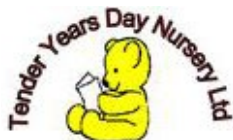


Intergenerational Working Toolkit

*Ideas for
getting
started*



St Bernard's Care Home & Tender Years Day Nursery
in partnership with Engage



Solihull
METROPOLITAN
BOROUGH COUNCIL

“ This is the most powerful project I have been involved with in my 28 years. The bonds that have been created between the children and older adults in such a short space of time are magical. ”

Lisa Whitehouse,
Owner of Tender Years Day Nursery

“ The atmosphere just changes at the home when the children are coming. It is amazing to see. ”

Felicity Ellis, Activities manager,
St Bernard's Care Home

Foreword

The profile of intergenerational working has recently been raised with the Channel 4 documentary “Old People’s Home for 4 Year Olds”. The series explores what the very young and the very old can learn from each other by bringing together residents of a retirement village and children from a local nursery.

We were inspired to begin a programme of our own in Solihull. As collaborative leads for Engage, Solihull Council’s Early Help offer for 0-19 year olds, one of our main roles is to develop strong and resilient communities that are enabled and empowered to support themselves. It’s our belief that intergenerational working is key to achieving this.

We were lucky to be approached by Lisa from Tender Years Day Nursery who shared our passion for creating the programme and to find Felicity from St Bernard’s Care Home as a partner who was quickly enthused and eager to take part. In addition, the austere times we find ourselves in led us to contemplate how we might best share resources, skills and facilities which benefit both children and older adults.

Intergenerational working appeared to be the key. Our work this far has demonstrated that sharing community resources for intergenerational work can empower partners to provide services that are of a high quality and most importantly sustainable.

The journey has not been without challenges. But by working with colleagues who share the same values and vision we have been able to overcome them and create a programme that has worked with outcomes for both older adults and children demonstrating the benefits of intergenerational work for both.

This toolkit will support settings for all ages to be able to undertake intergenerational work based on the learning from the intergenerational pilot between Tender Years Nursery and St Bernard’s Care Home in Solihull. We have included a template for a partnership

agreement, risk assessment forms and tools for evaluation as well as sharing the findings from our pilot project.

This is by no means definitive or prescriptive. We are still learning as we go. It’s a starting point for inspiring intergenerational working. A ‘can do’ approach is essential. Find likeminded partners, start talking to each other and develop programmes that benefit your clients.

Those who are taking part in the Solihull pilot definitely think it’s worth doing...

“It’s brilliant, he totally loves it and is really engaged in it.....I’m all for it. He is always talking about the children”

Family member of MS

“She can’t wait to get to a nursery on a Wednesday, she even gets dressed herself.”

Parent of child S

We’ll leave the last word to Dr Zoe Wyrko, consultant geriatrician for University Hospitals Birmingham, who advises the Channel 4 programme and has helped us with the Solihull pilot.

“We need to do this. Intergenerationality has to become normal. Care homes and retirement communities are good for the people who need their services and housing needs, but we mustn’t allow the walls of a building to become mental as well as physical barriers.”

Dr Zoe Wyrko- British Geriatric Society blog 23/2/18

Thank you to everyone who has contributed to this toolkit and allowed us to publish their ideas. Good luck with your own intergenerational projects and do let us know how you get on!

Maxine Burrows and Yvonne Obaidy

Collaborative Leads

Engage Service, Solihull Council

Contents

Section 1: Overview	5
a. Solihull context	
b. Why do it?	
c. Who are the key contacts?	
Section 2: Getting started: things to consider	6
a. The Partnership agreement	
b. Assessing Risks	
c. Preparation and Planning	
d. Evaluation and Outcomes	
Section 3: Useful documents and templates	9
Section 4: Evaluation tools	10
Section 5: Findings from Solihull pilot	11
Section 6: Additional support	12



Section 1: Overview

“Intergenerational practice aims to bring people together in purposeful, mutually beneficial activities which promote greater understanding and respect between generations and contributes to building more cohesive communities. Intergenerational practice is inclusive, building on the positive resources that the young and old have to offer each other and those around them”

**Centre for Intergenerational Practice:
Beth Johnson Foundation, 2001.**

a. Solihull context

Having watched the Channel 4 documentary “Old People’s Home for 4 Year Olds”, Tender Years Day Nursery, an outstanding Early Years setting, approached the Solihull Engage team to discuss setting up intergenerational work with the nursery and a home for older adults.

The home needed to be an outstanding setting, so taking advice from the adults commissioning team in Solihull we approached outstanding providers looking for those who wished to be innovative and creative.

St Bernard’s Care Home in Olton responded positively and we met with them to discuss how we might go forward. It was clear from the initial meeting that the owner of the home shared similar values and ethos to the nursery and Engage. This proved to be a solid foundation for the proposed work.

Having matched the two settings they met to discuss how they could proceed, quickly establishing the points where they were in agreement and beginning to jointly overcome challenges.

A 12 week programme was set up with specific outcomes. For the children it was about improving both school readiness and social skills. The target for the older adults was to reduce isolation.

Outcomes and impact measures were set at the beginning of the programme to ensure that it could be effectively evaluated from the start.

Engage supported the programme, acting as advisor and guide to the home and the nursery as required.

b. Why do it?

- Intergenerational work helps to achieve a better community with a better quality of life for all ages.
- It helps children to develop life skills and supports them in developing higher self-esteem and better emotional and social skills.
- Improves school readiness for younger children
- It improved depression scores in the older adults. 80% of the older adults in the Solihull pilot demonstrated an improvement in their score, one by as much as 50%
- It breaks down stereotypes
- Both children and adults feel special with the time and attention they receive
- It brings joy to both age groups and all involved

c. Who are the key contacts?

Maxine Burrows;
maxine.burrows@solihull.gov.uk

Yvonne Obaidy;
yobaidy@solihull.gov.uk

Please note:

The photographs in this toolkit are from the Solihull pilot. Please do not reproduce without permission.

Section 2: Getting started: things to consider

a. The Partnership Agreement

To support positive partnership working and ensure the project is successful (and hopefully problem free!) you may want to consider having a partnership agreement to start you off. An agreement should support you to have a common understanding of what and how you are going to do your planned activity. It should also help with clarity of roles and responsibilities you are each taking on.

Checklist

The Partnership agreement should identify the following:

- What are our common aims?
- What activity are we going to do? (low cost/ no cost, consider budget for this)
- What outcomes would we like to achieve for both children and older adults?
- What requirements and resources do we need? How are we going to do it?
- Who else may want to support, what other partners could be involved?
- Do we need to promote this and if so how?
- How are we going to choose the 'right' children or older adults
- How often and how long are we going to run this for?
- How can we measure the successes? How do we monitor individual progression? How do we evaluate the overall effectiveness?

Tips for success

'Having a staff member attend that works directly with the children on a daily basis enhances their experiences and brings it to life'

Tender Years Day Nursery

In Section 3 we've shared examples and templates for you to use or adapt for your own project.

b. Assessing risk

Both partners should consider discussing any potential health and safety risks before the sessions take place to ensure everyone taking part is safe and has an enjoyable experience.

Checklist

- Transporting children to the care home. If we use the car, public transport, walking to the venue what safety measures do we need to put in place?
- Is the identified shared space safe?
- Are the activities safe and suitable for both children and older adults to join in with?
- What are the procedures if there is an accident? Who is responsible?
- What are the procedures if there was a fire? Who is responsible?
- Mobility and capability of the older adults?
- Do we have hot drinks while the children are in the room?

The risk assessment may be something that you plan together to ensure you are aware of each risk, as risks for children may not necessarily be the same for the older adult. Most nurseries and care homes will have a template of their own that will support this. We have templates available if you wish to adapt.

In addition to the risk assessment *you may want to consider the following:*

Do the older adults need a DBS check?

St Bernard's Care Home undertook DBS checks with older adults as part of the pilot programme. However a robust risk assessment that takes into account safeguarding of both the children and older adults should suffice.

Once you have decided on your agreement and you have completed your risk assessments the next step is Preparation and Planning.

c. Preparation and Planning

To ensure the smooth running of the sessions, preparation and flexible planning are essential.

Checklist

Through discussion with your partners you may need to decide:

- What day and time will be suitable for all?
- How would we like our sessions to be structured?
- Who will take the lead on specific roles?
- What activities can we offer for both children and older adults to join in with?
- How will they support the children and older adults?
- Who will provide the resources for these? How much will this cost?
- How much time will this take outside the sessions to source and prepare?
- How can the older adults and children contribute to this?
- Ensure the previous session informs your planning for the next session, taking into account weekly successes, challenges and observations.

Ideally have a plan in place for 6 – 8 weeks, but remember you will need to be flexible (see below) and learn from each session.

Be especially flexible with activities that are planned to take place outside the designated room. For example an outdoor planting activity may be affected by adverse weather conditions or a trip to the park may have transport problems. Older adults may have confidence and stability worries that could cause them concern so you may decide you need a plan B!

You may also have to be flexible if a planned activity is over far too quickly, you may need to think on your feet and have a few back up activities to support this.

Be open and honest with your partner when planning and evaluating your session. If an activity doesn't meet the desired outcomes

such as; not encouraging enough interaction between the generations, or the children/older adults didn't seem to enjoy the activity or become bored, you may have to implement changes for the following weeks if you have similar activities planned.

Involve children and older adults in the planning by asking questions and through observations you will get a feel for the successful activities.

Tips for success

With the pilot project what worked really well was:

- Preparation within the nursery: Discussions took place with the children before and after each session. They were aware of their activity each week; they each had a bag they brought into the care home with a variety of toys/equipment. The children were confident with what they were doing and how they were going to do it. There were photographs taken during the sessions and open discussions throughout the week about what went on and what they enjoyed.
- Parental involvement: The nursery actively updated their online learning diary, taking pictures on the tablet and uploading this for parents to discuss the activity with their children. Parents were given very positive images of their child which they were really pleased to see, in particular for those children that find group care challenging.
- *'Involve parents from the beginning – before the first visit happens, to support the relationships'* **Tender Years Nursery**

d. Evaluation and Outcomes

Evaluate your project as you go along to show the overall effectiveness. Revisit your original partnership agreement and make sure you are still on track.

Evaluating **short term** aims can inform how you plan your future sessions. Some questions to ask.

- Did the activities meet the needs of everyone?
- Are they: building relationships? Communicating well? Joining in with activities? Enjoying the sessions.
- Were there any challenges in meeting the planned aims/outcomes? How can we overcome those?

Longer term

- How can we measure how the programme benefitted everyone?
- We can measure changes in individuals and see the impact the project had?

Older Adults

As part of evaluating the impact the sessions had on older adults' wellbeing we chose to use two tools.

- Geriatric Depression Score
- Patient health questionnaire

More information about these tools is available in **Section 4**.

You can choose which tools best suit your overall aims for the project. We felt the above tools were most appropriate as we wanted to look at identifying depression in older adults, (although this tool wouldn't be used to identify this alone, but would be a guide to monitoring improvement in mood and emotional wellbeing). We wanted to see if the scores decreased over time.

Children

For the pre-school children the nursery decided the best way for them to monitor the children's progression was to choose the following.

- Characteristics of effective learning (EYFS)
- Leuven's wellbeing scales

Tender Years felt this worked well with the children they chose and fitted the project perfectly.

More information about these tools is available in **Section 4**.

Section 3: Useful documents and templates

a. Partnership agreement

We've shared the partnership agreement we used for the Solihull pilot and provided a blank template for you to adapt for your own project.

[Click here](#) to download Solihull's partnership agreement

[Click here](#) to download a blank template partnership agreement

b. Risk Assessments

These are the risk assessments produced by the care home and nursery as part of the Solihull pilot.

[Click here](#) to download the St Bernard's Care Home risk assessment

[Click here](#) to download the Tender Years Day Nursery risk assessment

[Click here](#) to download a blank template room risk assessment form

c. Planning Documents

[Click here](#) to download the activity timetable used by St Bernard's and Tender Years

[Click here](#) to download a blank template activity timetable

d. Evaluation feedback

[Click here](#) to download the evaluation feedback from Solihull pilot intergenerational sessions

[Click here](#) to download a blank template weekly evaluation form

Section 4: Evaluation and Outcomes

a. Geriatric Depression Scale

The Geriatric Depression Scale (GDS) is a 30 item self-report assessment used to identify depression in the elderly. The scale was first developed in 1982 by J.A. Yesavage and others.

Click here to download the test.

Please note: you don't need clinical training to administer the Geriatric Depression Scale

b. Patient Health Questionnaire (PHQ-9)

The PHQ-9 is the depression module, which scores each of the nine DSM-IV criteria as "0" (not at all) to "3" (nearly every day). It has been validated for use in primary care.

*DSM-IV is short for the Diagnostic and Statistical Manual of Mental Disorders.

It is not a screening tool for depression but it is used to monitor the severity of depression and response to treatment. However, it can be used to make a tentative diagnosis of depression in at-risk populations.

Click here to download the questionnaire

Please note: you don't need clinical training to administer the PHQ-9 but you do need someone who is able to understand, interpret, and act upon any negative or abnormal results.

Note about credits for the PHQ-9

The copyright for the PHQ-9 was formerly held with Pfizer, who provided the educational grant for Drs Spitzer, Williams and Kroenke who originally designed it. This is no longer the case and no permission is required to reproduce, translate, display or distribute the PHQ-9.

c. Characteristics of effective learning (EYFS)

Click here to go to the Early Educational website and view guidance for practitioners which includes the characteristics of effective learning.

Click here to go to the Early Years Careers website and read their article about the characteristics of effective learning

d. Leuvens wellbeing scales

Click here to go to the Teacher Toolkit website and read about the Leuvens wellbeing scales.



Section 5: Pilot findings

We have shared reports from St Bernard's Care Home and Tender Years Day Nursery which evaluate the Solihull pilot and provide feedback from staff involved.

[Click here](#) to download the St Bernard's Care Home report

[Click here](#) to download the feedback from the care home staff

[Click here](#) to download the Tender Years Day Nursery report

[Click here](#) to download the feedback from nursery staff



Section: 6: Additional findings

Talking about death with children

Talking about death with children can be a real concern but that shouldn't mean that we avoid it. Death is an inevitable part of life and we must ensure our children are aware of it and know it's okay to talk about it.

While it can be a difficult topic we should talk about it when appropriate as evidence and experience shows that it helps. This is the same for children too.

Below are a few resources and websites that we have found useful during the pilot. This is not an exhaustive list.

Some books that are aimed at young children;

- *Badger's Parting Gifts* by Susan Varney is a tale about a group of forest animals which tells a gently and touching story about loss, mourning and the power of friendship.
- *Water bugs and dragonflies* by Doris Stickney helps to explain death to young children.

The following sites can offer help and support should you wish to access them.

How to explain death to children and young people- Barnardos
https://www.barnardos.org.uk/child_bereavement_booklet_explaining_death.pdf

Winston's Wish is a UK childhood bereavement charity which supports children and families
www.winstonswish.org.uk

www.cruse.org.uk

We offer support, advice and information to children, young people and adults when someone dies. We work to enhance society's care of bereaved people.

