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Generations Working Together

The Scottish Centre
for Intergenerational Practice

Connecting Generations – A Guide to Best Practice



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Connecting Generations



**Generations
Working
Together**

The Scottish Centre
for Intergenerational Practice

Generations Working Together The Scottish Centre for Intergenerational Practice

The Scottish Centre for Intergenerational Practice conducts research, provides information, commissions projects, delivers support and encourages involvement to benefit all of Scotland's generations, by working, learning, volunteering and living together. The Centre is supported by the Scottish Government and works closely with public, private and voluntary sector organisations, as well as individuals and families to gather and share best practice, provide information and support, and develop new opportunities for intergenerational working in communities.

The development of local networks of organisations, groups and individuals interested in furthering intergenerational work is a key component in the Centre's strategy. In this way, groups and individuals can benefit from a range of support, learning and funding resources locally.

For more information, go to: www.scotcip.org.uk



Scottish Community Foundation

The Scottish Community Foundation is an expert in charitable giving. Every year, we give away £3.5M on behalf of our clients, making us one of Scotland's busiest grant-makers. Our knowledge of the sector allows us to find lesser known charities and community groups, ensuring our awards make an impact and create lasting change. We believe that building sustainable relationships between people of different generations helps to strengthen communities. Funds raised by participants in our annual fundraising event, the Caledonian Challenge enabled us to match the contribution of the Scottish Centre for Intergenerational Practice to make grants to each of the projects described in this publication. We feel they demonstrate what can be achieved when people of different ages work together for the benefit of their communities, and the Foundation is committed to continuing to fund local groups and charities working to achieve this.

Learn more about the Foundation on our website www.scottishcf.org.



Introduction

Connecting Generations – A Guide to Best Practice

In early 2008, the Scottish Community Foundation and the newly established Scottish Centre for Intergenerational Practice agreed to work collaboratively to develop a funding programme to stimulate intergenerational working in communities throughout Scotland. The 'Connecting Generations' Small Grants programme was established with the primary objective of supporting a wide range of innovative intergenerational activities and secondly of gathering the experience of those involved in each project, to be shared with other community organisations and institutions.

Grants of between £1,000 to £5,000 were made available to charities and not-for-profit community groups, to be spent within 12 months. Local authorities, schools and other statutory organisations were also eligible to apply, with priority given to community-based projects that addressed specific community issues. We wanted to support projects that were generated and led by people within the community – whether a geographic community or a community of interest – and that involved joint working between age groups rather than directed by one age group to another.

From a very large applicant base, 12 projects were funded to operate from mid 2008 to summer 2009. These projects have all been overwhelmingly successful and convincingly demonstrate the benefits of generations working together. Inspire Scotland were commissioned to conduct a review process with each project in mid 2009 to record the experiences of participants and organisers. We were particularly interested in learning what common principles might be identified for successful intergenerational activity.

This Guide to Best Practice has been compiled from the experience of those involved. Each project report records what they were trying to achieve, what they did and the lessons learned. Factors influencing their success have been identified and distilled in the final 'Benefits and Lessons Learned' section. It is hoped that you will find this Guide practical and useful in developing your own intergenerational programmes and perhaps find inspiration for a new idea or a different approach to meet the needs of your community.

Brian McKechnie

Director

Generations Working Together



Learning Point:

3 TFM Community Radio for Health

“En-R-G” (Encouraging Relationships Across the Generations) Connecting Generations Project

How the Project operates

What is 3TFM

The 3TFM Community Radio Station is a health-promoting radio station broadcasting to the three towns of Ardrossan, Saltcoats and Stevenston. Volunteers age from 14 – 84 years. 3TFM broadcasts to areas within the worst 15-20% Scottish Index of Multiple Deprivation. In some areas 25% of the residents have a limiting illness and 41% are economically inactive. 150 volunteers are registered and more than 50 volunteers are involved in the station each week. 3TFM engages with the local community to enable capacity building for groups and individuals and recruits, trains and works with a wide range of volunteers as well as with primary/secondary schools and community centres. Age is no barrier at 3TFM where everyone works as part of a team endeavouring to bring back a sense of community to the Three Towns.

The En-R-G Connecting Generations Project

The Connecting Generations Project, “En-R-G” used the medium of radio broadcasting to challenge perceptions of adults in relation to young people, that they are to be feared, when, in fact, a North Ayrshire Household Survey identified young people to be more likely to be a victim of crime.

The En-R-G project's aims were in summary:

- To build understanding, appreciation and trust through learning radio skills together across generations
- To use investigative journalism to test, challenge and report independently on findings of the NAC Household Survey by making a broadcast programme.
- To use peer education to cascade learning across the generations using ICT equipment, marketing, investigation/evidence gathering across the Three Towns.
- To encourage adults and young people to “walk a mile in each others’ shoes” and experience learning from a different perspective.
- To jointly produce and present the findings in a one-hour “special” programme to be marketed prior to broadcast.

- The project was, therefore, about engaging young people and older people to work together and gain mutual understanding and about enabling volunteers to gain new skills in engineering, research/interviewing and personal/social interaction. All of the volunteers gained in confidence and developed their interviewing and editing skills and some of them want to go into a career in radio broadcasting. Funding from Connecting Generations was used to purchase new digital recording equipment, volunteer expenses and for producing copies of the production.

How Were Volunteers Engaged?

A variety of means were used to get people on board:

- Roadshows in supermarkets and use of a PA system.
- Word of mouth through which young people told their friends about the project.
- “Plugs” on the 3TFM website, www.3tfm.org
- E mails through the website.
- Posters in schools.
- Work with the local Volunteer Centre.
- Collaboration with the University of the West of Scotland.

Over 60 people have been involved in the project directly with around 30 young people aged 12-25 and the same number for adults between 26 and 80+. Many volunteers who thought they could never go on radio are now more confident and one person is now thinking about moving on to employment.

Benefits of the Project

For 3TFM

Benefits reported for the station are:

- Providing a good reason to contact schools, community groups, care homes.
- Bringing volunteers into the station and to the Community Learning Centre where it is hosted.
- Giving 3TFM an even higher profile.

“I never thought I would be able to go on radio at my age but 3TFM has given me the confidence to write and record stories for children and adults that take a satirical look at life and encourage people to look on the bright side. It has opened my eyes to the skills that young people have. We work as a team and age is no barrier here. I don’t know what I would do without it”.

Feedback from one of the volunteers



For Volunteers

- Bringing older and younger people into a new way and new area of learning at different stages in their lives.
- Giving people new skills and understanding about volunteering, broadcasting and working with others.

For the Wider Community

- Allowing people to see intergenerational actions at work in the community to make a difference to people's lives and well-being
- Allowing people to better understand and have respect for each other across the generations

Evidence for the community that young people, contrary to popular opinion, do have respect for older people in the area and that there is more common ground between the generations than people expect.

Lessons Learned and Challenges

The key lessons learned by volunteers and staff alike were the mutual trust, respect and understanding resulting from working together as a team in the one group. Working to a plan with scheduling and timing being crucial in broadcasting was also a key area of learning.

A surprising challenge for the Station Manager and Volunteer Co-ordinator was that despite strong encouragement, not all schools or other organisations responded to the request to get involved in the survey conducted by the volunteers.

Future Development Activity

Following the completion of the En-R-G Project, it is anticipated that further volunteers can be recruited and a further survey undertaken as a follow-up to keep the intergenerational activities developing. In addition, building on the success of the Connecting Generations Project, work has started on a new project bringing together 3TFM, Ayrshire and Arran NHS, housing and social services, residents of local private care homes, sheltered housing and a third sector provider who are managing a befriending project for older people. The plan is to use the radio station for some reminiscence work and learning

radio skills and to have a few programmes broadcast to the local community on air as well as shared on disk with others living in residential accommodation.

Thanks to the work of the 3TFM team on the Connecting Generations Project, work with radio has also developed into two local schools, Auchenhavrie and Garnock Academies. Further intergenerational programmes are planned for autumn 2009 and into 2010.

Key Success Factors

Key success factors identified in this project are:

- The need to be well structured and have an Action Plan so that the steps towards the required outcomes are clear
- Making sure the required team members are in place to conduct the various project activities
- Making sure young and older people involved are supported to have the confidence to ask simple straightforward questions required in community consultations.

For further information:

See inside back cover



“It’s just great that we have found a model for development which, instead of separating young people out from the community, brings them centre stage....and when you read our report, you will understand the enormity of the shift in adult perception here in North Ayrshire.”

Feedback from Learning Manager (Adult Learning)

Learning Point:**Bridge Community**

The Bridge Community Centre in Stornoway serves as a focal point for youth work in the local area. The Centre moved into brand new custom built premises in January 2009 and aims to provide a facility for all age groups within the local community.

The project has focussed on the development of a community garden on unused land adjacent to the community centre, tennis courts, a children's play area and a putting green.

The Centre consulted with members, volunteers and agencies before the project started to gain community support and buy in for the community garden project. The Stornoway Trust provided the land.

How the Project operated

This project has provided a starting point in bringing together people of all ages to work together as volunteers for the benefit of the community and as individuals.

Landscaping

To develop the site into a community garden considerable landscaping work has been undertaken to develop the site into a usable community space.

The project initially tried to identify young people who did not have any involvement with the centre before. Careers Scotland and Get Ready for Work providers were approached to help to identify interested young people.

In total, 12 young people have been involved with 4-6 of them working at any one time on the landscaping of the garden.

Although the intention was to have more young people involved the final number provided a good balance as there was continuity from the start of the project to the end. This has given the young people a sense of achievement by seeing the project through from start to finish.

Participants have undertaken the heavy landscaping work of mixing cement, block paving, kerbing and establishing raised bedding areas.

The young people involved have left school and have yet

to secure employment, training or education opportunities. The project gives them something to focus on and a sense of purpose.



Youth volunteers at the community garden

Planting and Upkeep

Older people have volunteered to do planting and weeding and the general upkeep of the gardens.

Older people are keen to get involved but the initial work was fairly heavy and not suitable.

Art Work

The project talked to the local community arts project to discuss the potential for open air art to be produced to enhance the ambiance of the community garden. The arts project has agreed to be involved in the second stage of the project, which will bring people of all ages together to take part in producing sculptures for the community garden. This will involve more joint working between age groups than was possible during the creation of the garden.

Benefits of the Project**For Young People**

During the landscape work, centre staff has observed several benefits for young people:

- They have gained in confidence.
- Have a sense of achievement in seeing the work they have done.
- Are able to demonstrate to potential employers the practical skills they have developed.
- Have a sense of ownership of the project.

The Centre undertakes reviews with young people to help them to identify what they have achieved and learned from the experience.

For the Centre

- The Project has provided a first step towards making the centre more community friendly and accessible.

The greatest challenge for the Centre is securing revenue funding to enable the core service to continue.

*Landscaping work in the community garden (right)
The completed community garden (far right)*



- The Centre hopes to get an article in the local press about the community garden to raise awareness of the work done and opportunities available for all people in the community to get involved.
- The community garden demonstrates the commitment of the centre in being accessible for all the community.
- There is now a basis for working on other projects to bring the community into the centre and access the facilities and activities on offer.
- For the Community
- The community now has a garden that can be accessed by all age groups and families.
- There is now an open meeting place for the community.
- A disused space has been converted into a usable and attractive feature for the community.
- People from all interests and age groups have been brought together.

The key success factors and Lessons Learned of the Project

The vision of the Centre being a focal point for the community has been a key factor in ensuring the success of the project. Other success factors are:

- Identifying a need within the community and responding to this.
- Gaining approval for the use of the land.
- Involving a range of volunteers from different age groups in undertaking the work.
- Ensuring participants remain motivated and involved by providing on-going support and a feedback mechanism.
- Accepting that it was not possible to have a large number of young people involved due to the nature of the activities involved.

The centre intends to celebrate success by rewarding the participants for all their hard work and achievements.

One of the greatest challenges faced has been overcoming the vagaries of the Scottish weather. The project was delayed in getting underway due to adverse weather. In

hindsight it would have been better to start the project in the summer months.

Future Development

The centre is currently working to develop a new strategy to ensure facilities within the centre provide activities of interest to all age groups. The plan aims to ensure the quality and standard of services delivered within the community continually improve and develop. Part of the plan is to develop an evaluation strategy to gain ongoing feedback from all the community to enable the development of a user led approach to the development of activities.

The centre aims to reach out to all age groups within the community to ensure activities are developed for all, not just for young people.

Projects in the pipeline include:

- Developing links with the local school to develop pre exclusion work that will provide long term mentoring for young people and their families.
- Connecting with the elderly to reduce isolation while improving the mental health and well being of the elderly. This will be taken forward through work by a local physiotherapist and volunteers who will visit the elderly in their homes to do basic exercises to assist with their mobility and to help alleviate loneliness and isolation.
- Bereavement counselling service for the community which has up till now only been available on an informal basis to young people.
- Teen pregnancy support service.

The sustainability of the centre is a priority as there is so much potential now the new facilities are in place.

The greatest challenge for the Centre is securing revenue funding to enable the core service to continue.

The project has been very encouraging and has created opportunities in the community for the future.

For further information contact:

See inside back cover

The project has been very encouraging and has created opportunities in the community for the future.

Learning Point:

Young Carers Project supported by Dundee Carers Centre

How the Project operated

The Dundee Carers Centre provides an information and support service for carers and disabled people in and around Dundee. The project was built on previous work that brought young and adult carers together to produce artwork and to build positive relationships through the process. Participants were very positive about the project and expressed an interest in doing something similar. As the project developed the original art theme became more ambitious to include poetry, music and art with the final product being the production of a CD.

Information Day

Invitations were sent out to carers across the age spectrum. The 23 young people and 9 adults interested attended an information day. They were provided with more information about the type of activities the project was introducing. The day also included lively activities - a quiz about Dundee, and a drumming workshop.

Poetry/Song Writing

A poet led the session that involved all participants writing a poem about their caring role entitled 'Try Being Me'. This provided a new experience for most and proved to be a successful way of sharing personal experiences across the generations and demonstrated that, regardless of age, carers are not isolated and share common issues.

Preparing for CD Production

The focus of the day was on different activities required to prepare the CD for production. Participants chose what they wanted to do - singing, playing instruments or design of the CD cover.

Recording

A local recording studio, Showcase the Street was used for the recording of the CD. This involved:

- The recording of the song that was made up of a compilation of lines from the poems
- Participants recording their poems
- Recording the music.
- During the recording sessions the rest of the group were involved in a variety of games suitable for all age groups.

Celebration event

A celebration event was organised in a local hotel for participants and their families. This included

- A welcome by participants to introduce the project
- An exhibition of the poems
- A video of the activities and launch of the CD
- Presentation of certificates by a local Wave 102 Radio DJ.

Benefits of the Project

For Clients

- All participants were able to express their feelings about their caring role through poetry – something that they had not tried before.
- Participants gained respite from their caring role
- Perceptions were challenged of the caring role across the different age groups.
- Being involved in new challenging experiences built on confidence, self-esteem and social skills, particularly for young carers.
- There were opportunities to build relationships between the different age groups attending and reduce isolation.
- New skills were developed by all age groups
- It was beneficial for parents to understand how the carers feel.

For the Centre

- It helped individuals to bond with the carers centre.
- There was an opportunity for carers to meet different centre staff.
- The profile of the centre increased.
- It demonstrated the activities the centre can provide.
- Commitment and enthusiasm from participants for future activities was secured.

For the Community and Other Agencies

Promotion on the local Wave 102 radio station, including the playing of the song, helped to:

- Raise awareness of carers and their roles.

“Needed the young people there to create more energy and fun to do activities.”

“Not caring for anyone that day and wanted to see the young people enjoying themselves.”

“The events inspired people.”

Comments from an adult participant

*The Drumming Workshop (right)**The final event (far right)*

- Provide information on the help that is available through the Centre.
- Demonstrate that it is possible to work with different generations to their benefit.

The Project's Challenges and Lessons Learned

- Planning and organising the varied activities over a short timescale was a challenge and the Centre would plan the activities over a longer period in the future. Identifying suitable dates for all participants to fit round their caring role was required.
- The need to accept that the project is voluntary and not everyone will be interested in participating. This was particularly the case for some adults. The adults who did participate are so enthusiastic that they are keen to be 'ambassadors' to overcome any misgivings in the future 'we'll sell it next time' was the response.
- There was a need to remind people of the dates - this involved follow up letters and phone calls.
- Due to the time limitations it was not possible to record all the poems on the day though there are plans to do this and to include them on the CD.
- Over lunch breaks it was important to remember that adults wanted quiet time and young people wanted to be active.
- The Centre tried to attract participants from ethnic minority groups. There is a need to consider cultural issues and festivals when organising dates. In the future Centre staff working with ethnic minority groups would be included in planning activities from the start.
- Keeping everyone entertained while recording was underway was required. There is a need to consider carefully the kind of activities that are suitable for all age groups.

Try Being Me

Getting dressed, clearing up
 Everything is such a rush
 Got to get mum ready
 Sometimes life is tough
 Sometimes there is just no time for me
 Caring sometimes heavy duty
 Sometimes it's hard but you have no choice
 Sometimes feel I have lost my voice
 Try being me!

One of the poems written by a participant

- Consideration has to be made to providing a respite carer, in some cases, to enable participants to attend.

The key success factors of the Project

- Planning was a crucial element of the project and involved; engaging participants, recruiting artists – music, poetry, design, recording, organising venues, organising publicity.
- Identifying suitable activities of interest to all age groups to enable all participants to work together.
- Adopting an informal approach by the musicians and the poet and providing guidance and help to participants.
 - Involvement of local artists, recording studio and radio station.
 - Celebrating achievements.

Future Development

Due to the success of the project the Centre aims to integrate similar activities into the core services that it delivers. This will enable a more structured and planned approach in the future and will hopefully lead to improved outcomes. The centre plans to have a week of events in September that will include intergenerational activities to build on what has already been achieved. Ideas for

activities are coming forward from the participant evaluation forms and Centre staff will discuss with participants ideas about future activities.

The Centre will fund the activity week in September through a budget set aside for this.

Depending on the ideas coming forward the Centre may need to access additional funds for specific activities that can't be funded from the core budget.

The centre will do further work with Showcase the Street now that a relationship has developed.

For further information:

See inside back cover

"It was so cool", "Very refreshing", "I found playing the hand drums exciting", "It was a learning experience, very friendly", what's next?

Comments from young and adult participants

"I can still see them (young people) with joy in their faces doing the drumming".

Comment from an adult participant.

Learning Point:

Friends of the Weavers: Weaving Yarns, Connecting Generations Project



How the Project operates

The Friends of the Weavers was set up by the people of Calton to promote and interpret the weaving history of Glasgow. The main aim of the group is to promote the history of the weavers in Glasgow and explore the heritage of Calton, in the 18th Century, a prosperous weaving village, separate from Glasgow, and promote a positive image of the area.

With strong support from the community, the Chair of Friends of the Weavers is passionate about instilling a renewed sense of identity and pride in the area through young people and older people living, learning and working together to renew the mutually supportive, respectful and understanding relationships that once characterised the area:

Clues to the history of Calton remain in its street names: Muslin Street, Cotton Street and Dale Street named after David Dale who lived in Calton and eventually set up New Lanark Mills, where innovative workforce and family social education developments attracted worldwide interest. Another clue to the area's history lies in the Abercromby Street Cemetery, now rescued by The Friends of the Weavers and Glasgow City Council, after years of neglect and vandalism. Voted by a leading newspaper as the 17th most "hidden gem" in Scotland, the secrets of the small but significant Georgian cemetery are again being re-discovered. There is not space to write here the fascinating industrial and social history of Calton. However, the funding provided to the Friends of the Weavers; Weaving Yarns, Connecting Generations Project has allowed development of a popular and successful means of preserving the heritage of the area through story-telling, art and discovery learning. The project brings young and older people together to listen to and learn from each other, celebrate the weaving history of the area, and provide the foundations for renewing a sense of community spirit and area identity.

School pupils and staff, community activists, older residents at Thenew Sheltered Housing, regeneration professionals and staff of Glasgow City Council are all very positive about the Weaving Yarns Project and what it has achieved to date. The motto of Friends of the Weavers, "Weave Truth

with Trust" is clearly appropriate as the Friends continue to engage new community groups and seek new ways to roll out the Weaving Yarns "model" whose characteristics and successes and challenges are described below.

Background Research and Planning

A wide range of research was undertaken by the Friends of the Weavers who agreed that there were practical opportunities to "tell the stories" of the area. These included through collaboration with

Thenew (the mother of Saint Mungo) Housing Association, the local Saint James' Primary School through participative Curriculum for Excellence activities, Glasgow City Council Culture and Sport, and Glasgow Storytellers. Funding channelled through Scottish Community Foundation from Connecting Generations allowed the necessary partnership working to become a reality and to bring the Weaving Yarns Project alive.

Presentations were made to Thenew Sheltered Housing residents and staff and to Saint James' School about the possibility of a pilot project and Friends of the Weavers Exhibitions were conducted at Glasgow City Chambers, The Glasgow Show and the Big Day Out in Glasgow. Around 50 people signed up to the project including P7 pupils and local residents aged up to 85 years. This gave all participants something inspiring and different to allow the young people and older people to compare the past with the present and celebrate the area's achievements.

Historical Visits

Historical visits were undertaken locally and to other places where weaving was a feature of the industrial landscape – the Small Cottages in Paisley, commemorating the life of a weaving community, and to the Abercromby Street Cemetery and other appropriate venues were identified for both older and younger groups.

Storytelling

For the P7 pupils, an artist and story-teller were enlisted to capture the imagination and motivation of the pupils in reflecting on and using their learning from the visits in creative ways. For the older participants in the project, visits

"We are a group of people who are interested in our environment and our local history. We want to promote and highlight the area's history to our children and young people, giving them something to be proud of".

Friends of the Weavers Promotional Leaflet



to the Small Cottages in Paisley and to celebratory events in the school and in their Thenew Sheltered Housing, helped to capture their memories. Through work with the storyteller reflections of life in an earlier era were captured for individual older people.

Artwork Development

A community artist was engaged to work with P7 pupils and captured the creativity of pupils in designing a number of community art works reflecting the identity of individual pupils and the collective relationship with the weaving industry in the area.

The characteristic “Paisley Pattern” is clearly visible in the above image and, on closer examination, the individual identity of pupils is evident, both intended to provide the pupils with a sense of both the weaving history of Calton and their own significant identity within the area.

Celebration Events

Whilst school based events for pupils and community based activities took place for younger and older people in the context of their day to day living, planned celebratory events also brought both groups together to share their common interest in the Calton area.

Visits to other weaving museums were a source of great enjoyment.

Challenges and how they were overcome

The drivers of this project are all community based volunteers, passionate about protecting the history and heritage of their local area. Key challenges, therefore, have been dealing with the business side of the project, planning activities and managing risks. However, such is the belief in the project from various sources these have been addressed through support from Clyde Gateway, the local regeneration organisation and Glasgow City Council Culture and Leisure Department.

The development of project and programme management skills, are deemed to be essential for continued success.

Arts and Culture and Leisure Departments together with Community Learning and Development of Glasgow City Council may be key sources of on-going support in this.

The Project's Challenges and Lessons Learned

- Need for planning and management of risks with older people groups.
- Project management and communications skills.

Future Activity

It is probably fair to say that, based on the feedback to date, this project has hardly started. Intergenerational activities will continue as long as the wider Friends of the Weavers Project are continued. Advice from project leaders for others contemplating such activities is:

- Do as much research as possible so you know what you are talking about.
- Build your own and others confidence slowly but surely..
- Be positive and make sure it will work through engaging all of the community.

Benefits of the Project

For School Pupils

- All pupils consulted saw the benefit of the project in providing an active and engaging opportunity to value their own environment and neighbourhood and its local history and heritage.
- They understood the views of the area by older people and local residents.
- The project methodology provided an ideal vehicle for delivery of a wide range of Curriculum for Excellence outcomes and experiences.
- It helped build bridges between young people and older people in the area.

For further information:

See inside back cover

“We need to retain the history of the area through bridging the gap and getting older and younger people working together to tell the story of Calton. If we didn’t have a project like this we would lose it. I was a spinner in Templetons Carpets and the Cotton Mill – they are gone now! If we didn’t have the project promoting the Cemetery, it would go to wrack and ruin and be lost for ever. This project is brilliant!

View expressed by a local resident and activist

Learning Point:

Hillhead Primary School, Community Playground Regeneration

The long-term vision of the playground regeneration project is to bring the local community together for positive engagement in arts and creative activities and to engage parents and carers of children who have a poor rate of attendance at school events. The newly created space will be utilised for local festivals and for performances, workshops and exhibitions from local community art and school groups.

How the Project operated

The project aimed to engage children and local families including parents, grandparents, and teenagers through an arts programme of community activity that would regenerate the school playground for school and community use. Through the programme families and the community would be very much involved with the children in regenerating the playground space.

The project was delivered through a number of planned stages and the pupil council and parent council were very much involved in the promotion of the programme.

Community Consultation

The grant paid for two artists to work with the children. This involved two creative consultation workshops to develop ideas to improve the school playground. The workshops identified two key areas of development:

- Collecting bottle tops to create playground furniture.
- Collecting used carrier bags to create playground shelters.

With the support of school staff, artists and the parent council the children developed a community campaign to collect bottle lids and carrier bags. The schools ECO Schools Committee launched this campaign.

The campaign involved:

- Contacting local businesses by letter and through visits.
- Engaging parents.
- Involving the wider community.

The campaign involved the whole school and was extremely successful in generating interest from the wider community in the collection efforts of the children.

Product design and Development

The artists worked with the children to create the design for the furniture and the shelters. The children drilled holes in the bottle tops and weaved these into three chairs. The furniture was attached to a metal frame and this will be connected to railings in the playground.

The carrier bags were painted by the children and then woven together to make shelters. The shelters were connected to the metal frames to provide three seating areas with shelters for the playground.

To brighten up the playground the children also made planters with reclaimed wood.

A celebration event is planned for August to recognise the achievements of the children.

Working with Older people

A branch of the project involved pupils consulting with residents of a local sheltered housing complex to generate ideas on improving the garden within the complex. P7 children visited the complex and worked with parents and an employee of the complex to regenerate the garden.

The P7 pupils created a video of this element of the project that involved considering strengths and development needs of the residents

In appreciating of the children's work residents held a tea party for them.

Benefits of the Project

For Children

The project involved the whole school and children of all ages in campaigning and collecting bottle tops and carrier bags. The project involved true consultation with children and the wider community and real excitement was generated through this approach. The children took ownership of the project and:

- Developed new creative skills.
- Gained an understanding of recycling – started to bring other recyclable material into the school.

So many bottle tops were collected that the school was able to donate them to a charity that is raising funds for an electric wheelchair for a child.



- Gained confidence through the consultation process.
- Developed team working skills as they all had to work together in all aspects of the project.
- Developed understanding and respect for older people.

For the school

The project contributed to the Curriculum for Excellence aims by developing skills and knowledge such as:

- Sustainability
- Design and team working
- Planning
- Communication and expression
- Confidence.

The engagement with parents and carers will provide a basis for future involvement with those who have not traditionally engaged with the school.

The whole project raised the profile of the school within the wider community and the improvements to the playground will provide a more pleasing environment for the children and the community use in the future.

Other schools have expressed interest in the project and have approached Hillhead primary to find more about the project with a view to adopting a similar approach themselves.

For the Community

The whole community was very much involved in the programme and the profile of the school within the community was raised.

This included newspaper articles that generated interest from the community.

Utilising the regenerated playground as a community resource will be a long-term benefit to the community.

The key success factors and Lessons Learned of the Project

A number of factors contributed to the success of the project:

- Having a long-term vision to work towards.

- Involving the children in every aspect of the project and ensuring that they were driving the project.
- Adopting a whole school approach.
- Targeting specific activities to the right age groups – workshops targeted at P4-P7.
- Engaging the community and local businesses
- Involving all generations.
- Recruiting the right artists that are able to engage in a creative way with children.
- Creating a final tangible product.
- Celebrating achievements.
- Involvement of appropriate individuals external to the school (in this case East Dunbartonshire Council's Cultural Coordinator).
- Utilising existing school structures such as school committees.

A key learning point from the project is to ensure that a creative approach is developed to provide a learning experience for the children and the wider community.

Future Development

The project was a great success and generated enthusiasm from the children and the wider community. There is a strong desire to continue to develop the project.

The school has accessed funds from Awards for All to continue to regenerate the school playground.

The consultation material that was generated through the project included plans, surveys and photographs. The artists used this to develop presentation material as part of the application for Awards for All. The school believe that there is no doubt that this helped to secure additional funding to continue the project.

The next phase of the project will involve two artists attending the school one day per week to work with pupils, parents, and the community to generate and implement new ideas for the playground regeneration.

For further information contact:

See inside back cover

'This was a great opportunity – without the grant we could not have delivered the project.'

A teacher

Learning Point:

Libertus Connecting Generations Project

Libertus (formerly LAHA) is a charity established in 1981 providing day care services to older people and people living with special needs. Libertus works with a small core staff and a complement of 12 regular volunteers. Core funding is from Social Work. Over the last 8 years Libertus has run an intergenerational drama group that have written, designed and performed 7 original theatre productions at the Edinburgh Festival. The association organises a range of arts and activity programmes including yoga, music and theatre productions. The need for activities is always identified through consultations with the local community in the south of Edinburgh.

How the Intergenerational Project Operated

Background

The need for the Connecting Generations funded project was identified through an earlier project called the Seven Delightful Things that enabled participants to learn new skills and appreciate arts and being active. Consultation at a Local Learners event (attended by 600 people) identified that creative activities, arts and intergenerational working would be welcomed.

Project Focus

Physicality and forced loss of it, isolation and loss of confidence/communication became the key themes to be addressed. The older people expressed concern, for example, about young people choosing to become isolated through socialising only through the Internet, when loss of mobility/physicality could mean forced isolation. This presented the opportunity to challenge assumptions about older and younger people and to consider how technology could be harnessed to reduce isolation and increase contact between younger and older people.

Engagement of Participants

The Connecting Generations funding was made for a "Dissolution of Physicality" project between January and October 2008. A key aim was to explore how isolation affects people, how they deal with it and enable them

to challenge their own life. The project was advertised in the South Edinburgh Echo, through flyers on the Libertus website and local groups and schools were contacted to promote the project.

Around 16 young people per week aged 9 to 11 years and 24 older people per week were engaged and 12 people with special needs, ageing 17 to 64 years were involved in the project every week.

A wide range of activities were undertaken including:

- Film Making including writing, story boards and editing.
- Libertus Radio Show featuring themes of interest to participants e.g. Christmas Show and Christmas Music, Work Theme, Education Theme, Pets, Being Evacuated during wartime.
- Drama production.
- Photography workshops.
- Talking Newspaper.

Continuity has been secured for these activities through:

- Further productions at the Edinburgh Festival in 2009.
- Leith FM broadcasting the radio show.
- The talking newspaper becoming absorbed by the local newspaper in the form of a new information brochure.

Outcomes of the Project

A benefit of the Connecting Generations Project to Libertus has been that new participants in intergenerational and arts activities have been brought together and improvements in working relations with schools locally have been secured. The project has also allowed the strong community links to be re-enforced through using engaging and innovative approaches bring together young people, older people and people with special needs. This has fostered:

- Mutual tolerance.
- Mutual Understanding.
- A much greater willingness to work together across ages and groups.

For the different participating groups there are also benefits

"Yeah, it's been some journey!"



from the process of being involved in the intergenerational activities. These include:

For All Ages and Groups

- The opportunity to learn new skills.
- Better mutual understanding amongst groups.
- Through participative processes and activities much greater personal confidence and reduced isolation.

For the Community

The opportunity to hear and see productions that help understanding of what it is like to be isolated and through this to encourage other participants to get involved with the services and activities that Libertus has to offer.

The Project's Challenges and Lessons Learned

Lessons Learned

Key lessons reported are:

- An understanding of the energy and vitality that younger people bring to groups and activities and how much that lifts older people's spirits and moods.
- The realisation by young people that older were not always old and, in fact, may have led very exciting lives such as being a fighter pilot.

In this Connecting Generations one of the older participants had been a fighter pilot during wartime and for the younger people that was a great source of inspiration, enlightenment and excitement.

Challenges

The main challenges in this project are reported to be:

- The logistics of getting the intergenerational groups together.
- The need for support staff and sessional workers as many of the group participants attend day centres.

The costs of evening bus services, access to drivers and making sure participants remembered their engagements with the project were also challenging aspects of the work.

The Connecting Generations funding support for transport costs was, therefore, very valuable. Further challenges noted were:

- The need to market the project and activities well.
- Time for planning, securing funding and ensuring events and activities take place in a co-ordinated way.
- The need to be flexible and be ready to put in hard work were emphasised by the Libertus Development Worker.
- The need to keep the momentum of the project and activities going and at the right pace for intergenerational participants.

Future Activity

Intergenerational work is now embedded in the way that Libertus operates and as a result of the piloting of Connecting Generations activities, Lottery funding has been secured for three years for a development worker to build on the work undertaken so far. The worker will focus on bringing groups together and facilitating their becoming self-sustaining.

In addition, a new video production, "Animated City" is underway that will involve groups producing three D models of their houses from Google map and creating a virtual world featuring figures moving around the local area that have been created by Connecting Generations participants.

Key Success Factors

Advice from this successful project to others wishing to develop similar initiatives would be:

- Make sure groups are consulted locally and that people are passionate about things they would like to do.
- Be flexible and allow for changes to the project to meet the changing aspirations of project participants.
- Make sure you plan and get the logistics of venue, transport and mobility needs addressed.

For further information contact:

See inside back cover

"To go on from being stuck in the house to being on stage in front of a sell out audience at the Edinburgh Festival was truly mind boggling"

Evaluation feedback from two of the participants

Learning Point:

North Ayr Seniors Forum: Connecting Generations Project

The North Ayr Seniors Forum tackles issues of relevance to older people in the area and is serviced by a group of volunteers.

Background to the Project

The Forum meets in a sheltered housing complex that sits at the back of the local primary school. In the year 2000 the greenhouse at the complex was vandalised with the suspects being local children. The complex warden and the school discussed the issue and both parties agreed that a positive way forward would be to develop a gardening project that would bring the young people and elderly together to undertake joint activities. In the 9 years since then there have been no further incidents.

The success of this initial project generated enthusiasm to develop an arts project that involved the school children and the elderly working together to create friezes/collages using tiles. These are now displayed in the sheltered housing complex. This project led to an application for the current project being initiated.

How the Project operated

Gardening project

The gardening project was originally based at the sheltered housing complex and involved planting flowers and growing vegetables. Lettuce and carrots were grown and the children had the opportunity to take produce home.

The project has evolved and expanded since then with the involvement of the Craigie Allotment Society. Through the Society and the local council, two allotments have been secured for the use of the project. The Society is extremely enthusiastic about this and is organising three sessions per week for children from three local primary schools to visit. This new development has meant that the project has expanded from one primary school to three and has attracted a wider group of people and the community in general to become involved.

The Society's volunteers have been working hard all summer building beds, creating paving areas, erecting a fence and setting up a potting shed to prepare the allotment for the children. The project has been a real community effort with

volunteers, local business and the council all providing support.

Drama and music project

The poetry and music project developed well beyond the original idea.

The local college is engaged in the project and provides volunteer tutors to work with children, parents and residents at the sheltered housing complex. The college tutors develop lesson plans with the input of the participants. Intergenerational music classes were organised in the local primary school. The music and drama project incorporates history as the music and drama features the local history of Whitletts through song and dance.

A well-known local poet agreed to volunteer to participate in the project, as did local musicians who donated half size guitars and a violin for the children to use. Poetry sessions involved the differed gage groups learning together about Robert Burns. The poet also adapted a poem to develop a play.

A time capsule is being developed that will capture all the activities of the project and will enable the experience to live on in the future.

Benefits of the Project

For Participants

The main benefit of the project is the breaking down of barriers that existed between different age groups in the community.

Those involved now know each other, talk to each other and have developed very positive relationships, mutual understanding and respect.

For the School

The whole project supports:

- The school centenary – by providing a community focus and raising awareness.
- The Curriculum for Excellence - particularly though children becoming more confident and having respect for others in the wider community.

“This project has engendered a wonderful sense of camaraderie between plot holders. Members of Craigie Allotment Society have worked tirelessly to create a community garden to accommodate local school children. Not only is it intended to teach children gardening and growing skills but also to promote healthy living by showing children how easy it is to grow vegetables, exercise and eat well.”

Karen McClure, South Ayrshire Council

Craigie Allotment Society and South Ayrshire Council



- Eco schools objectives - including environmental improvement and healthy living.

Community and Other Agencies

The project has been expanded to the wider senior community and will continue to develop productive relationships between the age groups.

This has a positive effect on developing community relationships and on community safety.

Pupils promoted the project by creating banners and posters and this has raised awareness of the activities with the wider community.

Through engaging local volunteers the project has extended the reach to colleges and other community groups.

The original project has really developed momentum in such a way as to include a much wider range of both young and older participants in the community.

The Project's key success factors and Lessons Learned

One of the key success factors has been capitalising on what the local community has to offer in terms of:

- Expertise – poet, musicians, local college, allotment society.
- Homecoming Scotland 2009 – poetry, music and drama themes and events.
- Gaining support from the local school head teacher and other professionals and volunteers experienced in community work..
- Gaining on-going support from the local Community Development Officer – the support provided has helped the project to break down barriers and engage with other council departments. This approach secured support from the Chief Executive.

The project has learned that:

- It is important to accept that not all residents will wish to be involved – where dominant individuals create barriers it is vital to gain support from local leaders to ensure that the voice of project supporters are heard.

- There is a need to remember that new residents join the complex and it is important to inform and involve them to make sure they understand the project and how it has developed.
- For children health and safety issues need to be considered when children are working in an outdoor gardening environment.
- Involvement of participants in planning and design of the project is paramount - consult with potential participants on how the project should proceed and discuss together how activities will benefit all age groups involved.

Future Development

The enthusiasm and commitment of schools, the council and community groups has generated new ideas that can be developed further and include the wider community. The enhanced gardening project will continue and decisions will be made about other future activities that may include:

- A Christmas concert.
- Production of CDs or a DVD.
- A Christmas play.

Participants will be involved in directing how future activities will be developed and taken forward.

Although the project can capitalise on the goodwill and enthusiasm of local volunteers there is also a need to investigate funding streams, as finance will be required to enable some of the activities to go ahead including:

- Music recording and CD/DVD design and production.
- Hire of a venue for the concert.
- Tutors fees and funding for future art work.
- Production of the music.
- Small sums to oversee the project.

At this stage the project is looking to access South Ayrshire Council local grants system as a source of future funding to enable the project to develop and expand.

For further information contact:

See inside back cover

“The plot holders hope to tie in with the local sheltered housing’s ‘Plot to Survive and Thrive’ project by having the children planting some of their seedlings at the complex. The warden there is keen to have the residents teaching the children how to make soup! There is also scope to use the allotment site and surrounding estate for environmental education for both the children and maybe even the plot holders. Maybe I’ll have them all pond dipping for bugs and beasties together.”

Learning Point:

Taigh Chearsabhagh

Connecting Generations Project

Taigh Chearsabhagh has been in operation since 1993. It is an award-winning Museum and Arts Centre located quite literally on the edge. It stands close to the high-tide mark at the sea's edge in the village of Lochmaddy, on the Isle of North Uist, in the Outer Hebrides of Scotland. The centre is a focus for life in North Uist and welcomes countless visitors each year to experience the arts, culture and heritage of the islands in a friendly and stimulating environment. With an emphasis on community involvement and excellence in the arts, the centre contains two galleries, museum, arts workshop, shop and café. Amongst its staff the Centre has a Cultural Access/Outreach Officer and a Primetime (over 60s) Worker who identified the need for and developed the Connecting Generations Project.

How the Connecting Generations Project operated

What is the Connecting Generations Project?

The Project built on existing intergenerational work facilitated by the Primetime Worker and the Cultural Access Officer. The Centre encourages joint activities across age groups and the sharing of skills. In an earlier intergenerational project, it highlighted the community's relationship with the sea. The success of this project led to further community interest in intergenerational work. The aims of the Connecting Generations Project were:

- To encourage interaction between the age groups and strengthen links between them.
- To form more partnerships so that the age groups could approach each other more easily.
- To enable young people to gain respect for and responsibility and confidence to work with older people.
- To enable the older people to gain confidence to participate in artistic activities through taking young people under their wing.
- To develop mutual support and trust amongst and benefits for the age groups.

How were Participants Engaged in the Project

Young people were recruited through discussions with schools with a view to engaging 10 – 13 year-old pupils. In smaller schools, whole school involvement was required with most pupils coming from upper primary and a few from lower secondary. Community consultations were used to engage the older people so that they would feel some ownership of the activities.

The importance of social interaction in the project was recognised and the decision was taken to work with the different groups outside of school, e.g. in social places that older people would visit such as the Arts Centre and on trips. The need for social interaction, e.g. through the age groups having lunch or tea together in an informal setting, was emphasised throughout the project. This aimed to give young people a sense of responsibility and maturity and was recognised as being in keeping with Curriculum for Excellence.

Around 83 young people aged between 5 – 13 years were involved. Approximately 66 adults aged from 50 – 77 years were involved in the project whether simply as spectators or as active participants. The need for a gently encouraging approach for some older people was recognised as necessary to secure their active engagement.

Workshops and Activities

The range of workshops and activities included:

- Workshops with visiting artists
- Storytelling
- Bookmaking
- Printmaking
- Creative Writing
- Drop-in days with a variety of activities e.g. Wii Fit Sessions, experimental photography, etc.

The drop-in days were well received as they allowed different groups to be consulted about what they would like to do.

“It was so relaxing to work with the young ones. As in years gone by, young and old worked together”

Feedback from an older participant



Benefits of the Project

For the Museum and Arts Centre

Benefits reported for **Taigh Chearsabhagh** are:

- Experience of taking part and gaining understanding for future projects to work with different age groups successfully.
- Opening out of access to the Museum and Arts Centre especially for older people who might not have taken part in artistic activities before.

For the Participants

- Providing a different view of the arts and showing they can participate without being intimidated.
- For the pupils enjoyment of the experience of responsibility of working with adults.
- Exposure to arts and social interaction.
- For the over-60s gains in confidence to take part and enjoyment of work with young people.

For the Wider Community

- Positive social interaction between the age groups having a positive effect in the community.
- People of different ages now knowing each other better and being able to “just say hello” thus reducing isolation, improving relationships and enabling people to be more approachable.

One group of older people who baked cakes and brought refreshments for the younger people were described as “really amazing”.

Lessons Learned and Challenges

Lessons

The key lessons identified in this project are the fun and enjoyment for all ages of working together in creative pursuits. The confidence that can come from this is also identified as a key benefit of bringing the generations together.

Further lessons from the project were:

- The greater likelihood of success when workshops are outside of school.

- The need to manage the numbers of pupils involved and the relationships between them in workshops.
- The effectiveness of having “Open Days” or taster or spectator sessions to introduce older people to the arts activities and allow them to see what is going to be involved.

Challenges

The key challenges identified were:

- The need to manage relationships and support groups who might know each other but not have done any collective activities.
- With these groups to ensure no-one is left out and that communication is good and inclusive.
- The need to facilitate collaborative work with such groups and help them to gradually take responsibility themselves.

Future Development Activity

This project culminated in an auction of hand-knitted fish in December 2008 at a social event in which all participants took part. As the project clearly allowed new intergenerational approaches involving social interaction to be tried and tested, these approaches will be carried forward into future activities. More Open Days are planned with local organisations and schools and the results of earlier project work will be show-cased to allow others to see what can be achieved and how new relationships can be built between schools and communities.

Key Success Factors

Advice from Taigh Chearsabhagh to other project managers is:

- Make sure everyone is informed before activities/group visits so all roles are known and there are no surprises.
- Be prepared to chase after people to get them to be involved.
- Take part in activities yourselves so you are a participant and not one group of people doing things to or for another group.

For further information:

See inside back cover

“I enjoyed working with people more mature than us because it made us behave and they had a lot of experience.”

“I enjoyed the intergenerational exchange. I had my doubts about my ability to contribute anything to this at first”

Feedback from two of the older participants

Learning Point:

Pilmenny Development Project: Persevere Intergenerational Project in Leith

Pilmenny Development Project (PDP) has been operating in the Lorne Area of Leith since 1979. It is managed by local residents and is funded by the City of Edinburgh Council and through its own fundraising efforts. PDP exists because local people wanted to improve their area by providing more community facilities and activities for young and older people alike.

The project also provides important community developments and support to a wide variety of local groups and organisations in the area. This includes provision of youth clubs and diversionary youth group; a wide range of work with older people and adults such as support for health and well-being, development work with black and minority ethnic older people and carers, and Older People's Forums. General information and advice is provided to a wide range of local residents and community groups.

How the Intergenerational Project Operated

Background

The "Persevere" Intergenerational Project in Leith was funded by Connecting Generations Small Grants Fund. The PDP has conducted intergenerational activities since it began e.g. the "Safer Leith" Initiative that investigated how safe young and older people felt living in the area. From an evaluation of that project and consideration of health and well-being issues, a recommendation arose that more opportunities should be found to bring young and older people together to give the different generations a voice in the community planning processes. Twenty older people and eight young people from Citadel Youth Project worked together on the Persevere project in summer 2008.

Project Focus

The focus was to look at how older and younger generations felt about community planning and the ways they could be engaged or share their views with Leith Neighbourhood Partnership, the local community planning structure. This involved collaboration between PDP, Citadel Youth Centre and Leith Community Involvement Project.

Together the older and younger people produced a DVD,

"Persevere" which was presented to the Neighbourhood Planning Partnership containing their recommendations for improving participation of older and younger people. The processes used to bring the older and younger people together included a trip to the People's Palace to allow the generations to get to know each other and think about the past and present in informal ways e.g. through having lunch together and generally finding things out about each other.

Older and young people were engaged in the intergenerational project through the Leith Youth Forum and the Older People's Forum. Although different issues were identified for both groups, it became clear as the project unfolded that they had many things in common. Council, youth and community workers worked together to ensure representation of the full range of people living in the area.

Consequently almost 100 young and older people became involved in the project with 95 people attending the big event at which the Persevere DVD was presented to the Neighbourhood Planning Partnership.

Outcomes of the Project

A result of Persevere Project was that intergenerational activities were written into the draft Community Plan for the area meaning that young and older people now have the voice they deserve in the community planning process. This in turn, means that the quality of the community planning process is enhanced.

There are also benefits to young people and older people resulting from the process of being involved in the intergenerational activities.

For young people

In an area where there might be multiple barriers to progression in life, there is the benefit of young people dealing with and understanding older people.

For Older People

Judging from the feedback in evaluation of the project, the benefits for older people involved include a better understanding of young people and the issues they face, greater confidence to engage in the community and even to go out. All of the older people involved in the project felt that the young people they met were respectful and very well behaved.

"We were all young once. Young people forget this!"

"We were there when rock and roll was invented"

Evaluation feedback from older people



For the community in general

It is reported there have been benefits provided by the structured approach to intergenerational working afforded by the Project. The key benefits are felt to be better mutual understanding across generations through the provision of safe opportunities to work together and make joint achievements to enhance the spirit of community and environment.

The Project's Challenges and Lessons Learned

For Pilmeny Development Project

A key lesson from the Persevere Project is reported to be recognition of the need for dedicated funding and resources to allow a focussed piece of intergenerational work to take place. Previously there had been no funding to allow this. The funding allowed good planning and preparation to bring the generations together to achieve a shared sense of ownership and thus allow the anticipated benefits to be realised.

It was strongly felt that without the opportunity to plan the bringing together of the older and younger people in a safe and trusting relationship, the positive experiences for both groups, that can now stick in their minds, might not have occurred.

A further lesson learned is the amount of time and effort required to make intergenerational projects a success. The funding provided through Connecting Generations helped to address this and also allow some leverage of other money e.g. Lottery funding.

On a practical level, the time to bring older and younger people was also a challenge as their different lifestyles, routines and attitudes made it difficult to bring them together at mutually convenient times. This was addressed simply through hard work on the part of the project partners to plan to bring the generations together.

Future Activity

The Persevere Project has yielded benefits for older and young people and to the local community in general. In

future, thanks to Lottery funding, a "New Spin" initiative will allow further development of the intergenerational activities already started as a result of the Connecting Generations funding. The New Spin initiative will focus on skills-sharing amongst older and young people e.g. young people may help older people to use mobile phones to keep safe and keep in touch, whilst older people with skills such as fishing or other hobbies, will be able to share these skills with young people, giving them an opportunity to experience pastimes other than sitting in front of a computer screen. Learning by doing and working together will clearly be an integral and essential feature of this New Spin Initiative.

Key Success Factors

It is clear that this project has been a success and that Pilmeny Development Project has learned from the experience and will continue to develop its intergenerational activities. Advice for others contemplating developing Connecting Generations Projects is:

- Be realistic about what can be achieved with the funding and resources available.
- Be prepared to have lots of hard work.
- Have staff available to support young and older people and who can manage the relationships between them.
- Remember that time for disclosure needs to be built in to the project.
- Use the learning by doing approach to bring young people and older people together in activities of mutual concern/interest.
- Evaluate the benefits and get feedback from participants.

The following evaluation feedback perhaps sums up what the participants feel about intergenerational activities:

"We should do that again because they're helping us and we're helping them"

"Make it a bit longer"

"Enlightenment – of all the problems facing young people in today's society".

For further information contact:

See inside back cover

"I didn't know any young people in Leith."

"You can't tar them all with the same brush."

"I thought they (the young people) were charming. It was very enlightening."

Learning Point:

Playbusters, Bringing Generations Together

Playbusters is based in the East End of Glasgow and provides a variety of activities and educational projects that bring children, families and the community together.

How the Project operated

The project involved working with local schools from the P6/ P7 year groups and with older residents in the local area including the Pensioners Action Group East and a local sheltered housing complex. The project involved a whole range of activities.

Garden Project

This project was supported by Parkhead Housing and was based in a sheltered housing complex. Young people and older people worked together to improve the garden surrounding the complex by planting flowers. The garden is now a pleasant place to meet and the children and older people developed good relationships through the project and are now "good friends". "Although there have been achievements in planting and growing what has been achieved is the growing of relationships." Quote from a participant.

Allotment Project

The project started too late in the year for planting so the winter months were used to prepare the ground, greenhouse, hut and potting shed. Before the young people could get involved fencing was installed to ensure that the allotment was safe and secure for them.

The allotment project has developed well with young people and older people working together and the project has had its first harvest this year.

The young people are so eager to learn and friendships are being formed across the generations. As a result of the success the project is looking to expand this into other areas.

Learning Opportunities

A whole host of activities were offered that included:

- Get Shopping Get Cooking.
- Poetry and drama.
- Spanish - Spanish dancing, drums, cooking and language.

- History/heritage projects - this uses the form of art/ mural with the generations to show the rich history of the east end linking into issues of poverty, heavy industry, architecture and looking forward to the regeneration.
- The history type projects involved working in Cranhill, Bridgeton, Calton, Baillieston and Tollcross.

Sharing of Skills

The organisation carries out work to bring generations together where the children and older people plan workshops aimed at transferring traditional and technological skills.

One of the activities involved older people teaching children knitting which proved to be a great success.

The children showed the older people how to use technology and helped them to understand how to keep in touch with overseas family. The children demonstrated the use of mobile phones and introduced the older people to electronic games such as the Wii.

Visits

A range of joint visits were organised that included a visit to Scotland Street Museum, The Peoples Palace, New Lanark Heritage Centre and theatre trips (The Musical Oliver). Older people were able to bring to life traditional games and discuss subjects such as the war. Young people were excited and inspired by the stories of the older people.

Benefits of the Project

For Clients

- Increased dialogue between generations.
- Forming of friendships and a caring attitude towards each other.
- Sharing of skills by both groups.
- Impact on negative perceptions.
- Impact on isolation and loneliness.
- Older people are able to provide the time and patience to listen to the concerns of young people.
- Young people loved the fact that someone was listening to them.
- Young people were happy to share when something

"At one time I couldn't use a mobile phone and one of the girls showed us how to use it then introduced us to this wonder game the Wii – well you only need one game and your totally addicted to it so these kids are teaching us these kind of things."

Comment from adult participant.



was worrying them and the older people gave them praise and encouragement.

- Young people don't feel they have any power and older people feel they are losing theirs – the activities provide a means of expressing concerns and raising issues.

For the Centre

- The profile of the centre increased.
- It demonstrated the activities the centre can provide.
- Commitment and enthusiasm from participants for future activities was secured.
- The past, present and future will be documented.
- Barriers, views and perceptions of the different age groups were challenged.

For the Community and Other Agencies

- Helped with perceptions of crime and impacted on community safety.
- Increased involvement in activities and the use of community facilities.
- Improved the local environment by young people and residents making hanging baskets for the surrounding neighbourhoods.
- Enabled participants to see they have a positive contribution to make to the community.
- The Police support the project - keen to get older people working together with local young people to break down barriers and to reduce fear in the community.
- Also, formed strong links with education through schools.

The key success factors and Lessons Learned of the Project

- Find key people in the community – such as teachers, older people networks this helps to generate enthusiasm and creates connections with the community.
- Consider legislation such as appropriate disclosures and the health and safety of children.
- Celebrate small successes.

- Learn from what you have done through evaluations with participants this highlighted the need for similar work.
- Consider the needs of the area and listen to what people are saying.
- Keep to community engagement standards such as access, transport and ensure there are no barriers to participation.
- Acknowledge that everyone may not be interested in getting involved.
- Understand that some older people may not be able to get involved in all the activities – find ways to ensure they are involved where possible.
- Value everyone equally and don't judge people
- When doing things always invite the different groups.
- Many projects are short term so employ local sessional staff to maintain continuity and stability for the young people.
- Consult with the different groups – this has been through 'listening surveys' that are supported by the organisations committee.

Future Development

Playbusters have found the whole project to be extremely rewarding for young and old alike and intend to capitalise on the enthusiasm and energy surrounding the project.

An application for the 2014 Commonwealth Games was successful and work is progressing with 20 young people and 20 people over the age of 50 on 'The Commonwealth Fitness Challenge'. This introduces sports for the age groups to participate in together with the chosen sports: Table Tennis, Badminton, Carpet Bowls and Salsa size.

The project has been successful in a Big Lottery Funding Application and £294,278 over a period of 5 years has been awarded to employ a Development Officer, sessional staff that will enable the programme to be rolled right out to the wider east end. This will involve working with primary, secondary schools, youth groups and community organisations.

For further information:

See inside back cover

“Playbusters have been instrumental in helping us tackle antisocial behaviour in the Parkhead area and our community based officers work closely with you on a daily basis. This has had a dramatic impact in reducing levels of violence and disorder in the area and I would add my full support to Connecting Generations as another key measure to help improve the quality of life for residents in Parkhead.”

Communities Inspector David Walker

Learning Point:

The Living Memory Association (LMA) Connecting Generations Project

The Living Memory Association is an Edinburgh-based group that aims to bring people together through reminiscence and oral history work. It encourages people to become actively involved in their community, share their memories, learn from one another, feel valued and respected, and give their knowledge of the past to younger generations. The Association has worked all around Edinburgh in residential homes, community centres, lunch clubs, schools, colleges, church groups and hospitals, talking to people about their lives and experiences. The Connecting Generations Project, involving story telling, learning about old street games, puppeteering, puppet making and a theatre production fitted well, therefore, with the core aims of the Association.

How the Intergenerational Project Operated

Background

The Childhood Games Intergenerational Project sought to draw on the memories of older people particularly in East Lothian, using theatre and drama to share those memories with audiences of children in local schools.

The intergenerational aspect included the participation by students of Queen Margaret University (QMU) whose specialist study is in community theatre. The project was also supported with information, contacts and rehearsal and performance spaces by the senior arts officer from East Lothian based at the Brunton Theatre.

The need for the project was identified through canvassing of opinion from community workers, NHS and older people's groups including Hollies Day Centre and First Step. Five local primary schools, the Brunton Theatre, QMUC Drama Department, Hollies Day Centre, First Step and the history group, Damn Rebel Bitches, all got enthusiastically involved.

Intergenerational Activities

The project included a range of artistic and shared learning experiences across the generations. These included:

- Three QMU students undertaking reminiscence training and participation in LMA reminiscence sessions in

community based organisations in Edinburgh and East Lothian.

- Audio recording of the sessions to provide the students with a structure for the theatre performance aimed at P6 and P7 pupils.
- Attendance by older people from the community based organisations at the performances of the production at the Brunton Theatre.
- The students directing and producing and performing the show as well as facilitating drama and puppet-making workshops with pupils.

The programme called "Raa-Boh", produced and directed by the students' "Tortoise in a Nutshell" Theatre Company, was enjoyed by around 120 primary pupils of all ages and numerous groups of older people.

The programme had both artistic and educational intent through the linking of themes of childhood memories to the notion of re-cycling, re-using and "making your own fun". This allowed a connection with the school curriculum and gained easy buy-in of teachers. Tortoise in a Nutshell's policy is to work with puppets and live action so the approach allowed a lively and engaging way of interpreting the memories gathered through the reminiscence sessions with older people. The live theatre performance and the engagement of pupils in participative puppet-making workshops using recycled materials enhanced the learning experiences for pupils. Learning resource packs for teachers were also provided in schools before and after the programme.

Benefits of the Programme

The overall programme allowed the following benefits to be enjoyed by older and younger generations:

For the LMA

- The Community Performance of the show enabled all age groups from the local area to attend and find out more about the LMA and reminiscence work thus raising the profile of LMA and creating useful contacts.
- In total around 300 people were involved in intergenerational activities – 20 from youth drama, 10 volunteers from age range 20 – 70 and 30 older people aged 60 plus.

"It was great seeing what young people can do that they would never have dreamt of doing. It helps to change perceptions and develops respect for older and younger people to their reciprocal benefit. It gives a new lease of life.

Evaluation feedback from one of the older people involved in the project



For Older People

- The performance made connections between past and present and allowed the sharing of older people's memories in their own words.
- Individually and collectively increased self-confidence and mutual understanding across ages.

For Young People

- The drama workshop enabled children to play some of the childhood games and to work creatively with material seen in the performance.
- The puppet-making allowed the children to experience the excitement of making puppets from everyday objects and discarded materials and the thrill of seeing their creations at an exhibition at the Brunton Theatre.
- Older and younger people of varying ages were able to work co-operatively, to break down barriers, to help build community relations and encourage new projects.

The Project's Challenges and Lessons Learned

Lessons Learned

Key lessons reported are:

- Recognition that young people and older people have more in common than they think.

Challenges

The main challenges in this project are reported to be:

- Communication with different groups involved where people are out all the time – co-ordination is necessary to address this.
- Timing of the production might be considered differently in future to ensure the project does not suffer from timetabling constraints.

Future Activity

Intergenerational work is clearly an integral aspect of the way the way that the LMA operates. The Connecting Generations Project has allowed future intergenerational work to be taken forward as follows:

- McMerry Primary and High School will be involved in future intergenerational activities.
- Exhibition material and a book are planned.
- On-going work with schools will include taking older people and others into schools.
- A New Centre for the LMA will allow pupils to go there for intergenerational activities outwith school.
- A drama project is being developed with the Citadel Youth Project.

Key Success Factors

Advice from this successful project to others wishing to develop similar initiatives would be:

- Try not to be intimidated by "intergenerational practice" – it should be a natural part of human life and society.
- Make sure that the planning is done well including making sure required finance for activities are in place.
- Be flexible and make sure that the theme of your project fits with the school curriculum so that there is a shared common interest.
- Be sensitive and selective about the groups and individuals brought together.
- Make sure the schools are ready to support the pupils in getting involved in the project e.g. by providing teacher resource packs.
- Make sure you are well prepared in relation to health and safety and other legislative issues.

"The benefits of these kinds of activities to pupils are priceless – as they concern things they can't learn in the classroom. It is good for them to see the live drama but it is even better to allow the follow through with the participative workshops."

Evaluation feedback from one of the LMA staff

For further information:

See inside back cover

"You are never too old to learn. This brings people together, to learn from each other and have fun. It also gives you a sense of your own past."

Evaluation feedback from one of the older people involved in the project

Learning Point:

Tourette Scotland Bridge Project

Tourette Scotland is a registered charity that provides information, advice and support for children and adults with Tourette Syndrome (TS) and everyone involved in their lives.

The staff realised that:

- The service was often reactive and assisted individuals dealing with a crisis.
- Although the service is for all age groups there was a perception that the service was too child oriented.

The organisation understood that there are transitional issues across all age groups and believed that through meeting and discussing issues that all age groups could support each other and address the above issues.

How the Project operated

The project aimed to provide a starting point to achieve the long-term aim of providing a network service for all members. This included a central point from which young members would be able to gain access to one to one support sessions with a much older peer. This would enable the sharing of experiences of long term TS sufferers and assist both parties to gain confidence and coping mechanisms for life.

The main focus of the project is to enable the generations to help each other through face-to-face support – methods for which are both user led and user developed.

The project was taken forward by organising various meetings between different age groups. Meetings were open to TS sufferers, their families and carers. Over the course of the project three meetings were held in different locations across Scotland to enable access to as many members as possible.

The meetings involved participants raising and discussing issues that affect them and identifying, where possible, methods of tackling them. This resulted in a long list of issues being raised that affect all age groups that included:

- Stigma
- Acceptance
- Perception
- Socialising

- Anxiety
- Going anywhere.

Since the project started:

- An adult group has been established that caters for the 18-80 year old age group.
- Three local networks have been established covering:
 - Fife
 - West of Scotland
 - Lothian and Borders.

The meetings are user led with participants deciding what they want to do. The activities involve recreational activities as well as time for discussion.

At one meeting discussion surrounded:

- How the Disability Living Form could be better designed to meet the needs of people with neurological problems.
- How to inform those in employment of benefits available to them as many are in poorly paid or part-time jobs.
- How they work together across the age groups.

As a result of this a group has been set up to make recommendations on changes to the Disability Living Form. The outcome will be put to government departments to try to make changes.

Over the period of the project around 135 people have benefited including the management committee, volunteers and members.

Training

A training package has been developed geared towards professionals mainly in local authorities and education departments. The training is designed to raise awareness of the condition. Young people are involved in delivering the sessions to adults.

Benefits of the Project

For Clients

TS is a behavioural condition and it is not easy to articulate to others what it is. The project has:

- Helped TS members, and family members/carers feel more confident and able to face what they are living

“Having exchanges with others who are going through or have gone through similar feelings and experiences in a relaxed non-judgemental environment was considered very freeing and productive”.

Quote from Tourette Scotland News

Activity weekend at Belmont Activity Centre – attended by 80 people



- with in TS.
- Helped them to accept what they can do.
- Given them a sense of empowerment.
- Given them a sense of belonging and has reduced isolation.
- Improved self-esteem – more able to say 'I have Tourettes'.
- Given them more confidence and the ability to deal with professionals.

For the Centre

There has been an increased involvement of members across the board, which has increased confidence and self-esteem across membership and strengthened the objectives of the organisation.

The service is no longer perceived to be for young people only.

For the Community

Individuals are able to articulate better with community, professional, public, employers – this is a big part of the adult group.

The profile of TS has been increased and there is a greater understanding of the condition.

The key success factors and Lessons Learned of the Project

A number of challenges had to be overcome when planning the project.

- Tourette Scotland covers the whole of Scotland and there was a need to consider how to reach as many members as possible.
- Many of the older members were not familiar with the web site and communication had to be by post
- Ideally face-to-face communication is the most effective method of getting a response, which is time consuming, and difficult due to the geographical area covered.
- Local networks have been set up to enable more face-to-face contact to take place.
- Out of hours work was required.

- Planning was a crucial element of the project and Tourette Scotland would have liked to spend more time on this.
- There was a need to be prepared for frustrations and to be flexible.
- Good and regular communication was vital.
- It was important to have a fully realistic budget and plan prepared.
- There was a need to have funding in place earlier.
- It would have been helpful to have more volunteers to commit time.

Future Development

Tourette Scotland has secured funding from Lloyds TSB to develop a three-year Strategic Plan and Action Plan for the organisation. This will assist in the organisation prioritising activities for the future.

Although the organisation will benefit from this, the funding is for a specific activity. Funding to support the networks and groups and to develop joint intergenerational activity is desirable.

Tourette Scotland aim to:

- Include services that would cover issues that affect all ages.
- Increase involvement of individuals in the delivery of services.
- Continue engagement of participants that will include questionnaires, evaluation forms.
- Organise meetings/social events.
- Organise a family weekend with the help of more volunteers. From this a Youth Council will be formed to share ideas and to meet with the adult group.
- Continue with the events to establish and develop local networks.
- Organise at least one conference/support weekend for members across Scotland.
- Develop a marketing strategy which will lead to awareness raising, providing information and improvement in training opportunities.
- The new website will be developed further.

For further information:

See inside back cover

“It is like seeing petals of a flower open up.”

Quote from TS staff member

Connection Generations Projects:

The Benefits and Lessons learned

The Learning Points featured in this publication are intended to showcase the range and variety of intergenerational activities undertaken by the projects and to identify the benefits, the lessons learned and to share successful approaches with other organisations. Without exception, each project proved to be inspiring and the enthusiasm of project leaders and participants was refreshing and infectious. All projects intend to build on their success and develop and expand the activities they provide.

Benefits of the Projects

The projects have clearly demonstrated benefits for participants, the community and partner organisations. Common benefits are summarised below.

Benefits to participants

- Perceived threats were challenged and removed.
- Mutual tolerance and understanding developed between the generations.
- A greater willingness and enthusiasm for different generations to work together was fostered.
- Learning from the sharing of skills and experience and in some cases their local history and environment.
- Reduced isolation for older people.
- Improved confidence and self-esteem for all often through creative endeavour and doing things they thought themselves incapable of doing.
- An opportunity for all ages to be listened to and valued.

Benefits for the Community

- Environmental improvements
- Raising awareness of community services
- Created change in the community - impact on community safety, health and well being
- Giving a collective voice to the community

Benefits for partner organisations

- Raised the profile in the local area and services were promoted.

- Building internal capacity through the development of innovative programmes.
- The experience and success of the projects can be used to demonstrate success to secure funding from other sources.
- Enthusiasm and commitment for future activities secured.

Lessons Learned/Success Factors

- Projects should be user led – evaluations are important for planning future activities.
- Time for planning required - need to plan for events, disclosures/health and safety.
- Need to manage relationships – different age groups have different expectations and needs.
- Accept that not everyone will be interested or able to participate – but keep them informed and included.
- Celebrate success and promote this within the community.
- Consider influencing Community Planning to integrate the work into the Community Plans.

At a national level, it is clear the projects contribute to a wide range of strategies by:

- Improving the health and well being of participants through reducing isolation and active involvement in activities.
- Contributing to educational goals such as the Curriculum for Excellence by improving confidence, creativity, responsibility and the learning of new skills.
- Improving community safety by breaking down perceived barriers between the different age groups and developing mutual respect.
- Developing stronger communities through consultation and involvement of the wider community.
- Enhancing the environment through community improvement projects and recycling efforts.

For further information on each of the projects, contact:**3 TFM Community Radio for Health****“En-R-G” (Encouraging Relationships Across the Generations) Connecting Generations Project**

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You can receive regular updates from the Scottish Centre for Intergenerational Practice by joining the Scottish Intergenerational Network. Joining the Network is free, and you will receive the regular Newsletter, information on funding, meetings, new publications and updates on research and examples of best practice.

To join, simply email or write to Brian McKechnie with details of your name, organisation and address.

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