Intergenerational school project

A cross-curricular scheme of work for bringing together older and younger people in a primary school.

‘Another key outcome was that some of the head teachers had recommended the project to colleagues in other schools as a valuable extension of their work in the community.’

CSC Regeneration and Research Consultancy Ltd.
What is it?
A cross-curricular intergenerational project that aims to develop literacy, social and citizenship skills. Weekly plans provide skill-based activities leading to group presentations for a specific audience, for example, an assembly or a buddy class.

Who for?
A year 5 or 6 class, plus between three to eight older people from the community led by a teacher in your school.

When?
Over half a term (6 weeks), with extension activities (see notes). The older people visit the class in weeks 3, 5 and 6, but they will need to have been approached before the project starts.

How?
Themes can be chosen to mirror current class history topics, such as travel, food, clothing, schooldays, games, post-war Britain and entertainment. The project is linked to the National Curriculum Literacy, SEAL (Social and emotional aspects of learning) and PSHE – Citizenship (Personal and social health education). Links with information technology and music can also be made.
Weeks 1–6: overview

**Week 1**

**Listening and questioning**
- Explain the use of open, closed and follow-on questions.
- Put children into pairs and get them to complete Activity worksheet 1: questioning.
- Play audio DVD of interviews with older people and question the children’s understanding of what they hear.
- Introduce Activity worksheet 1a: home interview.

**Week 2**

**Preparations for visitors**
- Play video section of DVD interviews with older people. Consider the context, language, opinions and views.
- Introduce the following Activity worksheets for groups: 2a: interview questions; 2b: invitations to older visitors; 2c: recording interviews; 2d: hosts to older visitors.
- Introduce enrichment Activity worksheet: language differences.

**Week 3**

**Interviews**
- Older people visit this week and there are interviews in groups.
- Refreshments are served.
- Introduce Activity worksheet 3: identifying and solving interview problems.

**Week 4**

**Interview material tailored for presentation to a specific audience**
- Get feedback from the interviews and take into consideration the type of audience.
- Activity worksheet 4: storyboard to organise presentation material.
- Activity worksheet 4a: responses to drama sheet.

**Week 5**

**Practise and authenticate the presentations**
- Older people visit.
- Groups of young and old refine the presentation content.

**Week 6**

**Presentations to specific audience**
- Older people visit.
- Practice and then make the presentation.
- Activity worksheet 6: intergenerational evaluation.
Activity plan: week 1

**SEAL**
**Social skills**
I know how to be friendly – I can look and sound friendly, be a good listener, give and receive compliments and do kind things for other people.

**Essential**

**Activity worksheet 1: questioning**
- Get the children into pairs to practise listening and questioning, then reflect on what they have learned
- Listen to the DVD (duration: 3.13) in the Toolkit of older people talking
- Examine the children’s understanding of older people’s views, and the use and context of language

**Useful**
- Agree some Ground rules*
- Play the game Bunny ears* which develops concentration and focus
- Discuss what can be learned from people who lived through the 1940’s, 50’s and 60’s
- Ask the children to share something they appreciated about their partner today

**Enrichment**
- Using open questions and good follow-on questions, interview an older person or relative at home. Open questions could include: What clothes did people wear for school, work and going out? How did food get to the table when you were young?

**Activity worksheet 1a: home interview**
*See page 23

**PSHE**
4b to think about the lives of people living in other places and times, and people with different values and customs

**LITERACY**

**Speaking**
Use a range of oral techniques to present persuasive arguments and engaging narratives

**Listening and responding**
Identify the ways spoken language varies according to the differences in the context and purpose of its use
Activity worksheet 1: questioning

Get into pairs. Read, discuss and make up three extra examples of questions you both agree on.

1. **Open questions** can’t just be given ‘yes’ or ‘no’ answers. Open questions encourage the speaker to share information.

   **Examples**
   1) Why did Mr Rahman decide to leave his country of birth?
   2) What pranks did Betty get up to in her schooldays during the 1950’s?
   3) 

2. **Closed questions** require only short answers and can stop the interview or conversation.

   **Examples**
   1) What colour was your 1949 Austin car?
   2) Is your name Mrs Wilson?
   3) 

3. **Follow-up questions** ask for more information. They lead to a clearer understanding and provide more detail.

   **Examples**
   1) Bernard, you mentioned the ARP. What was that organisation? How did it help during wartime?
   2) I know Lee Road, I walk up it on my way to school. What was it like when you were growing up?
   3) 

4. **Exercise in pairs** Recall a memorable outing or celebration you are happy to tell your partner about. Close your eyes for a minute and try to remember as much detail as possible (the place, people, colours, atmosphere and feelings). Your partner should use open and good follow-up questions to discover more about your memory. Swap over and use open questions and good follow-on questions to find out about your partner’s memory.
Activity worksheet 1a: home interview

Task: Ask an older person to share memories about food, clothing and school in the past (or on whichever topic your teacher sets). Use open questions and follow-on questions to get information, opinions and feelings about the topics. Through good questions, gain more detail about their memories – for example, colours, textures, smells, descriptions of people and environments. Jot down some notes that help you remember details. Recall exact phrases, or words and expressions used, particularly language that is different to your own. Note these as quotations. Check back with the older person to make sure you have understood and quoted accurately. When finished, thank the person and ask them for permission to share these memories at your school.

1. Which were the most interesting parts of the interview?

2. Do you think the older person enjoyed sharing memories? Why or why not?

3. Jot down quotes from the older person: sentences, words, expressions or phrases.

4. General notes: what responses did the older person give?
Activity plan: week 2

**PSHE**
1a to talk and write about their opinions, and explain their views, on issues that affect themselves and society

**Essential**
- Play the video section of the DVD (duration: 5.36) in the Toolkit of older people being interviewed. Make notes relevant to the discussion
- Discuss issues that were raised. What words, phrases and expressions were used to describe these issues? What context is the language spoken in?

**Activity worksheets 2a–d**
- Facilitate group work to prepare for visits by the older people
- A spokesperson from each group should outline the plan of action

**Useful**
- Recall agreed Ground rules – and read back to the class
- Play the game – The sun shines on*
- Get the children into pairs. Ask them to recall an opinion expressed in the film that contrasts with their own views, to consider why they are different, make notes and present their findings

**Enrichment**
- Report on home interviews. Recount stories and memories, and compare language use
- Enrichment activity worksheet: language differences

*See page 23

**SEAL**
**Social skills**
I can work well in a group, cooperating with others to achieve a joint outcome.

**Empathy**
I value and respect the thoughts, feelings, beliefs and values of other people.

**LITERACY**
**Speaking**
Use a range of oral techniques to present persuasive arguments and engaging narratives

**Listening and responding**
Make notes when listening for a sustained period and discuss how note-taking varies depending on context and purpose

**Group discussion and interaction**
Consider examples of conflict and resolution, exploring the language used
**Enrichment activity worksheet: language differences**

<table>
<thead>
<tr>
<th>Older people</th>
<th>Younger people</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fight</td>
<td>Beef</td>
</tr>
<tr>
<td>Thanks</td>
<td>Safe</td>
</tr>
</tbody>
</table>

**Have you heard these examples used?**

1. **Decide the best substitute words a younger person might use here:**

<table>
<thead>
<tr>
<th>Older people</th>
<th>Younger people</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wonderful, great</td>
<td></td>
</tr>
<tr>
<td>Relax</td>
<td></td>
</tr>
<tr>
<td>My house</td>
<td></td>
</tr>
</tbody>
</table>

2. **What other comparative words are there?**

<table>
<thead>
<tr>
<th>Older people</th>
<th>Younger people</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3. **Create sentences using words from younger people that indicate the present. Devise a comparative sentence using words from older people that indicate a past time.**

   **Examples**
   - ‘I’m going to have a beef about that lost DS – my Mum only recently bought it from Ebay.’
   - ‘I’m not going to have a fight over a lost farthing….maybe I would over half a crown.’

   **Comparative sentences**
Activity worksheet 2a: interview questions

1. In your group choose a spokesperson, a scribe and a chairperson:
   - The spokesperson will sum up what was said by everyone in your group and report back to the whole class.
   - The scribe writes notes on the main comments, queries and findings from the group.
   - The chairperson will lead the group, help the group stick to the task and make sure everyone has a say.

   *When you have agreed these roles with the chairperson, complete the following tasks:*

2. Group discussion:
   - Discuss what it is like to interview an older person. List the points raised.
   - Discuss your topic and what you want to find out from the older person.
   - Recall and share examples in the group of open, closed and follow-on questions.

3. Each person plans a question that will put the interviewee at ease and then plan three open questions. The group should consider:
   - Are these questions open – and why?
   - Which questions will help the interviewee to feel at ease and welcome?
   - What kind of follow-up questions might be needed?

Using the best agreed questions, decide a good order for the questions:

1.  
2.  
3.  
4.  
5.  
6.  
7.  
8.  
9.  
10.

Suggest follow-on questions that may be useful:

1.  
2.  
3.  
4.  
5.

Agree your final questions and appoint someone to word process and print copies for groups.
Activity worksheet 2b: invitations to older visitors

1. In your group choose a spokesperson, a scribe and a chairperson:
   - The spokesperson will sum up what was said by the people in your group and report back to the whole class
   - The scribe writes notes on main comments, queries and findings from the group
   - The chairperson will lead the group, help the group stick to the task and make sure everyone has a say

When you have agreed these roles with the chairperson, complete the following tasks:

2. Discuss and make notes on what needs to be in the invitation.
   You may consider:
   - Who is invited
   - How the invitations will be sent
   - The purpose of older people visiting your class
   - Dates and times they will be required
   - A reply-by date
   - A suitable room to meet the older people
   - What to do when they arrive at the school

3. Discuss the best method for older people to reply to the invitation. Will it be:
   - A written reply to your teacher
   - An email to the school or your teacher
   - A phone call to the school office
   - A tear-off slip to return to the school

4. The chairperson should lead the discussion to decide what information you need from your teacher to complete the letters. The scribe notes down the information. The spokesperson communicates with the teacher.

5. When you have the required information, plan what needs to be in your letter using the information above. Make a draft then revise the letter, making improvements where possible. Remember to include the school address, date and the name of an adult contact. Check this draft with your teacher. Write or word process the final invitation, then give it to your teacher.
Activity worksheet 2c: recording interviews

1. In your group choose a spokesperson, a scribe and a chairperson:
   - The spokesperson will sum up what was said by the people in your group and report back to the whole class
   - The scribe writes notes on main comments, queries and findings from the group
   - The chairperson will lead the group, help the group stick to the task and make sure everyone has a say

   When you have agreed these roles with the chairperson, complete the following tasks:

2. Discuss different methods of recording interviews. One method is to use digital voice recorders. List other possible methods:

3. Discuss practical issues that may arise with the recording method you will be using. You may need to consider:
   - How you will transcribe the interviews
   - Excluding noise from outside
   - Booking a room
   - Who will be in the interview room
   - Checking the equipment
   - Methods of note-taking
   - Getting permission to share the interview material

4. Decide what information or equipment you will need from your teacher to record the interviews. The scribe should note the information. The spokesperson will communicate with the teacher.

5. Using your recording method, practise conducting an interview with questions and answers (you can use the questions from last week’s work). If you have chosen to use a microphone, adjust the microphone distance by testing the sound quality. Play the recording back and discuss the following:
   - Could the questions and answers be clearly heard?
   - Was there any outside room noise that caused interference?
   - Was there any noise inside the room that caused interference?
   - Were there any other hazards that prevented a good recording?
   - Is any time needed for checking notes?

6. The scribe should make notes on your findings and observations. The spokesperson will share your views with the class.
Activity worksheet 2d:
hosts to older visitors

1. In your group choose a spokesperson, a scribe and a chairperson:
   - The spokesperson will sum up what was said by the people in your group and report back to the whole class
   - The scribe writes notes on main comments, queries and findings from the group
   - The chairperson will lead the group, help the group stick to the task and make sure everyone has a say

When you have agreed these roles with the chairperson, complete the following tasks:

2. Discuss what will be needed for providing tea. You will need to consider:
   - Crockery, serviettes and utensils
   - Urn or hot water jugs and safety issues
   - Table clothes and decorations
   - Sugar, tea, coffee, water, cordial
   - Storing savoury or sweet food and milk safely
   - The budget allowed for refreshments
   - Where refreshments will be served
   - Clearing, washing up and returning crockery
   - The host’s role of meeting and greeting visitors (informal conversations to welcome visitors and put them at their ease, the use of identification badges etc)

3. Scribe notes down questions. The spokesperson asks the teacher for advice and information and when the spokesperson has reported back, members of the group are given tasks. Members of the group should support each other.

4. An example of the task sheet:
   
<table>
<thead>
<tr>
<th>Task</th>
<th>Name(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Record expenses and keep within budget</td>
<td></td>
</tr>
<tr>
<td>Arrange the use of crockery, utensils, urn, hot water jugs</td>
<td></td>
</tr>
<tr>
<td>Organise table decorations</td>
<td></td>
</tr>
<tr>
<td>Buy and prepare food</td>
<td></td>
</tr>
<tr>
<td>Buy cordial, tea, coffee, milk, sugar</td>
<td></td>
</tr>
<tr>
<td>Greet and escort older people from school gate to room and back</td>
<td></td>
</tr>
<tr>
<td>Prepare the tea and organise clearing and washing up</td>
<td></td>
</tr>
</tbody>
</table>
Activity plan: week 3

**SEAL**

**Social skills**
I can tell you what helps a group to work well together.

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**Essential**
- In advance, prepare space, equipment, refreshments and materials for the interviews with the older visitors
- Welcome the older people, make introductions and remind everyone of the purpose of the project
- Hold small group interviews
- Serve refreshments

**Useful**
- Play the game – Change two things* which involves memory and observation
- Devise a list of song titles and sing or teach an old song and a new song
- Discuss how older people use language and gesture to present their stories, opinions and ideas
- Children clear and return any equipment and do the washing up

**Activity worksheet 3: identifying and solving problems in interviews**

**Enrichment**
- Ask the older people to suggest some songs and find the lyrics using the internet or local library. Remember to check any copyright laws

*See page 24

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**LITERACY**

**Listening and responding**
Make notes when listening for a sustained period and discuss how note-taking varies depending on context and purpose

Analyse and evaluate how speakers present points effectively through use of language and gesture

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**PSHE**

4a that their actions affect themselves and others, to care about other people’s feelings and to try to see things from their points of view
Activity worksheet 3: identifying and solving problems in interviews

1. Write down the names of the people in your interview group.

2. How were the roles and responsibilities of each group member organised for the interview with the older person? Can you suggest any adjustments?

3. Were there any technical problems?  
   - Yes  
   - No  
   - A few

4. How could your group have overcome problems?

5. Did the interview questions work...  
   - Very well  
   - Well  
   - Poorly

6. How would your group adjust the questions if you did the interview again?

7. Discuss within your group the stories, memories or comments from the older person you interviewed that you found interesting. Identify subjects or themes. You may like to use skeleton notes to organise the material. Here is an example:

   - **Shopping**: grocers, sugar in bags, dairy for milk and butter, muffin man or street trader
   - **Cooking**: mum did cooking - sometimes gran, children had chores like peeling potatoes, Sundays was proper dinner at local ovens in the street
   - **Dinner time**: cabbage, potatoes, prayer, bread and dripping, Sunday roast, gravy

8. Your group will work towards a presentation. Which stories, memories and information from your interviews could be shared with an audience? Make additional notes here:
Activity plan: week 4

PSHE
4f that differences and similarities between people arise from a number of factors, including cultural, ethnic racial and religious diversity, gender and disability

Essential
- Review the interview material
- Get the group to discuss the visit from the older people in week 3. A circle time sentence could be: ‘It worked well, when…’
- Discuss the interviews and decide which stories or opinions could be used as material for the presentation. You need to consider the specific audience’s needs (whether for example it is an assembly or buddy group) such as audibility, what should be verbal or non-verbal, the use of drama conventions and whether it is age-appropriate
- Divide into interview groups

Activity worksheet 4: preparing presentation material
Activity worksheet 4a: responses to drama

Useful
- Agree/disagree* – initiate an opinion-seeking activity
- Frozen image with thought-tracking* and use of drama conventions

Enrichment
- Get the children to make a storyboard for a memory or story of their own

*See page 24

SEAL
Social skills
I can be assertive when appropriate.

Empathy
I can understand another person’s point of view and how they might be feeling.

LITERACY
Drama
Improvise using a range of drama strategies and conventions to explore themes such as hopes, fears and desires
Devising a performance considering how to adapt the performance for a specific audience

Text structure and organisation
Use varied structures to shape and organise the text coherently
Group discussion:

1. In your recording groups, recall the stories, memories and comments shared by the older person during the interview. Use your notes from Activity worksheet 3.

2. Decide which story, group of memories and information will be the subject of your group presentation. Make a rough plan of the contents of the presentation, identify essential roles and where the story takes place.

3. Using your notes, structure your presentation using a storyboard. Here is an example:

   - People with baskets in a wartime ration queue.
   - Butcher’s shop opens, and people get their ration books ready.
   - Butcher tears off ration coupons. Someone tries to push into the queue.
   - The butcher wraps up two sausages, everyone watches.
   - A siren goes off, people leave quickly.
   - A wartime London street shelter – everyone is hurrying in.
   - People look after each other. Outside, sounds of bombing.
   - People inside sing together, read or knit.
   - A rescue team are digging into a pile of bricks (from a bombed home) just outside the shelter.
   - A woman ambulance driver checks a survivor. People leave the shelter.
Activity worksheet 4: preparing presentation material (2)

4. If your group has two or three brief stories, decide who will put them in storyboard form.

5. Agree acting and directing roles in your group.
   - Practise the presentation. Include freeze-frame* images to highlight key moments
   - Ask your teacher how long your presentation should be
   - Make a list of questions to ask the older visitors that will help improve both the accuracy and detail of your presentation
Activity worksheet 4a: responses to drama

<table>
<thead>
<tr>
<th>Question</th>
<th>Yes</th>
<th>Sometimes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Can you see what the characters are doing?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Is it clear what the story is about?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Can you hear the dialogue?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Are the presenters using body language and gesture?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Are they sharing their work with the audience effectively?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Are the people presented...</td>
<td></td>
<td>Realistically</td>
<td>Stereotypically</td>
</tr>
<tr>
<td>7. How does the body language suit the characters portrayed?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Will the language and ideas be understood by your target audience?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. What drama techniques are they using? (for example, mime, tableaux, freeze frames, audience participation)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. What main idea did the drama convey to you?</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Activity plan: week 5

PSHE
1a to talk and write about their opinions, and explain their views, on issues that affect themselves and society
4e to recognise and challenge stereotypes

Essential
- Make advance preparations for the older visitors
- Get into groups so the children can share the work on their presentations with an older person
- Discuss and ask questions to glean further detail for the stories and to ensure their accuracy. Tell the older person about your target audience and explain how your work is designed to address their needs
- The children invite the older people to participate by acting, directing or taking another role and then they all practise
- Share the presentations with the whole class
- Activity worksheet 4a: responses to drama can be used again
- Reflect on how the presentations have changed with the older people’s input

Useful
- Use vocal warm-up* as a joint starting point for the older and younger people
- Sing a song together. Use song or music to link the presentations
- Gather simple props and wardrobe for the presentations, for example hats, waistcoats, an old basket

Enrichment
- Imagine a newspaper article has suggested that old people are a drain on the council and health services, and offer little to their community. Write a letter to the paper to persuade readers that older people can – and do – contribute to their communities. Use evidence from this project as well as other sources to support your arguments

*Literacy

Group discussion and interaction
Understand and use a variety of ways to criticise constructively and respond to criticism

Drama
Devise a performance considering how to adapt the performance for a specific audience

Creating and shaping texts
In non-narrative, establish, balance and maintain viewpoints

SEAL

Social skills
I can work well in a group, cooperating with others to achieve a joint outcome.

Empathy
I can understand another person’s point of view and understand how they might be feeling.
Activity plan: week 6

SEAL
Social skills
I feel that I belong to and am valued in my class, school and community.

Empathy
I can be supportive to others and try to help them when they want it.

Essential
- Make advance preparations for the older visitors
- Welcome the older people
- Get the older and younger people to rehearse the song and the presentations
- Make the presentations to the audience (assembly, buddy group etc)

Useful
- Prepare using vocal warm-up*
- Add simple, essential props and wardrobe items and rehearse with them
- Provide refreshments

Activity worksheet 6: intergenerational evaluation
- Whole class evaluates the intergenerational project

Enrichment
- Prepare a report on the project for the school council meeting: You need to:
  - Include one quote each from an older person and a student
  - Write an opening sentence that grabs the listener’s (or reader’s) attention
  - Include your group’s observations about the project
  - Finish with a sentence that sums up the project in a balanced way

*See page 25

PSHE
2e to reflect on spiritual, moral, social and cultural issues, using imagination to understand other people’s experiences

LITERACY
Speaking
Use a range of oral techniques to present persuasive arguments and engaging narratives

Group discussion and interaction
Understand and use a variety of ways to criticise constructively and respond to criticism
Activity worksheet 6:
intergenerational evaluation (1)

1. Are you a...  ☐ younger person  ☐ older person

2. Are you...  ☐ female  ☐ male

3. Did you enjoy the project overall?  ☐ ☑ Yes  ☐ ☐ A little  ☐ ☑ No

4. Please give an example of a story or memory you learned about during the project.

5. What was the purpose of getting older and younger people to work together do you think?

6. How could the project be made better?

7. What would you recommend to others about a project with different generations?

A reminder of the project activities
- Inviting and welcoming older people to school
- Preparing and serving refreshments
- Listening to, interacting with and considering older people
- Interviewing older people, sharing memories and stories
- Devising a presentation based on stories from the older people
- Sharing your presentation ideas with older people and inviting their participation
- Presenting to an audience
Activity worksheet 6: intergenerational evaluation (2)

8. The most fun part for me was:

9. Skills I gained were:

10. Things I learnt were:

11. The worst part for me was:
Explanation of activities
The following is an explanation of activities that were marked * in the text.

Week 1

Ground rules
1. The whole group should agree on rules to help the sessions run well - this is particularly important when older people visit. Invite children to suggest rules that will help them to work effectively together. Discuss and when a consensus is reached, write down for reference.

2. Rules suggested by young people in our groups include:
   - Talk through problems calmly
   - Keep hands, legs and feet to yourself
   - Allow people to speak without interruption
   - Note: A clear understanding of the consequences of breaking the rules was needed in our groups

3. When working with older people, young people should consider:
   - The importance of representing the class well to members of the community
   - Bear in mind that some older people have hearing and sound discrimination difficulties
   - Older people may have slower reaction time in games and activities
   - They may find moving around difficult

Bunny ears
This is a name recalling, concentration and focusing game.

- Students and older people sit in a circle on chairs
- The teacher mimes ‘bunny rabbit ears’ using hands and wiggling fingers on his/her head. The person each side of the teacher uses his/her nearest hand to the teacher and mimes one paw of the rabbit. The fingers of this ‘paw’ can be wriggled, and the forearm positioned near the teacher

- When the ears and paws roles are clear, the teacher points at another person across the circle and calls out his/her name. That person then mimes the ‘bunny rabbit ears’. The two people sitting either side, as quickly as possible, add the mimed paws
- The game continues through pointing at different people around the circle. When names are remembered, try pointing without words. Bunnies who are not concentrating can be eliminated
- When people are eliminated, they fold their arms and observe. The new paws of the Bunny are provided by those sitting nearest on either side, from those still in the game

Week 2

The sun shines on
This game identifies commonalities and is fun and energising.

- Students sit in a circle
- The teacher stands in the centre of the circle and calls out ‘The sun shines on everybody who has brown hair’
- Students change chairs with each other while the teacher tries to take one of the vacated seats
- The remaining person left in the centre calls out ‘The sun shines on everybody who has lace up shoes’
- The game continues with appropriate commonalities
**Week 3**

**Change two things**  
*(game with older people)*

This is a memory and observation game

- The students work in pairs with the older people
- Partner A observes Partner B – checking for tucked in or out clothing, position of sleeves, laces tied or untied, hair behind ears etc
- Partner B changes two things about his or her appearance while A has turned away
- Partner A turns back and observes again, identifying the two things that were changed
- Repeat with Partner B observing

**Week 4**

**Agree/disagree**

This is an opinion-seeking activity.

- Place a tape or chalk line long enough for half the group to stand on, in a clear space
- Identify one end as being AGREE and the other end as being DISAGREE
- Students are invited to listen to the statements and then take a position on the line. The centre of the line is neutral
- Students are invited to state why they took their position. After listening to each other, students can adjust their position

**Statements**

You can substitute other statements to suit your topic.

- All young people like loud music
- All older people enjoy bingo
- ‘Teenagers? They've got nowhere they can go to use their energy up.’ (Greenwich interviews, 2007) Do you think teenagers have nowhere to go?
- All young disabled people need wheelchairs
- Society is restricting young people in growing up

**Frozen image with thought-tracking**

These drama skills focus on non-verbal communication.

1. Students move around a cleared space weaving in and out, not touching each other or walls and furniture. Use a beat to create a rhythm for movement. As they move, students prepare a still or frozen image. Clear body language and expression is required. At a signal, they freeze into the first image:
   - The older person you worked with last week
   Repeat, moving around the space with time allowed to prepare these images:
   - You listening to that older person
   - The older person sharing a memory

2. Choose a partner and share some of the memories and stories you learnt about from an older person. Choose one you can role-play together and then practise.
   - Select an important moment from the role play that you and your partner can make into a still image using clear gestures, expression and body language
   - Each pair shows their still images. The audience watches carefully and by picking up clues in body language and expression they discuss the likely inner thoughts or feelings and suggest possible dialogue

3. Check back to assess the accuracy of these suggestions.

4. Discuss what was communicated through gesture, body language and expression.
Weeks 5 & 6

Vocal warm-up
(pre-presentation activity)

This activity prepares the body and voice for effective communication.

1. Standing in your own space students make sure:
   - Weight is evenly balanced between both feet
   - Back is straight
   - Shoulders are down
   - Eyes are looking forwards
   - Arms are beside the body

2. You are now in a neutral, relaxed yet prepared position.
   - Circle shoulders forward and back
   - Head moves from side to side gently and smoothly
   - Focus on breathing in and out, increasing the amount of air entering and then leaving the body
   - Breathe out with an AAHH! sound. Lengthen the AAAAAHHTTTTTT
   - Massage inside your mouth, around your gums, on the roof of the mouth etc with your tongue
   - Massage your face using your fingers, especially around the nasal area, temples and behind ears
   - Blow out through your lips

3. Make sounds
   - Working from the back and moving forwards say Kakakakakaka, yayayayayaya,lalalalalala,ttttttttttttt ppppppppppp,bbbbbbb
   - Shake out the sound moving head from side to side, with face and lips relaxed and loose, ahahahahaha
   - Practise tongue twisters such as ‘unique New York’, ‘she sells seashells,’ ‘red lorry yellow lorry’ and others the group may know
   - Breathe in and then out on a hum with the MMMMM sound

4. Repeat, but this time make eye contact with someone in the group. Open up the MMMMM into an MMMMMAAAAHHH! sound, passing that sound to the person you have made eye contact with. Repeat. You can add a passing or throwing gesture, bringing your whole body into the movement with the sound, helping the sound to release and to be free of tension

5. Sing a song together, over-enunciating the words and adding melodramatic gestures
Extension activities

The following is a list of suggested activities that can be used with the six weekly plans or separately.

1. Devise questionnaires that elicit young people’s attitudes and feelings towards old people, or vice-versa. Discuss your findings in class. Summarise what you discover and write an article for a magazine, newspaper or newsletter.

2. Get the young people to design a poster that attracts older people and advertises an intergenerational project at a primary school. The poster needs to encourage the older generation to get involved, so decide what information is needed and how it can be presented. Ask older people what would catch their attention on a poster. Report back to your group and share the reasons why you have included particular information and design features on your poster.

3. Check out film clips relating to war time and history topics. These can be found at www.movinghistory.ac.uk

4. Turn improvisation into a script. The teacher shows the class how to transform improvised stories and memories into a script. Groups then practise creating a script out of a story or memory.

5. Visit the Age Exchange Reminiscence Centre in Blackheath, where classes can be accommodated. The café and shop has a small museum and exhibition space where volunteers explain the hands-on artefacts. Log on to www.age-exchange.org.uk for more details.

6. Get students to recall a memorable story from the past then to use a mind-map or skeleton notes to identify senses connected to their story. Senses can be strong triggers to memory. A mind map may include scents, sights, tastes, textures, colours, sounds and movements. The students can re-write their story as a poem, integrating the senses they identified to give detail and build atmosphere.

7. Invite older people to teach the class lyrics from wartime songs. Ask them to share their knowledge of the context and meaning of the songs. Examples may include ‘Hang out the washing on the Siegfried Line’, ‘Come round any old Time’ or ‘Run rabbit run’ A useful link is: www.woodlands-junior.kent.sch.uk/Homework/war/songs.htm

8. Log on to www.learningcurve.gov.uk where wartime and home-front posters with related activities can be found

9. ‘The Blitz: both frightening and exciting’ is the title of a memory shared on BBC website ‘WW2 People’s War’. Take three paragraphs that could be written as a diary from the story. Re-write them as such, imagining you are that boy experiencing the Blitz in Peckham, London. The link is: www.bbc.co.uk/ww2peopleswar/stories/43/a4104343.shtml
10. Invite grandparents and older people to find or donate artefacts from the past to the school. Useful objects may include: a woollen swimming costume, a recipe, an NHS card, a ration book, a holiday souvenir, a school certificate, or photos of the local area. Older people may enjoy talking to the class about their particular photo or object. Artefacts could be gathered in a display case and used by other classes.

11. Use the BBC’s WW2 People’s War website (See link above) or your own local and school sources to find photographs of people working, playing or relaxing during the war. Students should use their imagination and clues from the photographs to write a dialogue, sequel, or story to envision what occurred just before the moment was captured.

12. Identify novels on World War 2 topics that are suitable for year 6. For instance, Blitzcat, Children of the Blitz and The Machine Gunners (Robert Westall); Goodnight Mr Tom (Michelle Magorian), Waiting for Anya and Friend or Foe (Michael Morpurgo), The Silver Sword (Ian Serraillier) and Johnnie’s Blitz (Bernard Ashley). Invite older people to take a book home to read, too, then start a book club with older and younger people coming together to discuss the novels.

13. The author Michael Morpurgo often writes from the perspective of an older character looking back on a story that occurred when the character was young. Ask everyone to write a script that uses this perspective.

14. Using the CD in the toolkit, listen to audio track 3. It starts with the young person’s question ‘What are the best things about Horn Park and the community here?’ The older interviewee gives her opinions about her local area and children and young people today. Does the group think her opinions are widely held?

Get the students to ask older people they know what the best things are about their community. Students should then organise their findings and write a report on how older people feel about their community – including some quotes.

15. Play the filmed interviews in your toolkit. Look out for the themes, which are: the differences between school now and then; growing up in the country; parental discipline and childhood expectations and feeling safe in your community. Using the CD as a model, decide a theme students will explore. Students plan interview questions and film an interview.

16. Some people believe the bombing of Germany at the end of the war by the RAF was unnecessary because the war had already been won by the allies. Others believed that as the Germans had bombed England, they needed to be taught a lesson. Use a Agree/disagree* opinion line to find out what people in the class believe. Get them to listen to each other and revise their opinions.
References

Social and emotional aspects of learning: guidance

Appendix 1: The knowledge, skills and understanding developed by the SEAL resource
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Qualifications and Curriculum Authority
PSHE and Citizenship
Key Stage 2 PSHE and citizenship
www.qca.org.uk/qca_7897.aspx

Primary Framework for literacy and mathematics
Core learning in literacy by year: year 6
www.standards.dfes.gov.uk/primaryframeworks/
Primary National Strategy
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Acknowledgements

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cadmiumred@simonpurins.org.uk

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