

INTERGENERATIONAL GUIDE FOR

GRANDMOTHER, HAVE THE ANGELS COME?
BY DENISE VEGA

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LET'S LEARN TOGETHER

POETRY

Introductory Concepts

In this activity, seniors will help children experience poetry elements through drawing and sound.

Preparation: Print out Reproducible 1 so each pair gets one sheet. Pairs will also need a recording device.

Activity:

1. After reading the book, have a senior pair with a child/youth.
2. Have each pair pick five of their favorite picture words (adjectives) from the story. Repeat for their favorite objects (nouns) and their favorite action words (verbs).
3. Ask the child/youth to draw one picture word by itself. Discuss why it may be difficult. Ask them to pair the picture word with one of the object words and draw a picture of the two words. Then pair the two words with an action word. Have the child/youth draw another picture depicting the three words. Discuss how the drawing changes as he/she adds words to the object.
4. Have the senior draw a picture using two of the same words as the child/youth. Discuss how the pictures are different and why. Explain that this is called imagery.
5. Have the child/youth identify a word or series of words that is repeated in the story.
6. Using a tape recorder, have the child say the word or series of words one time. Play back the word/phrase. What does the child think about or imagine when they hear the word. Have the child say the word or series of words two times. Play back the words. Does the child think or feel something different when the words are repeated? Explain that this is called repetition.
7. Also have them record some of their favorite words chosen in step 2. Play them back. Is part of the reason they like the words because of how they sound? Explain that poetry is meant to be heard not just read. How words sounds can be as important as the pictures they create in your mind.

THE FIVE SENSES

In this activity, seniors will help children explore their senses and how they use them to experience the world.

Materials: Book, Reproducibles 2, 3 & 4, Audio file, Cotton Rounds, Eye Droppers

Preparation: Print out Reproducibles 3 & 4 (enough for each pair.) Download audio file. Bring in 2-3 items for each sense. **See Reproducible 2, Sense Objects For Hands-On Activity.** If you have more than one intergenerational pair you will need multiple sets of items. For smell, use cotton rounds in baggies. For touch, have item in generic container. For taste, use an eye dropper. If you don't have a laptop or mp3 player with headphones to play the sounds, record your own on a tape player. If you don't have a color printer for Reproducible 3, use markers or construction paper to create the color squares. **Note:** The charts on Reproducible 2 are repeated if you want to print a copy for each pair.

Activity:

1. After reading the book, have senior pair with child/youth. Have them discuss what the five senses are, what the five sense do and how our bodies get the information from these senses.
2. Have students select different items in the book and identify which senses the story uses to give information about the items. **See Reproducible 2, Sense Objects From The Book.**
3. Even though the story doesn't directly use smell, which objects could also be identified through smell?
4. Using Reproducible 4, have child/youth make a prediction about which sense they think they will use the most to identify the objects. **See Reproducible 2, Sense Objects For Hands-On Activity.** (Keep objects out of sight until they are introduced.)
5. Have the child/youth sense the item, then tell what he/she thinks the item is. Did she need to use another sense to be sure about the item?
6. Have the child/youth color in the sense he/she used on the graphing chart. Can he/she use more than one sense to identify certain items? Are there any items that you use only one sense?
7. Repeat for each item as time allows.
8. How close were they to their prediction?

LET'S CREATE TOGETHER

EXPLORING WITH OUR SENSES

In this activity, partners will explore their environment. Using their creativity and senses, they will document their discoveries.

Materials: Reproducible 5 and blank paper folded into a 6 page booklet. (Enough for each pair)

Activity:

1. After reading the book, have each child/youth pair with an senior.
2. Have each pair go outside and find at least five various items. Have them write down each object, describing its appearance and what senses they used to describe the item.
3. After completing the hunt, have each pair create a book of senses: label each page with a sense, then have the child/youth draw and label the objects he/she found for each sense.

LET'S CREATE TOGETHER (cont)

BUTTERFLY CRAFT (AGES 6 & UNDER)

In this activity, the generations work together to create a colorful butterfly.

Materials: Coffee filters, washable markers, squirt bottles, pipe cleaners

Directions:

1. Flatten out a coffee filter on a plate.
2. Have child color the filter with washable markers.
3. Use a squirt bottle to spray the coffee filter in the center of the filter. Encourage younger children to just squirt it once and watch to see if they need more water.
4. Let dry. (This takes about 1/2 an hour, unless the filter has been soaked by an over-zealous crafter!)
5. Scrunch the coffee filter so you can wrap a pipe cleaner around the center.
6. Twist the pipe cleaner to hold the coffee filter tightly.
7. Refine the appearance by trimming the pipe cleaner, curling the pipe cleaner, or fluffing the wings.



FLOWER CRAFT (AGES 7 & OLDER)

In this activity, the generations work together to create a bright decoration.

Materials: Two colors of crepe/tissue paper cut into several small pieces, paper plates, twigs, and kid's glue.

Directions:

1. Prepare a puddle of white glue on a paper plate.
2. Scrunch a piece of paper into a small tight ball. Dip it in glue and stick it to the twig. Keep going until the stick is in full blooms.
3. Allow blooms to dry.



POETRY

In this activity, the generations come together to join personal experiences and share as poetry.

Preparation: Display keywords (Reproducible 6) on a white board, chalkboard or PowerPoint slide or print out a chart for each intergenerational pair.

Activity:

1. Have each child/youth pair with a senior.
2. Have the older partners discuss poetry with their partners. Discussion Points: How do you know something is a poem? (e.g. it's short, it rhymes, it makes me see things, hear things etc.) What types of words help create a picture in your mind? How is poetry different from regular writing? (e.g. no sentence structure or repetitive structure. Does all poetry have to rhyme?) Have them share their favorite poem: what it is about, why they enjoy it? Have them ask their partners about their favorite poem.
3. Together have partners choose a favorite place, memory or hobby.
4. Using at least five of the keywords, have the pair write a poem about their selected topic.
5. Have each pair share their poem with the group.

STORY KEEPER

In this activity, the generations come together to capture memories and create a keepsake of those memories.

Materials: Pen & paper, cassette recorder or video recorder, and print out Reproducibles 7 & 8, if desired.

Activity:

1. After reading the book, discuss the importance of sharing our stories. Discuss the oral tradition of sharing stories versus the written tradition.
2. Have a senior pair with a child/youth. Have each prepare a list of at least ten questions to ask their partner. Or they can use the interview questions provided in Reproducibles 7 & 8.
3. Discuss the importance of listening when gathering stories.
4. Have each take a turn interviewing his/her partner.
5. Have each partner document the information/stories shared by the other person via pen & paper or tape recorder or video recorder.
6. Have each partner compile what they learned in a memory book, audio tape or DVD. If making a memory book, encourage them to draw pictures or bring in photos to go with the writing. Talk about other things that might be included in a memory book, e.g. newspaper clippings, awards, certificates, etc.

LET'S PLAY TOGETHER

In these activities, the generations come together to experience each other as they experience different environments.

PICNIC

Plan a picnic, giving each participant a responsibility to make or bring something. Make the food fun by using cookie cutters for sandwiches and/or using toothpicks for fruit & vegetable creations. If pairing the picnic with one of the other events, coordinate your food with your event. If you are going to the zoo, use animal cookie cutters, if you are going to the butterfly pavilion, use butterfly cookie cutters, etc.

A VISIT TO THE BUTTERFLY PAVILLION

Find a butterfly pavilion in your area. Before attending have intergenerational pairs research the metamorphosis of the butterfly and some of the different species. Have each pair make a list of at least five things they want to see or learn while at the pavilion.

A VISIT TO THE ZOO

Find a zoo in your area. Before attending, have intergenerational pairs research the purpose of zoos and some of the responsibilities of the zoo keepers. Have each pair make a list of at least five things they want to see or learn while at the zoo.

A FAVORITE PLACE

Have participants share one of their favorite places to visit and why they enjoy it. If working with a larger group, have the group vote on where they would like to go as a group. Have the group or intergenerational pair come up with a relevant topic or activity to research and/or share prior to the visit.

For all the activities, have one partner or a couple of people bring a camera to take pictures of the outing. Afterwards, have the pictures printed. The pair can work together to create a memory book documenting their outing and some of their favorite memories.

Picture word only	Picture Word + Object Word	Picture Word + Object Word + Action Word
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Sense Objects From The Book

Sight	Hearing	Touch	Taste	Smell
Blue Skies White Clouds Reflection in a dew drop	Sigh of a butterfly	Rain on your head Stroke Cheeks Hold Finger	Wild Honey Lemonade	* <i>Wild Honey</i> * <i>Lemonade</i>

Sense Objects for Hands-On Activity

Sight	Hearing	Touch	Taste	Smell
Color Ocean Mountain Sky	Train Whistle Telephone Ringing Rain Thunder	Grapes Cotton Balls Sand paper	Honey Lemonade Water	Lemon oil Peppermint extract Vinegar



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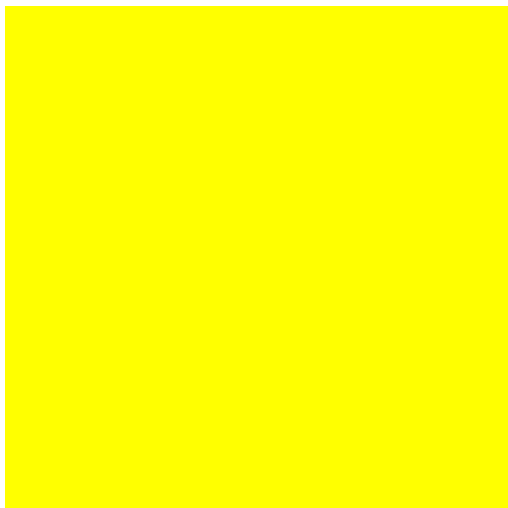


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Name: _____

Prediction: _____

Five Sense Graph

Sight	Hearing	Touch	Taste	Smell

Scavenger Hunt List

WHAT WE FOUND	DESCRIPTION OF OBJECT	SENSES USED
<i>Tree trunk</i>	<i>Dark brown, rough surface</i>	<i>Sight, touch</i>

KEYWORD	PART OF SPEECH
Clouds, Sweetness, Dewdrop, Laughter, Tears, Light	Noun
Float, Sprinkle, Sigh, Savor, Dance, Perch, dimmed	Verb
Lasting, curved, slow, white	Adjective
Clearly, tightly	Adverb



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Interview Questions to ask Senior

What is your full name? Where were you born? What is your birth date?

Were you born at home or at a hospital?

How have things changed since you were a child?

Tell me about your childhood home.

Did you have your own room?

Did you have running water ? Electricity? Toilet? Telephone? Radio? Television? What was it like when these were installed? What did you use before?

Did you have a refrigerator? Icebox?

Tell me about the city / town in which you grew up.

What kinds of chores did you have as a child? Before school? After school?

What was your favorite toy?

What was the first radio show you heard?

What was the first TV show you saw?

Interview Questions to ask younger Person

What is your full name?

Where were you born? What is your birth date?

Tell me about your home.

Do you have your own room?

Tell me about the city / town in you which live.

What kinds of chores do you have? Before school? After school?

What is your favorite toy?

What is your favorite TV show?

What is your favorite thing to do?

What is your favorite book?

Do you have any brothers & sisters? What are there names? Are they older or younger?

ONLINE RESOURCES

Generations United

<http://ipath.gu.org/about.asp>

GU is the national membership organization focused solely on improving the lives of children, youth, and older people through intergenerational strategies, programs, and public policies.

Intergenerational Programs & Aging

<http://intergenerational.cas.psu.edu/>

This website focuses on educational programs and practices that strengthen intergenerational relationships and competencies in children, youth, older adults, and families.

Habitat Intergenerational Program (HIP)

http://www.massaudubon.org/Nature_Connection/Sanctuaries/Habitat/news.php?id=307&sanc_news=yes&event=no

HIP is a volunteer community service that enables persons of many generations to participate in environmental service projects and become stewards of their environment.

Center for Intergenerational Learning

<http://templecil.org/node/222>

CIL is dedicated to strengthening communities by bringing generations together to meet the needs of individuals and families throughout the life cycle.

Library Media Project

http://librarymedia.org/aging/Categories/Intergen_aging1.html

Videos concerned with intergenerational Issues

Help Age International

<http://www.helpage.org/Home>

HelpAge International helps older people claim their rights, challenge discrimination and overcome poverty, so that they can lead dignified, secure, active and healthy lives.

Intergenerational Titles of Fiction books

<http://us.macmillan.com/MacmillanSite/categories/Childrens/Intergenerational/IntergenerationalAllTitles>

VIDEO RESOURCES

Gentle Connections — is a timely, well-paced, technically correct 20-minute presentation.

The Electric Grandmother —1982, 32 mins., 16mm/video. Features Maureen Stapleton as a magical, ageless grandmother whose warmth transforms a skeptical little girl and brings love to a motherless home. Coronet/MTI Video.

Portrait of Grandpa Doc — A young artist struggles to complete a painting that he especially wants to have ready for his first show - a portrait of his maternal grandfather, who died several years earlier. As he tries to find the image that will capture his grandfather, he reflects on the times he spent with him, recalling that it was Grandpa Doc who first encouraged him to express himself through art. The memories flow as his work continues until, finally, he captures the image he had been seeking.

Shopping Bag Lady — A teenage girl's encounter with a homeless old woman leads to her eventual understanding of the problems of aging and the dignity of all individuals, regardless of their place in society. "Sets forth a warm and positive appreciation of life's totality."- Mass Media Ministries

BOOK RESOURCES

Generations Gardening Together: Sourcebook for Intergenerational Therapeutic Horticulture, by Jean M. Larson

This book presents a tested, hands-on, easy-to-use activity plan that benefits the development of relationships between adults over 70 and school-age children.

Generators: 20 Activities to Recharge Your Intergenerational Group, by Jennifer Griffin-Wiesner MEd

This book of reproducible handouts offers a variety of ways to involve everyone—from the young to the young at heart—in building assets and promoting interaction through fun, intergenerational activities.

Nourishing the Heart: A Guide to Intergenerational Arts Projects in the School, by Shari Davis

This book encourages the participation of older people in the classroom, engaging young and old in joint ventures to express their personal experiences and family traditions through writing, theater, and the visual arts. Clear, detailed instructions will help you design intergenerational arts projects with your students.