here are some ways to do so:
 - ▶ Highlight benefits of the programme
 - ▶ Increase their knowledge about seniors
 - ▶ Encourage them to voice their concerns and work with them to resolve the issues
 - ▶ Have clear roles and responsibilities

3. ORGANISE THE VISIT!

- ✓ Submit your activity plan beforehand for the facility to review to ensure a safe and enjoyable session for both generations.
- ✓ The selected activity should enable children and seniors to participate equally or assist each other. Avoid activities where children are almost always helping seniors.
- ✓ Arrange the activity such that seniors and children work side-by-side to foster closer bonds and maintain attention.
- ✓ Refer to Page 6 for possible activities to try. Many activities done at pre-school can be suitable but do remember to make it age-appropriate for seniors!
- ✓ Keep to timelines with minimal last-minute changes to foster good partnerships between the school and the partnering Community Care facility.



For more detailed assistance on planning intergenerational initiatives, please email intergen@aic.sg

b. BEFRIENDING TIPS

The following tips² can foster positive bonds between children and seniors:

1. UNDERSTAND THE SENIORS' PROFILE AND ABILITIES

Refer to Section 2 point 9 on Page 3. In addition, prior to the session, do check with the healthcare staff if seniors require glasses, hearing aids or dentures and request that they have these during the session.

3. MAKE THE VISIT FUN

Start off with a warm-up to get everyone ready for the session. Anything that will get people smiling will be suitable. Vary the pace so that seniors still have energy to complete the main activity. Remember to also end the session with a round of applause or "high-fives" to acknowledge everyone's efforts and leave ample time for a proper farewell.

5. ADAPT YOUR COMMUNICATION STYLE

Teach children to listen and be patient in doing the activity with seniors. If translation is required, get the healthcare staff/educators' help to do so and facilitate the interaction. Children can also guide seniors to complete the activity by showing them how it can be done or by holding the senior's hand, if required.

2. INTRODUCE YOURSELF AND THE ACTIVITY

Educators and the children should greet seniors by their preferred name and introduce themselves at eye level (e.g. where they are from, if they have visited before). Do also share about the activity that will be done!

4. ACKNOWLEDGE THE SENIORS' FEELINGS

Seniors' energy levels and moods may vary from day to day. Ask the healthcare staff for advice on engaging the seniors. They know best!

6. HAVE REGULAR VISITS

Regular visits help build familiarity and social bonds. Where possible, match children to the same senior so that they see each other during subsequent sessions and can get to know each other better.

For seniors with dementia³, the impact of using non-verbal communications may be more significant.
Consider these tips:



SEE: Choose a quiet room with sufficient natural light. Use soft lights so that shadows and glaring brightness can be reduced.



SMELL: Scent the room with essential oils like lavender or lemon. These fragrances can reduce anxiety/agitation for people with dementia.



HEAR: Music can trigger memories, improve mood and boost engagement. It is most effective when it is a song that the senior prefers.



TOUCH: Never underestimate the power of a loving touch. Hold the senior's hand, give them a light hand massage or give them a hug, if appropriate.

² Adapted from: Agency for Integrated Care (2018). *Living with Dementia. Book 2 – Planning Care*

³ Extracted from: Agency for Integrated Care (2018). *Living with Dementia. Book 3 – Providing Care*

SECTION 3: WHAT YOU CAN DO



DURING THE SESSION

Create opportunities for children to interact organically by providing encouragement and support. While supervising the children, take note of the following:

- ▶ Bridge children and seniors by initiating conversations or starting the activity between the two groups
- ▶ Remind the children of respectful behaviours
- ▶ Ensure children know who to look for if they have any questions or require help

C. POSSIBLE ACTIVITIES



"GOOD MEMORIES" PUZZLE

PREPARATION:

- ▶ Print out 2 identical sheets of a famous/historical Singapore landmark (A3 or A4, in colour).
- ▶ Laminate both sheets - 1 is to be cut up (becomes the puzzle pieces), the other is kept whole (reference for the puzzle), place these in a file.
- ▶ You can print as many pairs of images as you like to create different puzzles. Vary the number of pieces (e.g. 20, 30 pieces) and the shape of the puzzle pieces to offer options and varying levels of challenge. (Check with the Community Care facility beforehand how many pieces would be generally suitable for the seniors to complete).



INSTRUCTIONS:

- 1 Pair 2 children with 1 senior.
- 2 Invite them to decide which puzzle they would like to work on. Have them lay out the puzzle pieces the right side up on the table and explain the instructions to the group – they are to work together to fix the puzzle, looking at the reference photo if they are not sure where to place the pieces.
- 3 When the puzzle is completed, encourage seniors to share with children about the place and the activities that used to take place there.
- 4 The group can choose another puzzle if they complete the activity ahead of time. These puzzles can be joined up to form a more comprehensive picture of the same scene.
- 5 End the session with a round of applause or "high-fives" to acknowledge the group's efforts to complete the puzzle together.





"NAME AND CATCH"

ITEMS REQUIRED:

- 9 chairs
- An inflatable beach ball
- A scoring sheet

INSTRUCTIONS:

- 1 Arrange 3 teams (3 seniors and 6 children) to form a circle. Each team is made up of 1 senior and 2 children (as shown by the orange ovals).



- 2 Before the game starts, invite the players to agree on a category (e.g. animals). The players will have to name an animal within 5 seconds of catching the ball.
- 3 They can then throw the ball randomly to another player in another team.
- 4 If the player is able to name an animal within 5 seconds of catching the ball, 1 point will be awarded to them. If they are unable to, they will continue the game by throwing the ball to another player.
- 5 The team with the highest points wins the game.



Other Activity Ideas? Refer to **SPARKS! Art for the Wellness Toolkit for the Community Care Sector, Hand in Hand Activity Guide and Dementia Toolkit Activity Book**.



AFTER THE SESSION

d. REFLECTION QUESTIONS/ACTIVITIES FOR CHILDREN

When you are back at school after the visit, offer encouragement and look for ways to recognise positive behaviour and actions by the children during their visit. Amplify the learning benefits of the intergenerational session by inviting them to reflect on the visit.

SHOW AND TELL

Encourage them to:

- 1 Show the picture puzzle/art pieces that were completed together with the seniors.
- 2 Share how they worked with seniors to complete the puzzle.
- 3 (**Optional**) Share what they have learnt from the seniors (e.g. the senior's previous occupation, favourite food and place, how to fold origami).

REFLECT

Encourage them to reflect on:

- 1 What was enjoyable about the activity and if they thought it was also enjoyable for the same reasons for the seniors.
- 2 What they can do more with other seniors around them (e.g. their grandparents).

PLAN FOR THE NEXT ACTIVITY

Encourage children to:

- 1 Propose new activities that will be suitable/enjoyable to do with the seniors (e.g. table-top activities such as art/puzzles/board games/ball games).

FAMILY-BASED ACTIVITY

- 1 Prepare the materials that can be used for the next session (e.g. create games using recycled cardboard) with their parents.
- 2 Write down what they would like to find out from the seniors around them (e.g. previous occupation, games they used to play, favourite food) and share their findings with the class.

For more examples on activities to do after the visit, please refer to Serena Lim's "[Remembering for the Two of Us](#)".

e. AFTER-ACTION REVIEW

DEBRIEF WITH COLLEAGUES

- Gather input and feedback about the activity
- Determine changes and improvements

DEBRIEF WITH THE COMMUNITY CARE FACILITY

- Share the learning points of the children
- Conduct an "After-Action Review" and discuss future plans with the facility

Section

4

SUCCESS STORIES

Many preschools have embarked on intergenerational programmes. In this section, find out about the journey from My First Skool (MFS) and PAP Community Foundation (PCF Sparkletots)!

THE 'GOTONG ROYONG' SPIRIT

**My First Skool at 676 Woodlands Drive 71
(Kampung Admiralty)**

NTUC Health Active Ageing Hub

Since March 2018, My First Skool (MFS) and NTUC Health Active Ageing Hub began our **Intergenerational Programme (IGP)** where the activities are **weaved into the school curriculum**. MFS aims to cultivate IG relationships; where our children **develop values** such as care, empathy, compassion and respect while supporting our seniors to experience the **sense of purpose** and to **foster social interactions** to enhance their happiness and psycho-social well-being.

- IGP is **co-created and planned** by both MFS @ Kampong Admiralty and NTUC Health Active Ageing Hub for pre-schoolers and seniors to **come together on regular basis**. **Close proximity of the two locations** also plays an important role in the regular engagement.
- Families and the community have shared how the journey had made a positive impact in the development of their children. For example, Ms. Sulastriya, commented how her son had even initiated conversations and played with his great-grandparents.

"AS FACILITATORS OF THE PROGRAMME, WE MAY THINK THAT WE ARE NURTURING THE PARTICIPANTS, BUT IT IS THE DEVELOPMENT OF THE PROGRAMME THAT IS NURTURING US. BEING INVOLVED IN THE IG PROGRAMMING HAS BEEN AN ENRICHING JOURNEY WHICH BRINGS ABOUT DEEPER AWARENESS OF THE COMMUNITY WE ALL LIVE IN AS SINGAPOREANS."

Poh Jia Yi

Principal, My First Skool at 676 Woodlands Drive 71
(Kampung Admiralty)



STORYTELLING SESSION BY THE SENIORS



SENIORS AND CHILDREN BUILDING CLOSE RELATIONSHIPS

PARACHUTE BALL ROLLING WITH THE SENIORS



GROUP PHOTO AFTER CARD-MAKING ACTIVITY



Photos courtesy of My First Skool

LEARNING AND GROWING WITH SENIORS

**PCF Sparkletots preschools
(Sengkang Central and Punggol Coast)**

Bright Hill Evergreen Home and Society for the Aged Sick

PAP Community Foundation (PCF) Sparkletots preschools have implemented intergenerational programmes (IGP) for some years now to positively impact seniors' wellbeing and our children's values-based learning.

In November 2017, we piloted an approach which matched multiple centres (from the Sengkang Central and Punggol Coast areas) to two nursing homes. The intention was to adopt a team-based approach so that our centres could support the homes with regular intergenerational sessions.

To aid our children's critical thinking skills, the children first visited the homes to gain a better understanding of the residents' abilities and environment. They were then tasked to think of suitable activities to do together.

"OVER TIME, WE SAW OUR CHILDREN OPENING UP AND SPEAKING MORE TO SENIORS. WHEN WE BROUGHT THEM OUTDOORS, WE SAW THEM TAKING THE INITIATIVE TO GREET SENIORS ALONG THE WAY. ONE CHILD EVEN BROUGHT THE SAME GAME IDEAS BACK TO MALAYSIA TO PLAY WITH HER GRANDPARENTS."

Ms Ananthi Ramprasad

Teacher, PCF Sparkletots @ Sengkang Central Blk 292B

Benefits of Intergenerational Activities in Nursing Homes:

- Enhances wellbeing by promoting intergenerational bonds between seniors and children;
- Provides learning opportunities for children about seniors; and
- Complements the home's activities with regular intergenerational activities.

View a video of the initiative [here](#).



SENIORS AND CHILDREN INTERACTING AND HAVING FUN THROUGH JOINT ACTIVITIES LIKE PAINTING.



SENIORS HELP CHILDREN MAKE A FRUIT KEBAB WHICH THEY ENJOY TOGETHER AFTER THE SESSION.



THE SENIORS PARTICULARLY ENJOY THE DANCE PERFORMANCES BY THE CHILDREN.



section

5

FACILITATING INTERGENERATIONAL ACTIVITIES VIRTUALLY²

Conducting activities on virtual platforms are becoming increasingly popular. This section provides some tips on how to optimise facilitating virtual sessions.



As a lead facilitator, pre-schools will need to provide guidance and activity demonstrations for the Community Care facilities. Ample preparation is key to a successful and engaging virtual engagement. Do get the children involved in the demonstration and activities!

Consider the following activities that seniors and children can enjoy together online!

- Seated workout exercises
- Art and craft sessions
- Game sessions like Bingo
- Cooking/food preparation
- Celebrations and Performances

Keep connections close even when separated by distance – check out more activity ideas [here](#) and link-up via the internet to do them together!



PREPARATION FOR VIRTUAL ENGAGEMENTS:

- Ensure that the Community Care facility and your pre-school have the required resources for the virtual engagement. These include:
 - » Wi-Fi/data connection
 - » Sufficient number of devices (e.g. computers/tablets)
 - » Other equipments (e.g. projector, speakers, headphones with microphones)
 - » Knowledge on how to use the virtual platform (e.g. Zoom, Skype, Teams)
- The best setup would be to have one device per senior/client but this can also be shared if, for instance, the computer screen is large enough. Staff will need to ascertain this based on equipment availability and seniors/clients' preferences and needs.
- If possible, conduct a dry run two days before the engagement so that everyone is familiar with the technical aspects. Otherwise, provide step-by-step instructions (with visuals, preferably.) to guide the involved Community Care facility before the actual virtual engagement. Aside from testing the devices (visual/sound), do also agree on the roles each party will play during the session (e.g. facilitator, technical support).



» A reminder on good practices as some participants may be new to virtual engagements:

- Find a conducive space (quiet, uncluttered or use a virtual background) and turn on the virtual platform app camera during the session. The videos should be on especially during physical activities to ensure seniors/clients' safety. Having the video on also encourages social interactions!
- Switch on microphones and participate during discussion segments
- If the session will be recorded, notify all participants and ensure that consent/media clearance from all parties have been sought prior to the virtual session. **(Note: Do not record and/or share photos and videos without consent!)**

» Provide a contact number so that participants can reach the facilitator if there are any issues

- Limit the number of participants to a smaller group (depending on the activity nature), to enable enough attention to be given and for there to be ample social interaction and participation.
- Set aside at least 15 minutes to setup the virtual session. More time may be required if you have a more complex setup.
- Remind participants about what they can expect during the session. Providing some basic information about the participants can also help to facilitate the interaction.



TECHNICAL ASPECTS

1. KEEPING WITHIN THE INTERNET BANDWIDTH:

- ✓ Observers not facilitating the session can turn off their videos.
- ✓ If internet bandwidth is still an issue, observers can share devices instead of having separate account logins on the same network.

2. CHECK YOUR VIDEO SETTINGS:

- ✓ **Lighting:** Have a light source either directly facing you (e.g. window with sunlight streaming through, monitor - adjust your screen brightness accordingly) or no more than 45 degrees away.
- ✓ **Background:** Have an uncluttered background or a simple/plain virtual background so that participants can see you clearly.
- ✓ **Framing:** Make sure you are centred in the frame. For proper framing, your laptop should not be too low/high. Ideally, the camera should be eye-level. You can prop the camera higher with books, etc. Many virtual platforms have preview options, check how you/your activity looks and the camera angles required and adjust accordingly before your actual session and adjust accordingly.

3. CHECK YOUR AUDIO SETTINGS:

- ✓ **Location:** Find a quiet and conducive environment to minimise background noise or distractions.
- ✓ **Microphone:** You can use an external microphone including lapel microphones or those linked to headphones to ensure that you can hear and be heard clearly.

4. OTHER TECHNICAL MATTERS:

- ✓ Ensure that your technical devices are fully charged and that you have the charger handy, including contingency items such as spare extension cords, lights, computers/tablets, microphones and data card for internet connection.
- ✓ Ensure devices are placed far apart to prevent interference between devices.

FACILITATING INTERGENERATIONAL ACTIVITIES VIRTUALLY



DURING THE ACTIVITY:



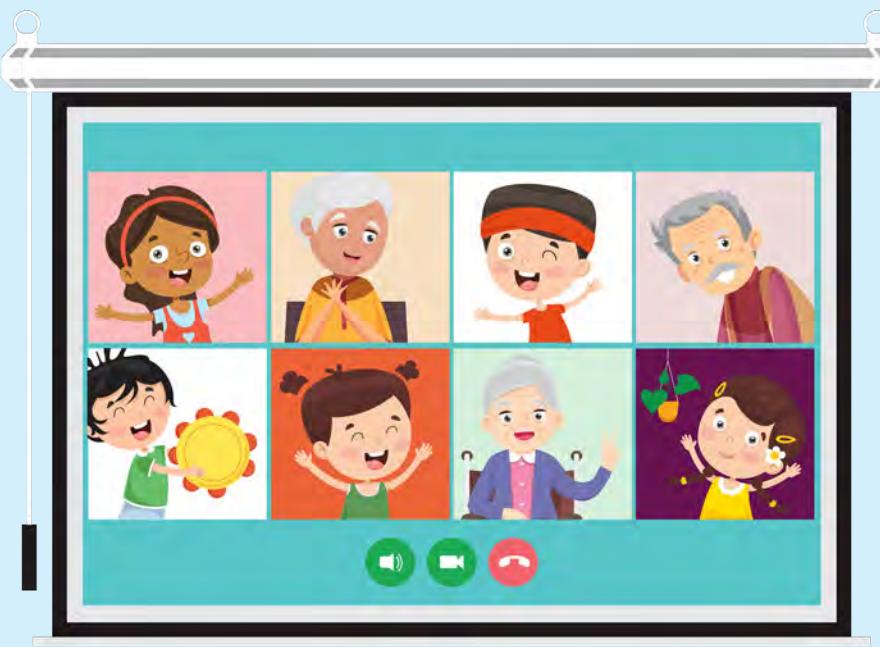
TIPS

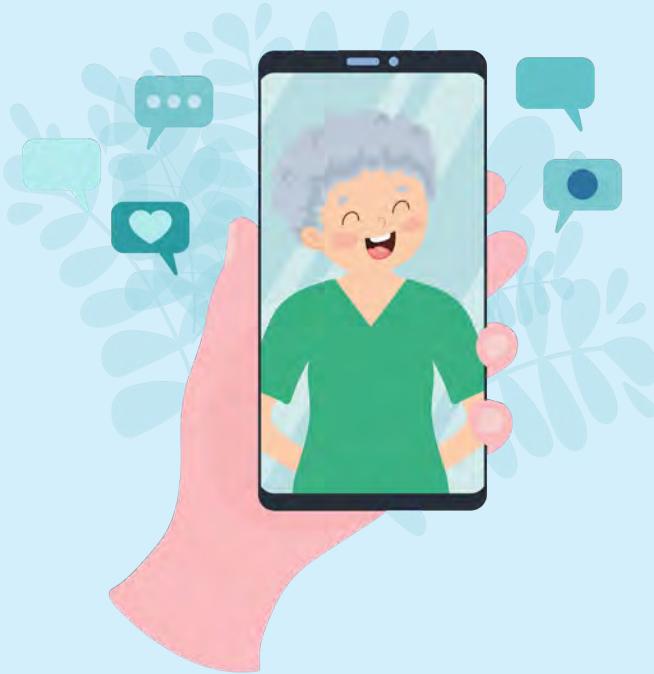
Some virtual platforms offer “breakout” rooms, which enable you to have smaller sub-groups for closer interactions and monitoring. Explore the functions of the virtual platform you are using to see how to customise and bring the experience “closer” to participants.

Be creative and have ice-breaker/warm-up activities that are connected to the main activity to get participants ready for the session or find out more about them as they engage in the activity.

For example, if you are carrying out an exercise activity, ask the participants if they had a favourite sport in their younger days and use some of the actions associated with it as part of the exercise.

- ✓ Start the session earlier (e.g. 15-20 mins) to admit participants into the meeting room. You may choose to play some music to enliven the atmosphere while waiting for the Community Care facility to enter (especially when you have a larger number of participants).
- ✓ Check that they are able to see and hear you and vice versa, it is helpful to have another team member assist you (e.g., to mute participants, monitor the chat window, manage technical queries, etc.), while you facilitate the session.
- ✓ Invite the Community Care facility to turn on their videos.
- ✓ Give a short introduction of yourself.
- ✓ Share ground rules of the virtual engagement such as keeping the video on so participants know who they are speaking to and to create a warm atmosphere, having one participant speak at a time, etc.
- ✓ Where possible, offer translation into other languages/dialects, depending on the participants' profile.





- ✓ Encourage seniors/clients (with their videos on) to provide a short introduction of themselves.
- ✓ Provide an overview/recap of the programme, including showing an end-product (if appropriate), providing details of break times and instructions on how the session will be conducted (e.g. if there will be a question and feedback time, include instructions on how to chat via the microphone, safety precautions that may need to be heeded, etc.).
- ✓ Speak in short and clear sentences. Check regularly if everyone is clear and are able to follow the instructions.
- ✓ Be mindful of the time, you may want to set a timer for yourself (or have a team member keep time for you) so that you can keep to the schedule.
- ✓ Look out for the needs of all participants, and make sure that all the seniors/clients are able to complete the necessary steps for the activity before proceeding to the next one. Offer a close up view if the activity requires a person to speak or demonstrate the activity.
- ✓ Take note of the atmosphere. Remember that the volunteering activity should be a positive experience, hence if participants are tired, it is alright to end the session slightly earlier.



AFTER THE ACTIVITY:

1 Provide time for participants to share and give feedback about the activity. Some questions that you could ask include:

- a. What did you enjoy most about this activity?
- b. Are there any other activities that you would like to do in the future?

You may leave it open-ended, or do in a roundtable format where you can call the names of each participant to gather their responses.

2 Thank the participants for their time.

3 Seek feedback from the Community Care facility and observers if there were any areas of concern to address (e.g. virtual platform, activity). You may need to adjust and make changes to your next activity accordingly.

4 Remind participants (if applicable) about the date and time for the upcoming session and any materials that they will need to prepare beforehand.



WE'VE DONE IT!

We hope you have enjoyed creating meaningful intergenerational sessions and that it has enabled your children to understand seniors around them better. Do remind the children to continue to foster good ties with the seniors around them and to always show care and concern. Together, we can build a better and more inclusive Singapore!

Happy caring and sharing!

Agency for Integrated Care and Community Chest (Team Sharity)

Section

6

LIST OF REFERENCES

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