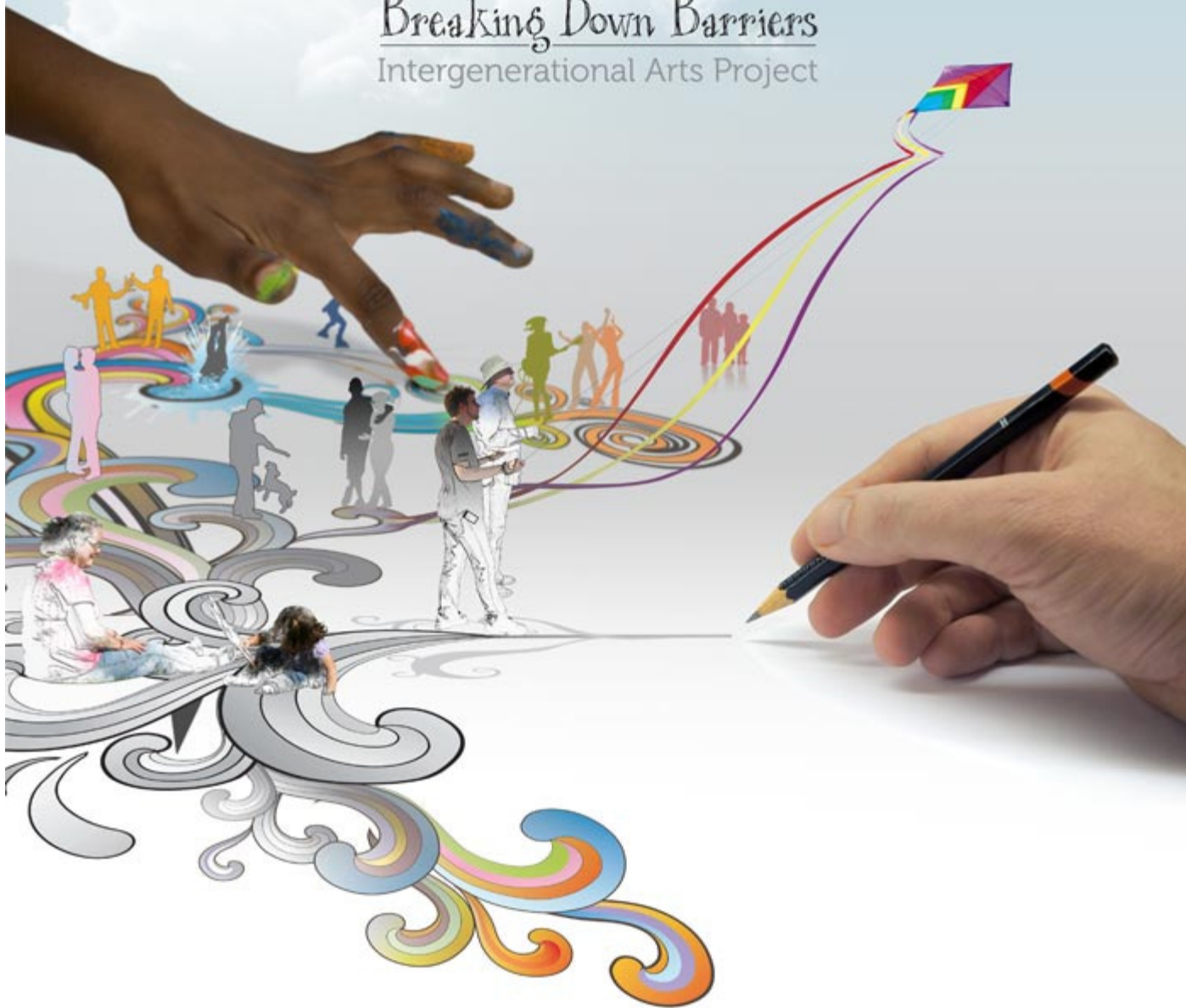


My Perfect Day

Breaking Down Barriers
Intergenerational Arts Project



Worcester Volunteer Centre “Breaking Down Barriers” Arts Project

Good Practice Guide

Handbook Contents

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- **My contact details**
- **Link to 2 minute youtube Breaking Down Barriers “My Perfect Day” promotional film**



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Registered Charity
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Thank you for taking part in **Breaking Down Barriers Intergenerational Arts Project**. Breaking Down Barriers is funded through Generations Together (the department for children schools and families) and is running across Worcestershire from now till March 2011.

The project links volunteers aged over 50 and between 11 - 25 together to share skills in art and produce artwork to be showcased at Worcester Festival 2011 and other venues across Worcestershire.

Established groups across the county will be working together to engage in diverse projects with one core theme of **"My Perfect Day"**.

We will be identifying the needs and interests of the individual volunteers and the aims / objectives of the supportive organisations; using Breaking Down Barriers as a tool to address these.

Needs could be very different from group to group and so coupled with the art medium chosen will create a variety of experiences and work produced.

The following is information for groups to consider when engaging with an intergenerational arts project & can be used to support work with Breaking Down Barriers.

What is intergenerational practice?

Intergenerational practice aims to bring people together in purposeful, mutually beneficial activities, which promote greater understanding and respect between generations and contributes to building more cohesive communities.

Intergenerational practice is inclusive, building on the positive resources that the young and old have to offer each other and those around them. (**Beth Johnson Centre For Intergenerational Practice.** www.centreforip.org.uk)

Intergenerational work in the community has been developing in Worcestershire for many years. **Breaking Down Barriers Intergenerational Arts Project** is a pilot. It will enable us to identify where our strengths are, developing the current work in the county and open new opportunities for joint working and community cohesion.

Intergenerational initiatives often fall into three categories:

- members of one generation supporting another
- people from different generations working together to address community issues
- people from different generations learning together

Intergenerational projects can take many forms. The aim of this particular project is to bring together volunteers who share their experiences, skills and knowledge to produce artwork together, having fun in the process.

The benefits of this are many. Informal learning between generations, developing confidence, C.V. building, reduces isolation, a stepping-stone into further volunteering. The aim is also to dispel the myth that art and the arts is an elite concept and not available to all.

Volunteers do not need to be artistic to participate in this project; skills shared can be a good sense of humour, or perhaps an eye for colour or a creative flair.

Everyone is creative in one form or another.



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Some things to consider when starting the project

Who ? Who do you want to engage? **Volunteers 11- 25 & over 50.**

Volunteering is key. In the case of **Breaking Down Barriers** a volunteer is an individual who undertakes any activity that will benefit others and gives their time freely. This will benefit other volunteers of differing ages with whom they are sharing skills / experiences with and the wider community.

Volunteers need to volunteer for an hour or a day or more depending on your plan for project, when volunteers are free etc...

Where ? Where will the project be held? This is up to each individual project and groups involved. It could be at the venue where volunteers 11 - 25 are based, for example a church youth group or youth centre or where volunteers aged over 50 are i.e; nursing home, sheltered accommodation, Age Concern Centre etc... ? Alternatively, it could be at a neutral venue i.e. a community centre local to everyone.

When ? Artwork must be completed by March 2011. Your decision on when project runs will be depending on who you are recruiting as volunteers, your organisations schedules, and how long you want to plan your project etc....

I have included a basic 6 week schedule of a project plan as an example, this may not be the way you wish to run your project. You may feel a shorter / longer or a one-day event is easier for volunteers to engage. It's up to you, remember how much you need to pack into the time i.e; opportunities for the groups to get to know each other, discussion around **My Perfect Day**, working together sharing skills to produce the art work, evaluating project and celebrating everyone's efforts etc...

What ? The core theme is **My Perfect Day**, this was chosen as something that is very broad and can be interpreted in many different ways. The theme needs to

be kept but how volunteers and groups interpret this is very open. It would be wonderful for a very varied showcase of artwork at Worcester Festival and other venues showing the diversity of talent, ideas and inspiration behind it.

There is a selection of art materials available for volunteers to use to develop their ideas. Contact Lisa for more information.

Why ?

- Why should people want to get involved? From an organisations perspective, is there a group of people locally you wish to engage with and are looking for a reason to contact them and work together? If so Breaking Down Barriers may be just the right thing to enable you to do this. It could be you want to raise awareness of an issue or your organisation or indeed break down barriers with the local community on your doorstep.
- It can often be a challenge recruiting new volunteers, particularly people who haven't volunteered before. Different things motivate different people. Volunteering can improve self-esteem, increase confidence and lead to other things. Volunteers may volunteer elsewhere if they have had a good experience. It may enable someone to gain experience to apply for work or indeed it just may make volunteers feel good, meeting new people they may never have met before. Particularly as the key element for this project is bringing together younger and older people to share skills, experiences & have fun.

How ?

- Are you recruiting volunteers yourselves? If so how? Is it people who access your services? Are you targeting the wider community? Are you looking for volunteers interested in art or volunteers generally?

Volunteers do not need to necessarily be artistic as everyone has skills they can bring to My Perfect Day, i.e. an eye for colour, patience, sense of humour etc...)

You may prefer Lisa to look at finding another group to work together with you. Let Lisa know if you want her to work with you to recruit volunteers.

- There are promotional posters and postcards available where Lisa can add your contact details to recruit volunteers & promote your individual project. Please let Lisa know if you would like some.

Concentric Circles

Overview

This activity allows young and old participants to have a series of brief one-on-one discussions in which they share experiences and feelings on a variety of topics.

Objectives

- Build rapport between young people and older adults.
- Develop participant recognition and appreciation of other people's experiences.

Steps

1. Arrange the chairs in two concentric circles. The inner circle faces the outer one.
2. Ask the older half of the participants to sit in the inner circle and the younger half to sit in the outer one facing them (or vice versa). Everyone should have a partner.
3. Ask a question for each pair to discuss. When they've had just enough time for each partner to speak (usually about 3–4 minutes), ask either the younger participants or the older participants to move one seat to the right. Now everyone has a new partner. Ask a new question. Continue this for at least four rounds.

Some sample questions include:

- What is the best and worst thing about being your age?
- What makes you proud of being a member of your cultural group?
- What are you most eager to learn about from people in other age-groups?
- What is the most important thing an elder has taught you?
- What is your favorite childhood memory?
- What is your favorite kind of music?
- How do you feel about the neighbourhood in which you live?

Confronting the Stereotypes

Overview

This activity encourages program participants to think critically about the stereotypes they have of other generations.

Objectives

- Help participants identify and think critically about stereotypes that are commonly held for younger and older people.

Steps

1. To begin the activity, write out each of the statements listed below on a blackboard or large sheet of paper. They could also be typed up and handed out.

2. After each of the statements listed below are read out loud, have participants vote (show of hands) whether they think the target is young people, older people, or perhaps both young and older people.

- They always stick together and keep their distance from other age-groups.
- I hate the way they drive. They're a menace on the road.
- They're always taking and never giving. They think the world owes them a living.
- They're so opinionated. They think they know everything.
- They're never satisfied, always complaining about something.
- Don't hire them, you can't depend on them.
- Don't they have anything better to do than hang around the parks and shopping centres?
- Why are they always so forgetful?
- I wish I had as much freedom as they have.
- Why don't they act their age?

Note: those statements that call to mind common stereotypes of young people and older people.

3. Discuss.

Discussion themes

Has anyone ever heard any of these statements?

Stereotypes are the basis for prejudice and discrimination. Note how such statements express common stereotypes about groups of people only defined as "they."

As a young person or an adult, have you ever experienced (or known anyone who

experienced) prejudice or discrimination based on age (for example, when applying for a job, renting an apartment, or trying to participate in some activity of another age group)?

Can both younger and older people be the victims of prejudice and discrimination based on age?

Are there any other ways in which “growing up” is similar to “growing old”?

What are they?

What could and should be done about age-based prejudice and discrimination?

Is this a problem that older and younger people could work on together ?

“What Would You Change?” Chart

	Much Less	Less	Same	More	Much More
1. In family activities	- 2	-1	0	+1	+2
2. In your relationship with your partner	- 2	-1	0	+1	+2
3. In your relationship with your children	- 2	-1	0	+1	+2
4. In your relationship with your siblings	- 2	-1	0	+1	+2
5. With friends/staying in touch with friends	- 2	-1	0	+1	+2
6. In social activities	- 2	-1	0	+1	+2
7. Pursuing hobbies/personal interests	- 2	-1	0	+1	+2
8. In work activities	- 2	-1	0	+1	+2
9. Developing your career	- 2	-1	0	+1	+2
10. Planning your finances	- 2	-1	0	+1	+2
11. Reading/keeping current on topics	- 2	-1	0	+1	+2
12. Taking courses/getting education	- 2	-1	0	+1	+2
13. Learning new skills/activities	- 2	-1	0	+1	+2
14. Traveling	- 2	-1	0	+1	+2
15. Doing things you enjoy	- 2	-1	0	+1	+2
16. Relaxing	- 2	-1	0	+1	+2
17. Worrying	- 2	-1	0	+1	+2
18. Watching TV	- 2	-1	0	+1	+2
19. In daily personal/household maintenance	- 2	-1	0	+1	+2
20. On your physical appearance	- 2	-1	0	+1	+2
21. Exercising/taking care of your body	- 2	-1	0	+1	+2
22. Maintaining good eating habits	- 2	-1	0	+1	+2
23. Developing your spirituality	- 2	-1	0	+1	+2
24. In charitable/community activities	- 2	-1	0	+1	+2
25. Planning for the future	- 2	-1	0	+1	+2

Icebreaker for My Perfect Day

You will need:

- **Coloured scrap pieces of paper or fabric in varying colours**
- **A selection of words cut out onto card or paper (see attached words further down page)**

Time for activity: About 15 minutes as an initial starting point to get people talking & getting to know each other but if group are happy discussing it could take the whole session!

Volunteers: You have a couple of minutes to think of your **Perfect Day**, has it already happened? Is it imaginary or you are hoping it may happen in the future? Are you alone or with friends or family, on a beach on holiday? What would make your day perfect? Where would you be? Would you be learning a new skill or hobby, like waterskiing or playing the trumpet? Would you be on your own in bed reading your favourite book with a cup of tea?

Whilst thinking of what would be your **Perfect Day**, you can think of this alone or if you feel comfortable in doing so, discuss it with the person sat next to you or in a group. Discussing with other people often helps. If you chat to other people don't forget to ask their name as this is a really good way for everyone to get to know each other.

Whilst you are thinking, look at the various shapes, colours & words spread out on the table. Choose either one or several to help you think of what your perfect day would look like.

For example: Would it be a **sunny, warm**, day, **yellow** in colour and with your **friends** or is it **purple** as you would be wearing your favourite **purple** dress early morning sipping tea on a terrace of your imaginary holiday home or **blue** like a beautiful blue sky.....

You will have a few minutes to think about what your **Perfect Day** would be and to chat to other people about theirs. After that we will be asking volunteers to tell the group about their perfect day and where it would be. This will start us thinking about the artwork we will be making and help us get to know each other.

LAUGHTER

HAPPY

SUNNY

FRIENDS

HOLIDAY

PEACE

RELAX

FAMILY

PARTNER

CHILDREN

SEA

SNOW

JOB

HOME

PLAY

PETS

CALM

NOISY

TRAVEL

WARM

EXERCISE

MUSIC

BOOKS

QUIET

IMAGINARY

WEALTHY

SHOPPING

SPORT

SLEEP

SMELLS

GARDEN

OUTDOORS

INDOORS

FOOD

MOUNTAINS

WALKING

RUNNING

DANCING

SITTING

ENGLAND

ABROAD

HOME

EARLY MORNING

MIDDLE OF THE DAY

EVENING

NIGHT TIME

IN THE PAST

IN THE PRESENT

IN THE FUTURE

REACHED A SET GOAL

LEARNT A NEW SKILL

SOLVED A PUZZLE

GOT FIT

SUNRISE

SUNSET

EXERCISE

ANIMALS

HOBBY

COOKING

What Would You Change ?

Overview

This activity is about life reflection. Participants fill out, and share their responses to, a 25-item “What Would You Change?” questionnaire in which they describe how much time they spend versus how much time they would like to spend on various life activities.

Participant Requirements

This activity could be conducted with as few as two people or with as many as 60 people. Ideally, there should be an equal number of young participants (13 years of age and older) and adults.

Objectives

- Participants will reflect on and discuss some of the choices that people make in their lives.

Academic Connections / Life Skills

- civics
- leadership
- values
- communication

Materials/Resources

- copies of the “What Would You Change?” chart (see appendix)
- enough pens or pencils to go around

Steps

1. Break the group into intergenerational pairs or groups of three.
2. Distribute “What Would You Change?” charts to each participant.
3. Have each person fill out a chart. Instructions for filling out the chart:
“If you had your life to live over again, how much time would you spend on each of the items on this chart? Circle the appropriate number for each item: –2 for

spending “much less” time, -1 for “less” time, 0 for the “same” amount of time, $+1$ for “more” time, and $+2$ for “much more” time. Skip the items that don’t apply to your life. (For example, a teenager would skip the item “developing your career.”)

4. For each pair (or group of three), have participants take turns with their partner(s) going over each others’ charts. Once they have gone through all the items, have them count the numbers of “0s” (same) versus “ -2 s” (much less) versus “ $+2$ s” (much more).

What is evaluation ?

Evaluation is about gathering evidence to measure the value and quality of your project, so that you can show:

- What works and why it has worked
- What hasn't worked and why
- What has been done for those taking part
- What difference it has made to individuals, groups, the wider community
- What has been learned by staff and volunteers
- How the money has been put to good use
- What you would do differently next time

Breaking Down Barriers “My Perfect Day” is a pilot project. We will be learning from this and other projects across Worcestershire over the next few months to identify what worked, what didn't and how we can improve intergenerational working to ensure quality work and future funding.

Evaluation involves more than just describing what happened. It's a way of collecting evidence and analysing it so that you can demonstrate to others whether your project met or exceeded your expectations.

The best evaluation sets out to be honest as possible. Showing that you recognise, and have learned from any mistakes is a good quality.

Why does it matter?

Evaluation is important for three main reasons. It will help make sure that you are:

- Doing your best for those taking part
- Using the resources you have in a responsible way
- Learning from the process, in ways that improve, develop and sustain the work you are doing

The evidence you gather during evaluation will be invaluable for three other important reasons. You can use the evidence to:

- Convince your trustees or managers (s) to sustain the work or try a different approach
- Help change and challenge public attitudes and influence public policy
- Support new bids for further funding

Evaluating the impact of Intergenerational Practice

Benefits for older people include :

- Increased motivation
- A sense of purpose
- A valued identity & role
- Learning new skills & share skills
- Recognition and use of experience, talents and skills
- Engaging with another generation
- Opportunity to foster and nurture
- Participating and feeling linked to a community
- Making new friends and reducing social isolation
- Challenging negative stereotypes of aging and older people
- Feeling energised and having fun

Benefits for young people include:

- Increased self esteem and resilience
- Improved well being
- Enhanced sense of social responsibility
- Learning new skills and share skills
- Improved school attendance and attainment
- Access to experiences, resources and history
- Having a voice as an individual and in a group – represent a generation
- Gaining an understanding of being older
- Having fun
- Having an impact and changing things – making a difference
- Meeting new friends

Benefits for the community include:

- Less generational conflict and misunderstanding
- Builds social capital and participation
- Counters the ageism experienced by the young and old
- Better Cohesion and connexion – bringing people together
- Challenging negative stereotypes
- Becoming an active citizen
- Keeping Active and healthy
- Having fun and being energised

What individuals gain from an intergenerational approach :

- The enjoyment of meeting new people and making new friends
- An opportunity to understand another generation
- Learning about the feelings, thoughts and concerns of another generation
- A rewarding feeling of helping someone achieve their potential
- A chance to use talents and skills to benefit others
- Personal growth and development
- Knowledge that they have made a real difference
- A chance to do something completely different from normal
- Feeling linked in to a community
- Keeping active and healthy

Broader impact :

- Improving community cohesion and social inclusion
- Creating safer communities
- Neighbourhood regeneration
- Citizenship
- Supporting older people in the community
- Designing better quality services for children, young people
- Healthy living – health promotion
- Improving mental health services
- Developing employability
- Volunteering by people of all ages

Evaluation can be carried out using a variety of methods. Consider your volunteers and participants; what would be the most appropriate way of evaluating their thoughts and experiences of the project? Photos, film of the workshops, recorded interviews, questionnaires, simple feedback forms with smiley faces depicting how good or bad an element was for volunteers all could be successful ways of evaluating. Another evaluation activity is to use flip charts spread around the room with various headings of the project written at the top e.g: venue and accessibility, refreshments, ice-breakers etc... Volunteers and participants can write a little information anonymously on to post it notes and attach on the relevant flip chart, this could be used whether it is a one day event or runs over a period of weeks.

References

Beth Johnson Foundation (Centre for Intergenerational Practice)
www.centreforip.org.uk

Intergenerational Training Resource; Beth Johnson Foundation

Magic Me ; Intergenerational Arts Initiative with over 10 years experience based
In London www.magicme.co.uk

The Pennsylvania University State Intergenerational Good Practice Sourcebook
<http://intergenerational.cas.psu.edu/>

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Breaking Down Barriers Intergenerational Arts Project “My Perfect Day”

The following is a link to a short 2 minute promotional film on you tube for easy access;

Please follow link below. It's about a couple of minutes long and intended to be a taster used to promote to groups, organisations and volunteers who may wish to engage in running a small project themselves.

It features volunteers who were part of a 6 week project held at Worcester Volunteer Centre culminating in an activity during volunteers week at the Guildhall Worcester on June 4th 2010.

The final film will be longer, covering projects running across the county. Please can you pass this link on to any groups working with people aged 11-25 or over 50 who you think may wish to volunteer and get involved in the Worcestershire area.

Go to www.youtube.com then at the very top in the space for search put in the following

<http://www.youtube.com/watch?v=cAkKxowdI4> It's titled : **My Perfect Day by silvasmart**, click on the picture and Bob's your Uncle!

Some intergenerational resources websites & contact details

www.magicme.co.uk - Based in Tower Hamlets, east London since 1989, Magic Me's programme annually serves around 550 local people from diverse generations, cultures and ethnicities. We specialise in running creative arts projects which bring together young people (aged 9+) and older people (55+) for mutual benefit, learning and enjoyment.

www.bjf.org.uk - The Beth Johnson Foundation is a national organisation that seeks to make a positive impact on the lives of older people, to gain recognition for the valuable role older people play and to challenge age discrimination through pioneering initiatives that bring together research, policy and best practice.

www.horsemouth.co.uk - Welcome to horsemouth, the social network for informal mentoring, where everyone can give and gain. You can search for a mentor, be a mentor, or simply browse the inspirational profiles and stories on the site. It's safe and it's free..

www.wearewhatwedo.org - We Are What We Do is a global movement that believes it's not just politicians, institutions and big businesses that can change the world - ordinary people can do it too

www.grandparentsplus.org.uk - Grandparents Plus is the national charity which champions the vital role of grandparents and the wider family in children's lives - especially when they take on the caring role in difficult family circumstances.

www.age-exchange.org.uk

-Age Exchange works with older people to improve their quality of life by valuing their reminiscences and giving them opportunities for wider appreciation in the form of:

- visual and performance arts projects
- intergenerational projects
- exhibitions
- publications
- documentary film

Breaking Down Barriers Intergenerational Arts Project Sessions Plan

This can be shortened and or adapted to suit group

All 2 hour sessions

Week 1 – Either an information session to see if people are interested or if you have group set up then

- Introductions of workers, explanation of what the project is about; volunteering, sharing skills, making artwork, My Perfect Day, Showcasing across Worcestershire & Worcester Festival etc....
- Icebreaker for volunteers to get to know each other
- Filling in registration / consent forms (Lisa needs these posted to her or she will collect them a.s.a.p.)

Week 2 - Breaking down barriers within group possibly looking at shared experiences, developing the My Perfect Day idea & looking at what art medium to use.

Week 3 - Begin Artwork, some projects have workers facilitating the Art part of the project with the groups, you do not necessarily need an experienced artist but if you need help with this Lisa can look at support with this part of the project by a local artist. Please chat to Lisa about it.

Week 4 - Continue making Artwork

Week 5 - Complete making Artwork

Week 6 – Evaluation. This is really important, from not only Breaking Down Barriers point of view but of course the organisations and groups delivering the individual projects. Breaking Down Barriers is part of Generations Together, a pilot initiative and so is being carefully monitored to learn from the experiences for future work. Evaluation of work undertaken in Worcestershire will enable further funding to be applied for.

Week 7 – Celebration event to thank volunteers, display work etc...