



INTERGENERATIONAL PRACTICE

MODULE 1 ASSESSMENT

This topic has been developed with Liz Ludden and Sue Egersdorff, co-founders of Ready Generations, a charity dedicated to making a difference in lifelong learning by becoming a leader of intergenerational practice and provision. The course introduces what intergenerational practice is, the benefits of this on children's learning and development, as well as activities that best support this approach to learning. The content assessment allows users to reflect on their own practice and understand new ways to facilitate intergenerational learning in early childhood settings.

The following assessment will support you in reflecting on your environment and practice. You will be able to demonstrate that the information you have listened to has been embedded and your answers will create new opportunities to create language-rich learning opportunities for the children in your setting.

QUESTION 1

Please include 3 values and/or benefits to bringing generations together.

QUESTION 2

What is the difference between multi-generational and intergenerational?

QUESTION 3

Why is intergenerational practice more beneficial than multigenerational practice?





MODULE 1 ASSESSMENT CONTINUED

QUESTION 4

Sue and Liz explain that when they are monitoring and evaluating the intergenerational care village, they observed that...

QUESTION 5

What are some of the most important things Liz and Sue have learnt since opening the intergenerational care village?





MODULE 2 ASSESSMENT

QUESTION 1

In the intergenerational village, they do not refer to joint learning and planning as activities. What words do they use instead and why?

QUESTION 2

How are sustainability goals met at the intergenerational village and why are these approaches so beneficial to each generation?

QUESTION 3

Part of the intergenerational village curriculum is 'see me, hear me, know me' how do the team meet this area of their curriculum?





MODULE 2 ASSESSMENT CONTINUED

QUESTION 4

What was the intent of creating an intergenerational village, and has the impact met the intent?

QUESTION 5

A strong community is an ageless one, where age isn't seen as a boundary. Could you please list 3 benefits of how an intergenerational community serves both generations?





MODULE 3 ASSESSMENT

QUESTION 1

Could you please identify some of the key developmental benefits to children by being involved in intergenerational care?

QUESTION 2

Could you please identify some of the key benefits to the older generation of being involved in intergenerational care?

QUESTION 3

If having a partnership with a care home is not possible, what other options could you review to create an intergenerational approach?





MODULE 3 ASSESSMENT CONTINUED

QUESTION 4

Liz and Sue describe their initiative of a 'Preamble'. Could you describe what a 'preamble' is and reflect on ideas on how you could adopt a 'preamble approach' in your community?

QUESTION 5

Can you identify and explain an early year's approach/theory that works well for intergenerational learning?





MODULE 4 ASSESSMENT

QUESTION 1

Liz and Sue discuss the gift they have given to the children through an intergenerational approach which will support them throughout their lives and enable them to succeed, what is this gift?

QUESTION 2

In addition to observing the impact intergenerational care has on children's learning, what else has been impactful by adopting this approach?

QUESTION 3

If you would like to adopt an intergenerational approach, what are the first steps you should take and why?





MODULE 4 ASSESSMENT CONTINUED

QUESTION 4

What were two top tips Liz and Sue giving when approaching a partner to adopt an intergenerational approach?

QUESTION 5

Could you please explain how children have demonstrated empathy at the intergenerational village, and/or could you describe an example that you have seen from any intergenerational practice you have observed or been involved in?





REFLECTION SECTION

From listening to all 4 episodes and completing all assessments as part of this module, it is now time to highlight the key takeaways and knowledge you have gained from this Continuous Professional Development module.

Key areas to reflect on:

- *What have you learnt and how this will impact your practice?*
- *What changes you intend to make in your setting from the knowledge you have gained from this module?*
- *What is the desired impact of the changes you intend to make for the children?*

Please also ensure to give a copy of this assessment including your reflection section to your senior leader, this is a key part of Ofsted 3 I's when reviewing, reflecting and making changes and will support you in your next inspection.





REFLECTION SECTION CONTINUED

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ANSWER SHEETS



MODULE 1 ASSESSMENT

This topic has been developed with Liz Ludden and Sue Egersdorff, co-founders of Ready Generations, a charity dedicated to making a difference in lifelong learning by becoming a leader of intergenerational practice and provision. The course introduces what intergenerational practice is, the benefits of this on children's learning and development, as well as activities that best support this approach to learning. The content assessment allows users to reflect on their own practice and understand new ways to facilitate intergenerational learning in early childhood settings.

The following assessment will support you in reflecting on your environment and practice. You will be able to demonstrate that the information you have listened to has been embedded and your answers will create new opportunities to create language-rich learning opportunities for the children in your setting.

QUESTION 1

Please include 3 values and/or benefits to bringing generations together.

Answer 1 (Please note, the below are examples and answers may vary)

- Older generations support children's learning and language development.
- Decreased social isolation and an increased sense of belonging, self-esteem, and well-being for older adults.
- Increased understanding and respect between older people and younger people.

QUESTION 2

What is the difference between multi-generational and intergenerational?

Answer 2 (Please note, the below are examples and answers may vary)

- Multi-generational is bringing generations together for visits and/or activities.
- Intergenerational is embedded within the practice and is continuous and consistent.

QUESTION 3

Why is intergenerational practice more beneficial than multigenerational practice?

Answer 3 (Please note, the below are examples and answers may vary)

- Multigenerational is lovely for key times; however, the children cannot build foundations and relationships with the older generation if the contact is not regular.
- The impact of sustained relationships between the generations is far greater if the generations come together to build a community rather than visiting.



MODULE 1 ASSESSMENT CONTINUED

QUESTION 4

Sue and Liz explain that when they are monitoring and evaluating the intergenerational care village, they observed that...

Answer 4 (Please note, the below are examples and answers may vary)

- Educators go far beyond the early years team.
- The older generation each brings something unique to the children
- The children learn alongside the older generation, and each brings the other generation joy.
- The older generation, once trust and relationships are built with early years children, impacts the early year's children's learning significantly, especially language development.
- Staff wellbeing is high as they are working alongside the older generation and enjoying the benefit of their knowledge and life experience.

QUESTION 5

What are some of the most important things Liz and Sue have learnt since opening the intergenerational care village?

Answer 5 (Please note, the below are examples and answers may vary)

- The need to slow down, with older people life is slower, conversations are slower, and children learn to listen and give their attention.
- Children are relationship builders, being intuitive, and full of empathy and have shown a natural gentleness towards things when given the opportunities to mix with the older generation.
- The most important power is relationships; spending time alongside each other and building bonds has a significantly positive impact on both generations.





MODULE 2 ASSESSMENT

QUESTION 1

In the intergenerational village, they do not refer to joint learning and planning as activities. What words do they use instead and why?

Answer 1 (Please note, the below are examples and answers may vary)

- Invitations, Experiences and Opportunities
- The shift in language has had an effect as the older generation was put off by the word 'activities' and did not want to be forced into specific games or planned practice.
- Rather than joining an 'activity', the children now 'invite' the older generation, which has increased engagement.

QUESTION 2

How are sustainability goals met at the intergenerational village and why are these approaches so beneficial to each generation?

Answer 2 (Please note, the below are examples and answers may vary)

- At the intergenerational village, they encourage children to place broken items into a box to repair together with their older friends.
- The older generation has a skill set and teaches children the value in mending broken items.
- They have a menders workshop which both generations thoroughly enjoy repairing and reusing.
- The language-rich opportunities these opportunities create are beneficial, as well as problem-solving, which has developmental outcomes and benefits for both generations.

QUESTION 3

Part of the intergenerational village curriculum is 'see me, hear me, know me' how do the team meet this area of their curriculum?

Answer 3 (Please note, the below are examples and answers may vary)

- At the intergenerational village, the different generations spend time getting to know each other, building relationships and having engaging interactions which the outcomes demonstrate have been hugely beneficial for development and wellbeing.





MODULE 2 ASSESSMENT CONTINUED

QUESTION 4

What was the intent of creating an intergenerational village, and has the impact met the intent?

Answer 4 (Please note, the below are examples and answers may vary)

- The village was first created with a research motive to possibly educate children and care for older people who are both vulnerable groups in our society and raise the profile of ageism of both the early years and the elderly.
- Yes, the impact has met the intent with children's progress taking a dramatic upturn and the older generation engaging and enjoying the time spent with the children which has had a positive effect on their wellbeing.
- It will have long-term emotional and psychological and intellectual gains for anybody who's involved in it because of that shared experience that they're all having.

QUESTION 5

A strong community is an ageless one, where age isn't seen as a boundary. Could you please list 3 benefits of how an intergenerational community serves both generations?

Answer 5 (Please note, the below are examples and answers may vary)

- Working with children gives the older generation a purpose.
- Children learn from the experience, skill sets and language the older generation uses.
- Relationships and trust is built that benefit the wellbeing and development of both age groups.





MODULE 3 ASSESSMENT

QUESTION 1

Could you please identify some of the key developmental benefits to children by being involved in intergenerational care?

Answer 1 (Please note, the below are examples and answers may vary)

- Language development
- Social skills
- Problem-solving
- Resilience

QUESTION 2

Could you please identify some of the key benefits to the older generation of being involved in intergenerational care?

Answer 2 (Please note, the below are examples and answers may vary)

- Purpose in life
- Richer experiences
- Friendship and family bonds
- Excitement and enjoyment

QUESTION 3

If having a partnership with a care home is not possible, what other options could you review to create an intergenerational approach?

Answer 3 (Please note, the below are examples and answers may vary)

- Visiting allotments.
- Visits from older relatives to the nursery.
- Activities in local halls to bring generations together, such as a dancing group.
- Outings in the local community and inviting older generations to join.





MODULE 3 ASSESSMENT CONTINUED

QUESTION 4

Liz and Sue describe their initiative of a 'Preamble'. Could you describe what a 'preamble' is and reflect on ideas on how you could adopt a 'preamble approach' in your community?

Answer 4 (Please note, the below are examples and answers may vary)

- A preamble is an intergenerational walk – a mixture between a pram and a rambling walk.
- You could adopt a preamble approach by inviting older generation individuals on your nursery outing or talking to a local care home about a joint initiative.

QUESTION 5

Can you identify and explain an early year's approach/theory that works well for intergenerational learning?

Answer 5 (Please note, the below are examples and answers may vary)

- Freud and Bellian principles because they work beautifully for children and older people - Giving people time, being playful and engaging with nature, that's basically froymellion, and that applies to all of us, whatever age.
- High scope principles about learning experiences, which again can be easily translated into language for the older generation.





MODULE 4 ASSESSMENT

QUESTION 1

Liz and Sue discuss the gift they have given to the children through an intergenerational approach which will support them throughout their lives and enable them to succeed, what is this gift?

Answer 1 (Please note, the below are examples and answers may vary)

- Empathy and understanding, the gift of empathy will take them through their lives with a core value of understanding others.

QUESTION 2

In addition to observing the impact intergenerational care has on children's learning, what else has been impactful by adopting this approach?

Answer 2 (Please note, the below are examples and answers may vary)

- The sense of family, community and belonging for the children, the older generation and all staff involved from both sectors.

QUESTION 3

If you would like to adopt an intergenerational approach, what are the first steps you should take and why?

Answer 3 (Please note, the below are examples and answers may vary)

- Research – There is evidence and research available on the benefits of this approach and ideas on how to begin adopting this approach.
- Social media to find information and network.
- A team collaboration and discussion to share ideas and plan how to begin your journey into intergenerational practice.
- A community calling to find other organisations locally that have the same mission and aims as your setting.





MODULE 4 ASSESSMENT CONTINUED

QUESTION 4

What were two top tips Liz and Sue giving when approaching a partner to adopt an intergenerational approach?

Answer 4 (Please note, the below are examples and answers may vary)

- Be clear in what you are trying to achieve from adopting this approach and ensure the potential partners have the same values and aims.
- Be brave and have conversations with people and organisations you wouldn't normally to have a shared ethos and approach when adopting the intergenerational approach.

QUESTION 5

Could you please explain how children have demonstrated empathy at the intergenerational village, and/or could you describe an example that you have seen from any intergenerational practice you have observed or been involved in?

Answer 5 (Please note, the below are examples and answers may vary)

- When out on a walk, one child noticed that their older friend was falling behind; the child stopped the walk to ensure their older friend could catch up.
- Communicating at a slower rate to adapt and suit their older friends.
- Any other suitable example from practice observed.

