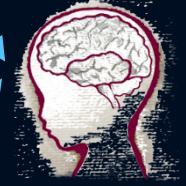


# INTERGENERATIONAL LEARNING AUSTRALIA



## A Guide to the Intergenerational Learning and Wellbeing Program

This document contains information about programs designed to achieve reciprocal learning, health and behavioural benefits for children and elders.

Three modes are presented:

1. Video Conferencing
2. Co-located and Visitation where both age groups meet in the same room or area.
3. Digital Storytelling



To implement this program, a consultation fee will apply based on the duration and evaluation criteria. For more information contact Greg Cronan: **0433-387-209** [greg@intergenerational-learning.com.au](mailto:greg@intergenerational-learning.com.au) [www.intergenerational-learning.com.au](http://www.intergenerational-learning.com.au)

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# The Intergenerational Learning and Wellbeing Program

Achieving reciprocal learning and behavioural outcomes for students, teachers and elders.

## Overview of the Intergenerational Learning (IGL) Program

- This reciprocal learning program involves students engaging in purposeful discussions about school curriculum topics from their classrooms, via weekly video calls with elders in aged care homes.
- The program has its foundations in evidence-based research by Griffith University led by [Professor Anneke Fitzgerald](#). Professor Fitzgerald is also one of the consultants for the 2021 series of the ABC TV program, [Old People's Homes for 4 Year Olds](#)
- TV News: Select the logo to view TV reports about the IGL program:



## Discussion Topic Examples

- **English:** Biographies, narratives, poetry, contexts, speaking, listening.
- **Science:** Technology, environments, engineering, space, transport.
- **History:** Society, careers, roles of women, education, politics, war.
- **Math's:** Measurement, imperial, metric, numbers, currencies.
- **PDHPE:** Healthy living, sports, recreation, exercise, happiness.
- **ARTS:** Music, Art, Painting, Dance, Movement, Performances
- **Other:** ANZAC Day, Remembrance Day, RUOK, Festivals, etc

## Outcomes for Students, Teachers and Parents

- Learning outcomes align with success criteria for the curriculum topic, resulting in deeper understanding.
- Improved attentiveness, student attendance rates and behaviour in classroom and during morning and lunch recess.
- Teachers notice new aspects of students' personalities, growth in self-confidence and participation in class.
- Humour during the video calls has helped make learning fun and enjoyable for students, teachers and elders.
- Creation of healthy, unique neural pathways and synaptic connections: These enhance learning and life skills due to experiencing enjoyable, recurring and mentally stimulating discussions through positive relationships with elders.
- Building upon the calming effect of these interactions with trusted elders is the Integration of self-regulation and co-regulation for students and teachers resulting in empathy, compassion, gratitude, curiosity and improved learning.
- Face-to-face communication with elders improves emotional intelligence, interpersonal and socio-emotional skills.
- Achieving purposeful community involvement activities by students and teachers.

## Benefits for Elders and Staff at Aged Care Organisations

- Reduction in loneliness, social isolation, boredom, anxiety, negativity, anger and depression.
- Improvements in socialisation with other elders and staff, happiness, generativity and purpose.
- A facility manager stated the video calls are a calmness intervention and improve the moods of residents and staff.
- Staff morale improves due to participating in or viewing segments of video call interactions and happier residents.
- Improved sleep, appetite and fewer calls to medical professionals by elders.



Students viewing elders on the TV

Select image above to play a 2 minute video overview



Elders viewing students on the TV



Elders and students in the video call

Select any image above to view more videos

## Program Implementation and Contact Details

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# Pictorial Examples from Intergenerational Learning Video Calls

## Healthy Lifestyles, Society, The Great Depression and Economics 1930's & 1940's



1. What did you eat at school and for meals at home?

3. Did you have a school canteen?

2. We made our own sandwiches and ate fruit. For dinner, we ate whatever was put in front of us.

4. No. Our school did not have a canteen. If you didn't bring your lunch, you didn't eat! If our school had a canteen, we had no money to buy anything due to the depression.

## Changing roles of Women. Sports, Recreation and Pastimes



1. Did you play any sports at school?

3. Did girls play soccer?

5. What do you think of girls playing soccer?

7. Did you score any goals?

2. Yes. I played football... you know... soccer!

6. I think it's OK. Good on 'em.

4. No. Girls did not play soccer.

8. Yes I scored goals, but mainly when no one was looking!

## Thank You!



Thank you for helping us to learn 50 new words and 30 new phrases in 5 weeks, new poetry, novels, events in history, different currencies, the cost of food and other things, healthy and unhealthy lifestyles, types of transport, life after Federation, the two World Wars and the Great Depression in Australia and many other countries. We enjoyed learning with you and about you.

We also enjoyed speaking with you, recalling many happy memories and learning about what you do and learn in school today. So much has changed! Every week we looked forward to speaking with you, especially during COVID-19 when we had no visitors. All of you brightened our day and together we laughed a lot! We would like to thank you, your teacher and Principal for these wonderful experiences.

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# Co-located Intergenerational Learning Programs

These interactions focus on elders and school students engaging in meaningful activities in the same physical area. Organisations may use the co-located mode for interactions, or complement it with video calls to connect both age groups.

## Maranatha Gunyah Intergenerational Learning Centre (Wellington NSW)

This site combines a residential aged care home with an early childhood centre and is Australia's first purpose-built Intergenerational Learning Centre. The research behind for this program was led by Professor Anneke Fitzgerald, Dr. Katrina Radford, Xanthe Golenko and the Intergenerational Care team at Griffith University. Links:

- [ABC TV NEWS Western Plains](#)
- [Channel 9 NEWS Central West NSW](#)
- [Professor Fitzgerald and Dr Katrina Radford at Maranatha House](#)
- [Speech in NSW Parliament by Dugald Saunders, MP for Dubbo](#)



## Andrew Kerr Care centre (Mornington VIC)

This intergenerational model of care provided by The Herd Group combines a day care centre with a residential aged care home. It has been designed to provide opportunities for children and aged care residents to come together five days a week to enjoy activities together, such as art, music, lunch, storytelling, or just visiting. The research behind for this program was led by Professor Anneke Fitzgerald, Dr. Katrina Radford, Xanthe Golenko and the Intergenerational Care team at Griffith University. Links:

- [The Herd Group](#)
- [7 NEWS Melbourne Report](#)
- [Minister for Early Childhood Ingrid Stitt Announcement](#)



## iGen – An abbreviation of “Intergenerational Education Nexus”

A partnership with Mercy Health, Australian Catholic University (ACU) and Mercy Education, Catherine McAuley College (CMC) and Mercy Health Bethlehem Home for the Aged. iGEN students in Year 10 are offered employment and study pathways while gaining practical course and work experience residents and staff. Pathway Streams include Allied Health, Medicine, Pharmacy, Chemistry, Nursing, Psychology, Teaching, Business Economics and Hospitality

Link: [iGEN-Brochure-A4-pages-160719-e-1.pdf \(cmc.vic.edu.au\)](#)



## University of Wollongong – Health and Well-Being Precinct

The Precinct will be Australia's first intergenerational university community—a place for living, learning, working and growing in an environment that supports complete physical, social, and mental health and wellbeing

[Innovation Campus | Health & Wellbeing Precinct](#)



## The GrandSchools Project

This is an Australian project federally funded by the National Health and Medical Research Council (NHMRC). The proposed model is to be developed between Queensland University of Technology, Australian Catholic University and Deakin University researchers, Fulton Trotter Architects, Minx Architecture and senior living and education industry partners, Redeemer Lutheran College, Lutheran Services, Wesley Mission Queensland, Edmund Rice Education Australia and Learning Environments Australasia Queensland. More Information:

[GrandSchools Projects – The GrandSchools Project \(wordpress.com\)](#)



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# Digital Storytelling and Biographical Intergenerational Learning programs

## Intergenerational Digital Story Telling and Swinburne University PADSIP program:

PADSIP: Positive Ageing Digital Storytelling Intergenerational Program 2019

Links to Videos:

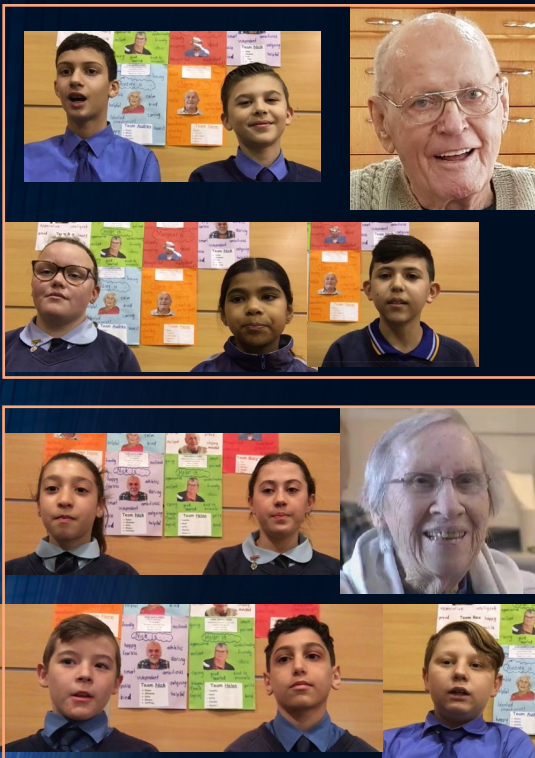
- [Auburn High School \(VIC\) students interviews and video recordings of elders](#)
- [Intergenerational storytelling program with Sandringham College, Lions Club and Fairway Hostel Aged Care Home](#)

Links to Articles and Conference Presentations:

- Three-minute digital life stories about the residents in Aged Care and Swinburne undergraduate psychology students: [InPsych Journal – 2016 April Vol 38 Issue 2](#)
- Stories towards healing: Swinburne University Project on Digital Life Stories in Residential Aged Care [Australian Association of Gerontology Conference 2018 "Normative Narrative Practice"](#)



## OLQP School (NSW), Southern Cross Care (NSW/ACT) and Intergenerational Learning Australia Biographies and Poems about two Elders by Year 6 students



For the English curriculum, students were required to write biographies and poems about a famous person. Instead of using Google to research a person they did not know, the students used information gained about the history and personal stories of the elders during the video calls as they discussed different school curriculum topics. If students required additional data to complete the biographies, they also interviewed the elders during the video calls.

Each student wrote a biography and poem as an individual assessment, but also collaborated with other students to write and video record a biography as a group project. This was also formally assessed by their teacher. Each of the elders received a A4 size booklet created by the students that contained their biographies and poems.

Below are two links to the video recordings about the biographies of Rex and Helen. The final three minutes of each video contains 'bloopers' by the students

- Links: [Biography and Poem about Rex](#)  
[Biography and Poem about Margaret](#)  
[Video of Margaret listening to a poem about her](#)  
[Video of Norm listening to a poem about him](#)

## John XXIII High School (Perth WA), Mercy Care (WA) and Griffith University

John XXIII College (Perth) is involved in an Intergenerational research program run by Griffith University involving Magis Year 7 students and residents of MercyCare Perth. The students have published a 32 page booklet titled "Looking Back" containing the biographies of each resident.

Video: A video about this project will be released soon.



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# INTERGENERATIONAL LEARNING AUSTRALIA

## Quotes about the benefits of purposeful interactions involving children and elders

Quotes by Stuart Shanker,

*Self-Regulation's strength lies in the power of intergenerational bonds. As practitioners of Self-Reg, we shouldn't just be mindful of this, but constantly seek to understand and nurture across all generations*

<https://twitter.com/stuartshanker/status/1181653000349212672>

*"In schools we have to inspire not just learning, but also virtue. So we need schools to become "virtual academies. The first step in making a school a virtue academy is to become a 'Self-Regulation Haven,' a school in which everyone—students and staff— feel emotionally as well as physically safe."*

[https://self-reg.ca/wp-content/uploads/2020/06/Newsletter\\_September\\_2018.pdf](https://self-reg.ca/wp-content/uploads/2020/06/Newsletter_September_2018.pdf)

*From a Self-Reg perspective, it is not in the least surprising to learn that the most important factor in healthy aging is having a small number of strong social relationships; for the Interbrain remains a potent factor in how safe we feel from the first to the last moments of our lives. Stuart Shanker* <https://self-reg.ca/the-self-reg-view-of-aging/>

*While we in the western world are materially wealthy, we are relationally impoverished. Far too many children grow up without the number and quality of relational opportunities needed to organize fully the neural networks to mediate important socio-emotional characteristics such as empathy.*

**What to do?** *Innovative and effective early intervention and enrichment models exist. Integrate them into the policy and practices in your community. Increase opportunities for children to interact with others, especially those who are good role models. Simple changes at home and school can help: limiting television use, having family meals, playing games together, including neighbours, extended family and the elderly in the lives of children, and bringing retired volunteers into schools to create multi-age educational activities.* Dr Bruce Perry, Child Trauma Academy, Houston, Texas, USA. Website: [www.ChildTrauma.org](http://www.ChildTrauma.org) Source: <https://www.lfcc.on.ca/mccain/perry.pdf>

*Findings suggest that intergenerational learning programs are beneficial for older people, children, organisations and the workforce. For older people, the program had a positive impact on their health and well-being; the program sparked enjoyment and improve mood, and gave them a sense of purpose, all of which may contribute to delaying cognitive decline. For children, there was an increase in confidence and communication skills. [The Intergenerational Care Project Research Report 2019](#), Griffith University, Australia*

## Quotes from participants about this program

*"When you want to learn about history, it's like you're actually having a connection with it, rather than just reading a book,"* Lachlan, Student at Mona Vale Public School NSW

*The video calls have been a great learning experience for students and myself as a teacher. Responses and comments from the elders are enlightening and heart warming with a mix of humour. We love it!* Cathy Moses, Teacher at OLQP Primary School Greystanes.

*"It's like the calmness of the older people in the video call comes through the TV screen and into my son. Our family have all commented about how much he has matured and has a calming effect on us!"* Sue, parent of a student

*"One of the unintended consequences of the project was how much the student's verbal communication skills improved. Everyone started off a bit shy, but with time the students were asking really interesting questions and really engaging with the conversation,"* Principal Michael Hopley at OLQP Primary School Greystanes.

*"Where the residents might have once wanted to stick to their rooms, they're now looking forward to seeing the kids and discussing the meetups with other residents and staff. Even their sleeping and eating habits have improved,"* Karen Blackmore Facility Manager at Southern Cross Care.

## Program Fee

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