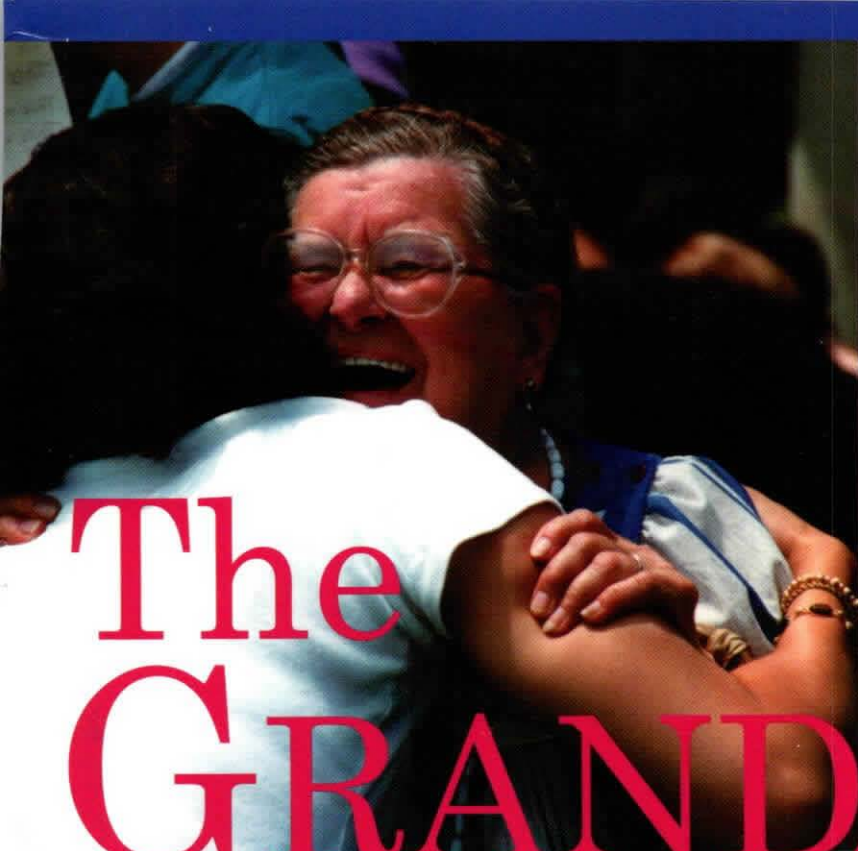


L e a d e r ' s G u i d e



The
GRAND *friends*

PROJECT

A Program Creating Friendships

Across the Generations

Martin Kimeldorf



The Grandfriends Project

A Program Creating Friendships Across the Generations

LEADER'S GUIDE

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Martin Kimeldorf

Fairview Press
Minneapolis

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Our goal is to make this curriculum as effective as possible for promoting intergenerational communication and understanding. We need partners like you to help us accomplish this goal.

Sincerely,

Lane Stiles
Managing Editor
Fairview Press

PREFACE

When I was twenty years old, I met my first “grandfriend.” A woman in her eighties, my grandfriend could still get around in her boarding home. Through our weekly visits, my eyes were opened to a larger view of life, aging, and perseverance. Over time she grew weaker, and eventually moved into a nursing home, which is where I last saw her the day before she died. The time I spent with her instilled in me a lifelong passion for working with older people, which continues to this day, some twenty years later.

Looking back, I realize how much richer my life could have been had I been given the opportunity to develop a grandfriend relationship earlier. With that in mind, I began creating intergenerational programs in the early 1980s with the goal of tearing down the walls that separate the old from the young. A good place to implement these programs was in the schools. To bring the benefits of intergenerational learning into the classroom, I developed several programs involving students at all levels, kindergarten through high school.

In 1990, Martin Kimeldorf asked me to consult and participate in the development of his first high school intergenerational project. I welcomed the opportunity and am pleased to see that he has captured and refined the essence of his work in written form: *The Grandfriends Project*. I know firsthand how helpful it is to have a clearly organized, realistic, and practical curriculum available.

Kimeldorf’s material prepares students for their first visit to a care facility and then guides them in the unfolding grandfriend relationship. The stories, examples, art projects, experiential exercises, and thought-provoking questions cover important topics on aging awareness, including ageism and stereotypes, physical and sensory changes, stages of aging, and listening and interviewing techniques.

The success stories of previous grandfriends, both old and young, are enjoyable to read and will inspire your students. This curriculum provides both a blueprint and a vision for your program, but it is not a rigid formula, as there is plenty of room for adapting, adding, or changing the sequence. The student handbook and assignment sheets walk you and your students through the program step-by-step. The leader’s guide contains all the additional material you need to plan and carry out community visits and classroom lessons. In short, this is a program that really works!

I believe *The Grandfriends Project* will open doors to a rich and magical combination of experiences. These learning opportunities will surely facilitate the student’s growing awareness of his or her own potential to age well. And students may also develop a long-term interest in working and interacting with older people. A young volunteer eloquently summed up the benefits of the relationship between young and old people, which I’ll quote in conclusion:

In the country of young, old people move like shadows. They have preceded us as travelers in the land of youth, but we rarely stop to ask them the way. To remember that they were young is to realize that we will be old.

Hilary Hauptman
Program Manager,
Washington State Aging and Adult Services
Olympia, Washington

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What Is a Grandfriend?

In my home state, the number of people over the age of sixty-five will double by the year 2020, and most other states will experience a similar demographic shift. This graying of America is going to affect everyone in one way or another. It is important, then, that we all do what we can to build bridges between the “age ghettos” represented by our schools (ghettos of young people) and residential care facilities (ghettos of elder adults).

Many times, young people feel dispossessed, lacking a measure of privacy, independence, and status. Ironically, older citizens often feel the same way, identifying with the same need for transportation and freedom, bereft of the independence they once enjoyed. Through increased interaction, we can help these two disparate groups discover a common ground. We need to offer our young people a chance to bridge the age gap as they study firsthand the effects of ageism. They can reach the “other side” once we invite them to participate in a program that fosters social responsibility. In this way, we prepare them to understand and cope with the changing demographics in this country.

When my students are called upon to serve others in their community, they initially respond with a cautious interest. For most of my volunteers, however, this cautious interest soon evolves into a passionate commitment. Our initial games of bingo are tentative events, until the first student

wins a prize. Subsequently, we might conduct personal interviews with seniors. On later visits, students bring items to share from home, such as photos, recipes, music, models they have built, videotapes, and books. Senior residents usually catch the wave, sharing keepsakes of their own.

Many times we end our project with lunch at a local restaurant. I’m told that the residents are lined up for the bus an hour early. Similarly, my students spend the week before the visit debating what they will order. As the seniors become more invested in their young protégés and as the students draw closer to their grandfriends, the role of volunteer is abandoned. Students simply adopt the role of friends.

grand•friend (gran´frend) *n.* **1.** A young person who befriends a much older person. **2.** An old person who befriends a much younger person. **3.** A person from another generation whom one knows, likes, and trusts. **4.** An intergenerational volunteer or mentor.

The Grandfriends Project is a program that seeks to create links of friendship across the generations. The goal: to create an awareness of aging, interdependence, and the value of serving others. A grandfriend is someone of any age who participates in the project.

Martin Kimeldorf

Introduction for Residential Care Staff

The grandfriends project is built around a partnership between a school and an senior service agency or residential care facility. On the school side are teachers, parents, students, and administrators. On the other side are volunteer coordinators, nurses, social workers, activity coordinators, therapeutic recreation specialists, nursing home administrators, and managers. Each and every person involved is like a separate root, working together to nourish a strong, healthy plant system. And when we take the time to nurture all the contributing roots, the fruits of our labor flourish.

At first, the project appears as complex, but in reality the week-to-week operation of the project requires minimal care if the program begins with an in-depth and honest dialogue between partners. Each project involves a group of students and a project leader (usually a teacher) making regular visits to residents. Typically, the students and project leader will probably see the receptionist, activity coordinator/director, or nurse far more than the volunteer coordinator or other specialists.

Careful planning at the beginning will simplify the implementation of the project. Once up and running, the project requires minimal maintenance and planning in subsequent years. The benefits expand, however, and the creative energy is ever present.

If you let students contribute ideas, you'll be surprised and rewarded by their creativity. One year, students chose to enrich the project by bringing puppies, bunnies, and kittens along on their visits. Another time a young woman brought in her CD player and offered to show (and teach those interested) the latest dances. At another school, a Native American student arranged a performance by his drum group. Each year, a few hankies come out when it's time to say good-bye at our farewell luncheons.

From time to time, I've been contacted by care facility staff wanting my advice about starting a grandfriends project. This guide is a response to that request. It contains tips and suggestions for

“growing your own” program. Key issues are time, transportation, and accountability for students. Other issues that typically cross over into the school domain include designing a program for service learning (community service) and training and retention of students. School issues are discussed later in this guide.

Recruiting Your Local School and Preparing Together

Over and over, I hear from staff at care centers about well-meaning school personnel approaching a nursing home with the offer to help out. Unfortunately, the school staff too often have only a slight awareness of what goes on in the facility. By following the suggestions in this guide, you can change all that and ensure that the program gets off on the right foot, based on a shared agenda and common vision of what is possible. Properly planned and executed, a grandfriends project is more than just a weekly sing-along. With a copy of both the workbook and leader's guide, a willing project leader can learn what it takes to prepare students and school staff for a rewarding, constructive grandfriends project.

First Steps

Begin by securing the nod from both your care facility administrator and the school administrator. To persuade both of them, consider inviting school staff to visit your care facility after school. Likewise, a visit to the school is a worthy investment in team building.

Scheduling

Keep in mind, most teachers operate within a restricted time frame, in which the work day is divided into fixed periods. The teachers may only have a single class period, say fifty minutes, set aside for the project. If travel time is subtracted, the time for visiting is quite limited. One way around this is to plan the visit around a lunch

period. That way, the time for the project is expanded without taking away from other classes. Of course, you can also suggest that the teachers block two classes together for the days they come to visit your care facility.

Transportation

Transportation is an issue when working with students. Mass transit is a possible solution if it is available. Relying on volunteers (usually parents) is less reliable. The best scenario is a bus or van provided by the school or by your own facility. If no such options for transportation are available, contact local volunteer agencies such as Retired Seniors Volunteers Program (RSVP) to see if they can help secure rides.

You may want to pair two younger students with a single resident. Older students often prefer to operate more independently. Some high schools will allow their students to use their own cars or the public bus system for traveling to and from sites.

Community Service

Find out if the school encourages community involvement and supports it in some tangible fashion (such as teacher release for planning and transportation, or school credit for students). More and more schools are requiring that students contribute a certain number of hours in community service before graduating. Likewise, some teachers require “service learning,” as community service is sometimes called, to fulfill the requirements of certain courses. It should be pointed out, however, that nothing is worse than a volunteer who shows up because he or she has to. Use the application process and assignments to screen out disinterested individuals. For example, you could require that student volunteers complete a chapter a week or keep a weekly journal to maintain their volunteer status.

Screening

In some states, volunteers must be screened with a background check. Some care facilities require that volunteers be vaccinated, particularly for tuberculosis. These requirements can become

obstacles for some students. In some instances I have negotiated a rule change on the condition that my student volunteers not work without supervision and that they would practice proper hygiene before coming to the facility.

Have an alternative for the background check requirement. I have found that some of my most devoted students have an arrest record. The best rule of thumb: each case needs to be handled individually. An arrest record may not automatically disqualify a student if he or she is not at risk to re-offend by participating in the project. The arrest may have been for an activity unrelated to working with elders, or the student may have proven a commitment to behavior modification and personal life change. Consider each student individually, but review records carefully.

Holding Kids’ Interest

What can you expect from your youthful volunteers? First of all, they are there to meet people and to have new experience. Therefore, begin with a tour. Perhaps on a second visit you can show the new volunteers how to work with patients and/or residents in wheelchairs. Go over protocol for hygiene and safety. By the end of this orientation you will probably know if the individual is going to stick. Guidelines for these two visits are explained in detail in the handbook and later in this guide.

Don’t delay having the volunteers and residents meet. Try to arrange a meeting by the second or third visit. I like to begin with some warm-ups where residents and students can interact under my observation. Make the first few visits fun. Include a game or two to break the ice—something as simple as a bingo game with prizes or a reading and discussion group on current events. In one session, I had groups made up of five seniors and five students sit together and share the following information.

- Name, birthplace, and age
- A description of their brothers and sisters and their favorite teachers
- A story about something naughty they did when they were younger (This one is usually quite funny.)

A dialogue of this type can be led by either a teacher or a care facility staff member.

What makes these projects especially meaningful to kids is that they get treated like adults. Consult with them, ask them their opinions, look to them for ideas. Whatever you do, avoid giving them busy work or clean-up chores.

Sustain interest over time, and foster the project's expansion over the years, by considering long- and short-term rewards. Ask the school to give students credit for completing sixty hours of the project, plus a school assignment such as written journals. School work should be monitored and graded by the teacher, of course, but you might enjoy helping in the evaluation of student journals. It's a great way to get to know your volunteers. Keeping track of hours will be important and can be done with standard volunteer forms.

In the short term, remember that recognition is always important. Just like adults, students love getting certificates, buttons, and pencils or pens with their name on them. In our projects, we have a recognition ceremony of sorts, where students are given awards during a final banquet. Some facilities offer students juice and cookies when they come to visit each week. Whatever your system for recognizing the time and energy students contribute, rewarding students can pay big dividends for very little cost.

Keep your ears open for input from the students. Ask students how they like the program or what changes they'd suggest. An opening question might be, "What do you like best so far?" or "What else could we do that might be fun?" You'll find more ideas in chapter 6, *Ideas for Expanding the Project*.

Finally, don't forget that students will have a range of abilities. Gifted students may bring extra talents to many areas of the project. Those who excel in creative arts, for example, may want to share poetry, drama, or art projects with their grandfriends. Then there are students from special education—"my guys and gals," as I like to call them. A group I recruited from among the lowest-functioning kids in our district, many of whom could not read or write, turned out to be great

grandfriends, interacting with seniors in ways other kids couldn't.

My best advice is to talk to the folks at those facilities that have already partnered with schools. Find out from them what works best in your community. Soon, you'll become the expert. At the end of the project, your network will be enriched with new friends, volunteers, teachers, and coordinators from your local school.

Adapting the Grandfriends Project to Residential Programs

Involving young adults in geriatric programming can help facilitating professionals reach their goals. Often facility team members (recreation therapists, activity coordinators, volunteer directors, nurses, and social workers) must not only meet specific programming and client needs, they must also address mandated outcomes. The materials provided in *The Grandfriends Project* can help in addressing issues related to community involvement and integration, or mainstreaming.

If you already have an existing volunteer program, you can use *The Grandfriends Project* forms and procedures as a starting point. Simply treat the teacher or school club sponsor as a volunteer within your larger program. If you do not have an existing program, ready-made orientation and training materials suitable to both students and adults are provided in subsequent chapters. Residential programs will probably not need to use chapters devoted to report writing and computer usage, although one program in Oregon paired older people with middle school students in a computer lab.

The listing on the following page may help you in planning and managing a program run by your facility. The materials can be used to orient and train your student volunteers. Materials suitable for a community youth-service program are found in the handbook and leader's guide.

FROM THE LEADER'S GUIDE:

- Guides and checklists for planning
 - Appendix A, Start-up Checklist
 - Appendix B, Sample Start-up Schedule and Memo
- Forms and guides for recruiting residents and students
 - Recruitment and Orientation Sample
 - Suggested Tour Sequence
 - Suggested Sequence for On-Site Volunteer Orientation
 - Appendix C, Sample Invitation Letter (Student)
 - Appendix F, Mentor Profile
 - Appendix G, Visitation Roster
- Ancillary permission forms for students
 - Appendix D, Sample Elements in a Permission Form
 - Appendix E, Sample Photo Permission
- Activities and forms for monitoring student volunteers
 - Appendix G, Journal and Assignment Sheet Tracking Sheet

FROM THE STUDENT HANDBOOK:

- Materials for general orientation
 - Chapter 1, Basic Training

Chapter 3, Rules, Regulations, Precautions
Chapter 12, The Grandfriends Project Final Report-Writing Guide (including a sample report by John Brantley)

- Materials promoting aging awareness
 - Chapter 2, How We Change As We Age
 - Chapter 7, Stereotypes, Ageism, and the Alternatives
 - Chapter 9, The Stages of Aging
 - Chapter 10, Words Like "Young" and "Old"
- Materials on communication skills
 - Chapter 4, Listening and Interviewing Techniques
- Materials promoting bonding
 - Chapter 5, Making a Memory Book Gift
- Ideas for expanding the role of youth
 - Chapter 6, Ideas for Expanding the Project
- Materials covering careers
 - Chapter 11, Consider a Career Helping Grandfriends

FROM THE ASSIGNMENT SHEETS:

- Activities and forms for monitoring student volunteers
 - Journal Writing Assignments

Introduction for School Staff

The materials in *The Grandfriends Project* were designed to bridge the gap between the young and the old. Stories, experiential exercises, and writing assignments in this program will sensitize young adults to the dreams and challenges faced by older people living in care facilities.

Becoming more empathic toward older people pays many dividends in the student's personal and professional life. They will find value and friendship in serving others, develop better communication skills, and acquire vocationally relevant people skills. As a result, students will be able to market themselves more effectively to senior communities that employ many workers, including cooks, grounds keepers, nurses assistants, recreation aides, clerical and social workers, counselors, financial planners, and cosmetologists. In addition to career outcomes, *The Grandfriends Project* can also reinforce academic skills, such as report writing, researching (including Internet and CD-ROM), and critical thinking. Finally, community involvement reinforces an essential component of learning—learning through service work.

Background

I first took students to visit nursing homes and retirement communities in 1990 as part of a special class in career and community awareness. During the bi-weekly visits, the students heard speakers from Retired Seniors Volunteers Program (RSVP) and other social agencies working under the banner of aging and adult services. Presentations about the aging process and the stereotyping of the aged sparked in-depth discussion. Students also received hands-on training in the proper use of wheelchairs and other tools, as well as instruction in proper hygiene. The service-learning format of this program turned out to be the perfect training vehicle for both academic and vocational skills. The student handbook contains the experiences, ideas, and lessons that evolved from this original grandfriends project.

Today, after having organized and conducted several more grandfriends projects, I am con-

vinced that programs like this can play a critical role in building and sustaining a caring society. I get reports about the grandfriends curriculum being used in colleges and training programs nationwide. It is gratifying to see the grandfriends materials being used with such a wide array of people.

The handbook, assignments, and leader's guide represent the culmination of several experiments. The lessons have been codified and arranged in a general sequence that can be adapted to suit your specific needs. This is not your typical program where people visit nursing homes during the holidays to decorate the dining hall and sing carols. Through repeated contact, instruction, and reflection, students and staff develop a deeper understanding of how we age, how we serve, and the common ground that connects us all.

Using This Guide, the Student Handbook, and the Assignment Sheets

With this leader's guide, the student handbook and the assignment sheets, you have all the pieces you need to make the puzzle work: checklists for planning your program, forms for community experiences, curriculum on aging awareness, suggested activities, weekly journal assignments, and an outline for students' final reports. Open the treasure chest and explore the contents, knowing that you may use the contents differently each time.

The Easy, Four-Stage, Mini-Program Start-Up

Consider starting your first grandfriends project with a small class of fifteen to twenty students and an appropriate number of volunteer drivers. Because you are new to the project, start small and keep it simple. I recommend setting up your program in four stages. Using the four-stage model, you will only use parts of the student handbook as you go through your apprenticeship.

In the first stage, you plan the program with a local care agency or nursing home staff member. (If you're lucky, a school-community coordinator will assist in this phase.) In the second stage, you'll integrate the first four chapters of the book with two visits to the facility in which your grandfriends are located. In the third stage, you may begin bi-weekly visits. You may wish to have students complete journals or use journal topics for group discussion during this stage. Finally, in the fourth stage, you create your culminating event for the project. Perhaps it will be a shared meal at a local restaurant at which students present memory books, as described in chapter 5, to their grandfriends. A summary of the four stages follows.

Stage 1: Planning

1. Plan the program, recruit volunteers and students, send home letters.

Stage 2: Training

2. Lesson

Lead basic training and student orientation.

Go over chapter 1.

Journal assignment 1.

3. Visit

Make first visit.

Tour facility where you'll work with grandfriends.

Journal assignment 2.

4. Lesson

Lead aging simulation.

Go over chapter 2.

Journal assignment 3.

5. Visit

Conduct volunteer orientation at the site.

Journal assignment 4.

6. Lesson

Introduce rules.

Go over chapter 3.

Journal assignment 5.

7. Lesson

Practice communication skills.

Go over chapter 4.

Journal assignment 6.

Stage 3: Regular bi-weekly visits. (The number of visits can be expanded if you desire.)

8. Visit

Play bingo or other group game as a warm-up.

Journal assignment 7.

9. Visit

Visit and conduct personal interview of older grandfriend.

Stage 4: Culmination

10. Lesson

Students construct memory books as described in chapter 5.

11. Visit

Students invite grandfriends to their school, give a tour, present memory books.

This four-stage mini-program is just that: a miniature version of a full-fledged program. If you want to tackle more than the basics your first year, consider adding some of the activities suggested in chapter 6. You may also want to have your students do research and write a report as described in the last chapter of the student handbook. Whatever the scope of your first year's program, you can expand it the second year by including material from other chapters. Adding is easy once you've laid the groundwork for a base plan during the first year.

Designing for Maximum Flexibility

The workbook is designed with flexibility in mind. You can complete chapters in any order you wish. The main themes are repeated throughout, with different motifs and different activities.

Likewise, the instruction can be delivered in different formats. You can ask students to individually complete the assignment sheets that accompany each chapter, or you can read the stories and background material in each chapter aloud, discussing ideas as you go. You might even have students work in cooperative groups to complete chapter assignments. In special education classes, for example, assignments are usually completed together. Note: Time could be a factor for longer chapters, so you may want to block double periods together to cover the material or spread the lessons out across two classes.

Basic Planning Questions and Strategies

The following questions may help you in visualizing and planning your grandfriends project. After each essential planning question are lists of particulars to factor into your program design.

Student Level

The age and ability of your students can determine how much you can do at first. I have worked exclusively with high school students, although I know of many intergenerational programs run with elementary or middle school students. Older students, of course, can be expected to work more independently.

Students with special needs benefit from a slow start-up—for example, structuring the first few visits with bingo games or personal interviews. Students of grade-level ability can move much more quickly into a personal relationship in which they are able to sustain long conversations. The level of the students will affect both staffing needs and the duration of your visits.

Don't expect children with "special needs" to perform less well than other students. Essentially, any student who enjoys visiting or talking can make a good grandfriend, regardless of IQ or other labels. If you have students who exhibit risky or inappropriate behavior, you will probably have to take fewer students or arrange more adult supervision. Students who are shy, as well as those with limited social and verbal abilities, will sometimes need to be paired up with more verbal students.

In special education classes, you can pull students from self-contained classes. However, if students are mainstreamed for most of the day, they will have to be pulled from regular classes. You'll need to get permission and support from their teachers well in advance. Once everything is agreed to, it is best to send around a memo reiterating the scope of the project, as well as where you are going, when, and contact names. A sample memo is included in appendix B.

A Note about Special Students

In 1997 the teacher of our developmentally delayed (DD) program asked me to take along two of her

students. The DD program serves students with serious disabilities. Both kids were unable to read and write, and one student had a serious speech impediment that made him difficult to understand at times. I agreed to take the students, reluctantly.

As it turned out, these two students were reliable and enthusiastic, surpassing other students in the program in many areas. Although I did not have them complete worksheets, I did ask the teacher to have them do an oral journal each week. She asked them questions and typed up their responses for me. I used my observation of these two students during visits at the nursing home and their journals as a basis for giving them a grade. Below are two sample entrees from their journals.

Q: Describe your grandfriend to me.

A: She wears glasses and has an oxygen tank. She is tall. She is nice and has a granddaughter. Her own children are in heaven. She likes baseball. One day she was crying when I went in to visit her and then she stopped.

Q: Do you think you'd like a job at this nursing home in the future?

A: I don't know. I may change my mind when I get older. I don't think I would like to help them with baths. I don't want them to know that, though, so they won't think anything bad about me.

Staffing Needs

If you are working with regular education students, one adult for every fifteen students is adequate. However, for parents, school volunteers, administrators, and support staff who are also interested in participating, the more the merrier. Transportation is also a consideration for staffing needs. If you are using a school bus, of course, you'll need only one driver, but consider adding an extra driver to keep track of students, round up people before leaving, and supervise proper hygiene (washing hands) upon arrival.

If you are limited to only special education students, I suggest a ratio of one adult to seven or

eight students in the beginning. Coincidentally, seven to eight students is about the most you can fit into a typical van. If you are dealing with students who have serious emotional or behavioral problems, a one to four ratio is best. In this case, you may want an extra adult and driver available to return a problem student to school. A note about problems: However you choose to handle such situations, make sure everyone understands the consequences up front.

Transportation and Time Options

Transportation is often the key factor that determines everything else. When it is available, that's when you go. If you have the option of going whenever you choose, it's best to consult with your care facility staff to learn what time works best with the residents. I have not had the luxury of choosing a time that is convenient for others, since my class schedule dictated when I could leave campus. As a result, we went in the last two periods of the day in a school van.

When seeking transportation, be resourceful. Consider using a school bus or going after school. Your PTA or parent support organization might be able to supply money or volunteer drivers. Some nursing homes may also be able to furnish vans. Also, contact local volunteer agencies, especially Retired Senior Volunteer Persons (RSVP) volunteers.

Visits

Visiting every other week provides enough separation that students and residents rarely run out of things to talk about. However, in one project students were engaged to assist with recreational programs (bingo and wheelchair exercises) twice per week, and that project went well, too. Visiting less than once a month may not allow students the opportunity to build strong bonds.

I have found thirty minutes to be an ideal length of time for visiting. It's short enough that students don't get bored and nursing home residents don't get exhausted. You may be able to go longer, but I would recommend keeping the visits short, at least in the beginning. When working with special needs students, it is especially important to limit visits to thirty minutes.

Facility

Before choosing students and classes to participate in your program, check out the availability of facilities in your community. How often might you visit these facilities, and what times work best? Select a facility that can accommodate students' schedules and then plan accordingly. Depending on how flexible you can be, you may not have a lot of options. Following are some facilities to consider.

- Nursing home
- Convalescent center
- Retirement community
- Senior center or other community-based program
- Home-based program where volunteers go out to visit in group homes
- Veterans hospital
- Adult daycare facility

Facility Staff Considerations

Early in the project, you must discuss the roles facility staff will play. How involved do you want the staff to be? If you feel you need extra adult supervision, you might request a high level of interaction for the first few visits. I prefer that the staff play an active role for at least the first three visits, which includes the initial tour, on-site training, and the first visit with residents. In fact, I recommend that staff stay fairly closely involved until after you have successfully run a program for one year.

You can build a healthy relationship with facility staff by first visiting on their grounds. Ask to meet some of the key players, including administrators, dietitians, rehabilitation therapists, nurses, recreation or activity coordinators, and volunteer coordinators. While you might begin with the volunteer coordinator, you typically end up seeing the activities or nursing staff most often.

It helps to have students introduced to people during the tour. Try to get people to learn the names of staff whenever possible. Learn the background of the staff by asking how they got started and if they think young people should consider their line of work. In fact, you can invite key players to visit students' classes for a panel discussion or other presentation.

Pairing Residents with Students

I find it helpful to divide elder grandfriends according to three levels of functioning, each level having its own advantages and disadvantages in relation to organizing a successful grandfriends project. You may want to consider these levels as you plan your first project.

LEVEL: INDEPENDENT OR PARTIAL CARE

Often live in their own apartment in a senior center or similar retirement living campus, or in a dorm-like room shared with a roommate. Very active, ambulatory, involved in lots of activities. Require minimal support.

ADVANTAGES AND DISADVANTAGES

Elders at this level are engaging, interesting, and busy. They have stories to tell and enjoy activities off the grounds.

They work well with special needs kids who need someone with a supportive attitude.

Whenever possible, elders at this level should be treated like mentors to participating students, rather than recipients of volunteer service.

May be very busy, making a long-term time commitment difficult.

Sometimes you can pair two of them up to alternate with students.

LEVEL: ASSISTED LIVING

Often live in their own apartment or a dorm-like room with a roommate. May have limited mobility and be restricted to the grounds. May receive help with medicine, feeding, clerical chores, and leisure activities. May partake in some form of mental or physical therapy.

ADVANTAGES AND DISADVANTAGES

Since they don't get out often, they enjoy visits immensely.

Some may have difficulty hearing, which makes communication problematic for students with hearing or speech difficulties.

Some may experience a decline in health and begin to become less reliable grandfriends.

LEVEL: CONVALESCENT OR ALZHEIMER'S OR NURSING HOME CARE

Often live with supervision, perhaps in a single or

shared room. May have medical conditions that require intense monitoring. Rarely leave facilities. May have limited grasp of their surroundings or the people they meet.

ADVANTAGES AND DISADVANTAGES

Some may have too many problems to be reliable participants in a grandfriends project.

These folks need special understanding and patience.

Facility staff I have worked have usually been able to recruit or select residents who make good grandfriends. My best recruits have come from those at the assisted-living level. These seniors are still involved in a great many passions and pursuits, yet are often lonely.

When grandfriends are independent and active, it is a good idea to meet with them in advance to clearly delineate your expectations. Invite the residents to an orientation in which the program goals and benefits are explained. Let the residents know that your goals include helping students learn about aging and providing grandfriends for young people who may not otherwise have older people in their lives. Once you've run the program for a while, you might want to ask past adult grandfriends if they would like to assist in this orientation.

When asked to share their time and enthusiasm with young people, most older adults respond favorably. To seal the deal and create a sense of commitment, I sometimes use the mentor application form in appendix F. A structured interview such as this will help you get to know the senior grandfriends better, which in turn makes it easier to pair each senior with a student. The form is designed so that anyone can conduct the interview. You may need help to complete all the interviews in a single session.

In most instances I don't finalize the pairings until there have been at least one or two large group interactions. These interactions can take the form of a warm-up activity, such as playing a game or touring the grounds with residents. After that, I meet with facility staff to pair people up for future one-on-one visits. You might find it helpful to list senior-student pairings on the visitation roster provided in appendix G.

Forms and Records

We live in a world of forms and documentation. I have typically had to get permission forms to go off campus and to have photographs taken. I have included these forms along with a letter of introduction to parents in appendices C, D, and E.

To help manage recordkeeping I use a three-inch binder devoted exclusively to the grandfriends project. In it I file emergency numbers, permission forms, a list of participating students (with a copy given to the front office), grade charts, van keys, and a copies of the student handbook, the assignment sheets, and this guide.

Documenting Learning with Personal Journals

The first five journals are linked to the training experiences. Later journal assignments are more exploratory in nature. I suggest that journals be completed right after a visit. Sometimes, while students are visiting, I use the time to grade the previous week's journals. By the tenth journal, students are asked to consider the possibility of a grandfriend dying. This is done to prepare them for that possibility, or to anticipate a decline in the grandfriend's health. All journal assignments are listed in the last chapter of the student handbook. Those marked with an asterisk (*) I have found to be especially helpful. A note about journal assignments: I have never had any group complete all eighteen assignments. Use those assignments that you feel will most benefit your individual students or group. You can track student journal assignments with the tracking sheet provided in appendix G of this guide.

Setup

In appendix A is a start-up checklist with many of the tips and suggestions in this section. Ideally you'd be given a sabbatical to set up your grandfriends program. Realistically, you'll have to recruit help. Start with your school district's volunteer or partnership coordinator. Perhaps people interested in community-based learning assignments will help. In the area of special education, these people could include work experience coordinators. Barring these resources, you might try

going setting up the program during the summer as time permits. Ease yourself into the process by visiting a local care facility and introducing yourself. Whatever your circumstances, give yourself a minimum of four to six weeks to set up your program during a school year. It will take this much time to meet with administrators, care facility staff, and school officials, not to mention designing forms specific to your program and working out all the logistics.

Goal Setting

I generate student goals at the end of the planning process. This way, I can make sure I set realistic goals. I generally find that the project meets goals in the following areas.

- Service Learning, Social Studies
 - Develops empathy for people with different needs and abilities
 - Develops citizenship and volunteer ethics
- Vocational
 - Develops skills for working with older people and the geriatric service sector
 - Develops communication and people skills
- Related Studies, Health, English, Science
 - Develops awareness of the aging process
 - Develops skills in report and journal writing, as well as oral communication with some additional research assignments,
 - Develops knowledge of gerontology

It is important to point out that you may be working with therapeutic and service professionals who might also want to define goals and outcomes for the program. For instance, a therapeutic recreation specialist might set the following goals for residents.

- Empower participants to explore mentorships
- Provide social support through intergenerational exchanges
- Coordinate one-on-one sensory stimulation and reminiscence using interviews or story telling

By sharing goals with one another, you and facility staff can create a grandfriends program that will enrich the lives of both senior residents and students.

Student Recruitment and Orientation Sample

Often I've recruited students from many different classes on campus to participate in a grandfriends project. When I've had my own class, recruiting has been simpler. In either case, recruiting begins as a sales job. The following lesson outline describes a typical recruitment meeting. Once I have recruits, I begin the project either by teaching the first lesson from chapter 1 in the student handbook or by touring the senior care facility.

Materials

- A copy of *The Grandfriends Project: Student Handbook* for each student
- A scrapbook showing pictures from past visits
- Brochures from the care facility to be visited
- Forms required by the care facility.

Introduction

You can introduce the project using the books or facility brochures listed above, or by reviewing past classes or personal experiences.

Discuss Student's Personal Experiences with Seniors

Try asking the following questions in a group discussion.

- How many people still have older relatives living?
- Do you visit them? What do you enjoy about their company?
- Has anyone ever been to a nursing home? What is it like?
- Why might it be important for young people to visit a nursing home?

To create awareness of the differing experiences of younger and older people, consider using the pictures in *Things Weren't Always Like This*, by Jill Norris. Even though this book is written for elementary school children, the pictures are poignant. For example, one picture depicting how doing laundry has changed over the years shows a tub, washboard, hand ringer, and clothesline, with the contrasting photograph showing an electric washing machine and dryer. Discuss the impact of a simple task like doing laundry on family roles,

schedules, even the weather (having to dry laundry on a clothesline in the winter or during the rainy season, for example).

Discuss What Other Students Have Done in Other Intergenerational Projects

If this is your first grandfriends project, you might not have anything to add here. (One teacher, Pam Mortillaro, recommends taking photographs during the first year's activities to build a scrapbook.) Instead, review ideas in chapter 1. If you want to cite examples from past grandfriends projects, use some from the following list to give recruits an idea of what a grandfriends project entails. In past projects, students have:

- played bingo with residents. They called numbers, helped cover the numbers as they were called, and served refreshments.
- been involved with physical therapy and recreation activities such as wheelchair races.
- shared common interests. One student talked about sports with an ex-professional football player. Another student traded stories about pets.
- shared things they enjoy looking at, such as books, photos, trading cards, and post cards.
- made their grandfriends a special token of friendship called a memory book.
- played a board game called Life-Stories.

Hand Out the Student Handbook

To acquaint recruits with specifics of your grandfriends project, do the following.

- Let student recruits browse pages and ask them to tell you what kinds of skills are being taught.
- Show a typical chapter from the student handbook, complete with stories and assignment sheets. Be sure to emphasize the brevity of a typical chapter.
- If you will be requiring journals, go over the journal assignments. If you'll require students to do reports, showcase John Brantley's report in the last chapter.
- Read and discuss the introduction. You'll find that questions in the body of the introduction can guide you in your discussion with recruits. This activity can also be done as part of the first lesson.

Suggested Tour Sequence

Use this as a guide for a tour. It is important to conduct the tour early in the program or as part of the recruitment process. It is helpful to share this outline with the care center staff well in advance of your arrival so they can accommodate your needs.

Materials

- Keys for car/van
- Binder, with necessary permission forms and school forms

Before Going

To ensure a smooth tour, before you leave do the following.

1. Collect permission forms for both the school and the facility.
2. Collect assignments:
 - Assignment 1
 - Journal 1
3. Take roll call.

Make sure the office knows who is going in case of an emergency or a parent calling for the student. We generally have a student take a copy of the roster to the office as we head out to the vans.

Before Getting in the Car

It's best to review the rules before students even step foot onto the van (or whatever transportation you are using). Rules should consist of, but not necessarily be limited to, the following.

- The importance of appearance. Shirts should be tucked in and hair should be combed.
- The fact that students will be representing the school. Behavior should be controlled, respectful. No horsing around.
- The time frame for your visit. Spell out clearly what time you will leave the facility to come back to school.

Possible Agenda for Tour

Create an agenda for your tour and review it with nursing home staff before you visit. The following is a sample guide for a tour at a retirement community and convalescent center.

I. Describe the different levels of care: independent, residential, nursing, and skilled care.

II. Discuss some stereotypes students might have about care facilities, then contrast them with the reality. For example, students might encounter a young adult with physical disabilities.

III. Ask the students, "What can young people contribute to the residents?"

IV. Ask the students, "What can residents contribute to you (young people)?"

V. Take the tour.

Suggested Sequence for On-Site Volunteer Orientation and Training

To coordinate on-site training, it is helpful to share your grandfriends project lesson outline with the care center staff well in advance of your arrival. Residential staff will probably profit from reviewing chapters 2 and 3 in the student handbook, and the accompanying assignment sheets.

Materials

- Keys for car/van
- Binder, with necessary permission forms and school forms

Before Going

To make your orientation and training run smoothly, do the following.

1. Collect forms.
2. Collect student handbooks if you like, or at the end of the session.
3. Make sure the office knows who is going in case of an emergency.

Possible Agenda for Volunteer Orientation and Training On-Site

Just as you did for your tour, create an agenda for training and orientation. It is best to review your agenda with facility staff before your training session. The following is a guide for an on-site volunteer coordinator's agenda.

- I. Orientation to the Facility's Volunteer Program
 - What volunteers their age do
 - Why volunteers enjoy the tasks
- II. Expectations
 - If needed, refer to job description for volunteers or staff (optional)
- III. Do's and Don'ts
 - Techniques
 - Rules (See the rules and suggestions outlined in assignment 3.)
- IV. Special Situations
 - Inappropriate behavior of residents
- V. The Program
 - Where volunteers will start next time
- VI. Meet Residents (if applicable)

Tips for Chapter 1:

Basic Training

The following is an overview of topics and areas to cover in your first meeting. A generous amount of detail has been added to help you visualize how it can be organized. For that reason, this outline may appear overly long. There is probably more material than you can cover. However, for the first time, it's better to have too much than too little.

Materials

- Brochures illustrating the care facility you'll be visiting
- Any forms required by the care facility, typically for volunteers

Review Facility Brochure and Facility Forms Needed

Read or skim the necessary forms, then ask students to tell you their impressions. If there is a volunteer application or other form from the facility, go over it now and set a completion date and a time it should be returned.

Solicit Student Testimonials

Ask students to answer the following questions.

- Why did you join the grandfriends project?
- What do you hope to get out of it?

Collect and Review Program Forms

This might typically include parent and photo permission forms. If not collecting forms at this time, remind students of the due date.

Go Over the Material

There are many ways to go over the material as suggested earlier in this guide. The following is the sequence I use. It is based on completing work in class rather than doing homework. At the end of the lesson, I collect the student handbooks. I grade them in time to return them at the beginning of the next session.

1. Read and discuss the contents of chapter 1.
2. Allow fifteen to twenty minutes to complete assignment 1. Collect the assignments now if you want students to understand the importance of completing work in class. Otherwise, collect booklets at the end of the lesson.
3. Discuss what students wrote on assignment 1. Ask students to save all material graded and returned for the end of the project. They can use ideas, information, and sources for culminating events, products, and evaluation.

Introduce Journal Assignment

1. Review reasons for doing journals each week, listed below.
 - Chance to express feelings and thoughts without worrying about a right answer
 - Chance to keep track of individual growth or change in attitude
 - Use as research information for a final report or product
2. Give students a chart of journal assignments. (The Journal Assignments worksheets can be found at the end of the assignment sheets.)
3. Review criteria and expectations for journals. Use the following or develop your own.

	5 (250 words)	4 (200 words)	3 (150 words)	2 (100 words)	1 (>100 words)
Length					
Clarity of thought	5	4	3	2	1
Depth, number of examples	5	4	3	2	1
Appearance (typed or printed, spelling)	5	4	3	2	1

4. Note the due date (date of next session) on the journal form. If you are collecting the workbooks, have students copy down the date and journal topic.

Review Dress Code for Next Visit

Ask students to consider the following.

- What kinds of clothes will show honor and respect for older people?
- What most impresses older people in appearance?

Be sure to emphasize that students will be representing their school. At the end of the discussion, make a list of things that are acceptable to wear, or things NOT acceptable to wear.

Review What Is Due Next Meeting

Make a note of all the things you will collect at the next meeting—for example, forms from your school and care facility, or journal assignments. At the end of the session, go over previous assignments (if applicable) and announce the next assignment(s). For this session, you will probably want to do the following.

- Return booklets with journal assignment 1, graded. Be sure to comment on students' journals.
- Announce a new journal assignment, typically journal 2, due at the next meeting. (If you are collecting workbooks at the end of class, have students copy down the date and journal topic.)

Tips for Chapter 2: How We Change As We Age

Chapter 2 incorporates two lessons, one in the classroom and one on site.

Materials for Simulations

- Glasses with Vaseline smeared on them to make reading difficult
- Foods with strong aromas (BBQ chips, candy, gum, lemon drops)
- Small pebbles or rocks
- Phone books
- Pencil and paper
- Forms for nursing home, if still needed.
- Journal assignments from previous week.

Return and Review

- Graded, assignment 1 and journal 1.
- Go over exemplary journals.

Ice-Breaker

At this point in the program, students are often inhibited as they begin to sort out relationships among themselves and their grandfriends. The simulations, in which the students work in teams, can help them break through their inhibitions.

Similarly, the techniques described in chapter 2 for stimulating memory can help students establish a rapport not only with their grandfriends but with each other. To help get the ball rolling, consider using the following lesson.

Mini-Lesson on Using Multisensory Objects to Stimulate Memory and Conversation

This lesson shows how to stimulate memory using smells and special objects. To earn credit, students must bring in objects to share. Ask them to bring their objects in a plastic bag and then save the bags for future visits.

Using Smell to Stimulate Memory

1. To trigger memories using the sense of smell, have students bring something from home that has a distinct smell and reminds them of something they enjoy. Some possible ideas for objects to bring from home:
 - Wood chips
 - Soap
 - A favorite seasoning or food
 - Flowers
 - Leather
2. Have students close their eyes as they pass around the object to smell. Ask about the memories it stirs up.
3. If you asked people what jobs were associated with the smell, what might they say?

Using Pictures to Stimulate Memory

1. To trigger memories using photographs, have students bring in pictures from the past. The photos can be of anything: animals, cars, people, vacation spots, buildings. Students can find a wide array of photographs in the library, in an old family photo album, or from an older relative or friend. If you'd rather not have students search for old photos, you can simply instruct them to bring in old family photos.
2. Have students tell the story behind the pictures.

Using Cherished Objects to Stimulate Memory

1. Certain things hold special meaning for all of us. Have students bring in a favorite object. Again, it can be anything: a stuffed animal, a photograph, a toy, a favorite video or CD, a letter—anything the students have saved that means something to them. Whatever the students choose, be sure they are prepared to tell why they chose it.
2. Have students think about whether their grandfriend would enjoy seeing this cherished object.
3. Ask students, "Would you like to see your grandfriend's cherished objects?"

A Special Note about Alzheimer's

Alzheimer's disease is complicated. It manifests itself in a wide range of behaviors, from mild to severe, and it's not always easy to understand. People who work with Alzheimer's patients need to be empathetic and patient. An excellent source for information on Alzheimer's is the Alzheimer's Association, which publishes short pamphlets on symptoms and signs of the disease, as well as tips for enhancing communication with patients. For instance, it recommends giving patients more time for communication, and to avoid criticizing or correcting. Using nonverbal communication, relying on simple and familiar words, asking one question at a time, and avoiding pronouns and harsh tones of voice are also urged. The information is practical and straightforward, and may be a valuable resource if any of your grandfriends suffer from Alzheimer's. Alzheimer's Association, 919 N. Michigan Ave., Suite 1000, Chicago, Illinois, 60611-1676. Web site: <http://www.alz.org>.

Go Over the Material, Do Simulation Exercise and Assignment

1. Read and discuss the contents of chapter 2.
2. Assign students to random teams of two.
3. While in teams, have each student simulate a different disability. Limit simulations to five minutes each.

4. As students simulate each disability, complete the assignment sheet.
5. Lead a group discussion, reviewing what students wrote on assignment 2. Some questions for the group include:
 - a. Which loss was most bothersome for you? Sight? Coordination? Smell?
 - b. How would you feel if you had this experience all the time? Would your attitude change? How?
 - c. How would you cope with memory loss? Not being able to walk or run? Not seeing friends or family because you couldn't get out easily?
 - d. When seniors move from their home and into a facility, what do they lose?
 - Privacy
 - Pets
 - Neighbors
 - e. Would you want visitors? Why?
 - f. What role can you play in your grandfriend's life?

Review What Is Due By Next Meeting

- All forms that haven't been turned in.
- Journal 3. Review criteria for next journal assignment if necessary. If you are collecting the handbooks, students should copy down the date and journal topic.

Tips for Chapter 3: Rules, Regulations, Precautions

At this point, you may have chosen to provide two on-site training sessions. Generally, the first one takes place at the facility and is hands-on, using wheelchairs and other materials. The second is a follow-up session conducted in the classroom and built around chapter 3. For more information on the on-site training session, see Suggested Sequence for On-Site Volunteer Orientation and Training in this guide.

Materials

- Student handbooks

Return and Review

- Previous journals and assignments.
- Journal 3.
- Highlight outstanding journal entries.

Go Over Chapter 3

1. Read and discuss the contents of chapter 3, including assignment 3.

2. To make the discussion interesting, I share stories about my relatives or others I've known in nursing homes. Invite your students to share their own stories about using wheelchairs, how they catch colds, people they know in rehabilitation services, and other key words and concepts in the chapter. If there is time, ask students to quiz you about various rules. See if they can catch you.
3. Discuss what students wrote on assignment 3.
4. Go over the requirements for teacher and guardian signatures for the assignment.

Review What Is Due Next Meeting

- Journal 4. If you are collecting workbooks, have students copy down the date and journal topic.
- Due next time—journal 5 and assignment 3.

Tips for Chapter 4: Listening and Interviewing Techniques

Next, students will return to the facility to meet with their grandfriends for the first time. The lessons in this chapter constitute the final instruction on communication skills. If students will initially be involved in group activities, you need only cover assignment 4. Later, before they do the interviews, you can introduce assignment 5. Alternately, if you want their first contact to be an interview, concentrate on assignment 5 at this time.

Materials, Assignment 4

- Student handbooks

Return and Review

- Previous journals and assignments.
- Highlight any outstanding entries if you have time.

Go Over the Material in Chapter 4

1. Read and discuss the contents of chapter 4.
2. Allow fifteen to twenty minutes to complete and/or practice assignment 4. Collect these now if you like.
3. Discuss what students wrote on assignment 4.
4. If there's time, role-play different listening techniques.

Serious Group Discussion

It is advisable to prepare students for a grandfriend's possible decline in health, temporary hospitalization, or even death. Now is the time to introduce the issues of senility, degeneration, and dying. Ask students the following questions.

1. Suppose you get to know someone very well. How would you react if they became senile and didn't remember you?
2. How would you react if they died?
3. Would it help to discuss these ideas with other people you value?

Life Stories Game, Optional

If there's time, use this game to provide a positive balance to the previous serious group discussion. If you have a get-to-know-you game like Life Stories, this would be a good time to play it with your students. This game can also be used later with seniors.

Review What Is Due Next Meeting

- Assignment 3, with signature.
- Journal 5. If you are collecting handbooks, have students copy down the date and journal topic.

Materials, Assignment 5

- Construction paper or light cardboard
- Felt-tip markers or pens
- Scissors
- Something to hold personality cards, such as old interoffice memo envelopes

Review the Material in Chapter 4

1. Go over assignment 4 as a group, trying out one part at a time. Allow time for crafting the personality cards. Collect these now if you like.
2. Students will need to practice and then demonstrate their interview skills. These are checked off on assignment 5.

Review What Is Due Next Meeting

- Journal 6. Note: you may want to make this optional, or extra credit for people who need make-up work. If you are collecting handbooks, students should copy down the date and journal topic.
- Review meeting and travel times.
- Review appearance and dress codes, since the next meeting will introduce the students to their grandfriends.

- Prior to the next meeting, try to match students to grandfriends using appendix F. Record the grandfriend-student pair on the visitation roster in appendix G.
- If you have students who are nervous about the visits, assure them that they can ease into the visitations. They can just sit and watch the first time or be paired with another student.

Format for Continuing Visits and Assignments

After training is completed using content from the first four chapters, energies shift to establishing a routine for bi-weekly visits. It is important to complete your visitation roster before the first visit so that you'll know which students and elders are paired. This roster can be adjusted later. The

roster can be very helpful when you leave the facility, and also in the event of an emergency when you may need to locate a student.

I like to create a casual atmosphere for visits. I get approval to pick up snacks to munch on the way back, time I use to discuss journals, assignments, and experiences for that visit. Sometimes I also set up times to practice games that residents are fond of.

- Visit

Play bingo or other game. Students bring prizes, such as fruit, licorice, and popcorn.

- Lesson

I may invite a speaker or repeat the previous format of journals and games. I use this meeting to introduce other parts of the handbook.

Tips for Chapter 5: Making a Memory Book

Memory books are great gifts students can make for their grandfriends. A shared journal of sorts, memory books are like a greeting card. Students can make them once they've established strong relationships with their grandfriends, typically after the fifth visit. You can also save this activity for the end of the project, especially if you are not going to be sharing reports with the seniors. Memory books make wonderful mementos for grandfriends.

Susan "Boon" Murray, who has trained many people to work with older adults, suggests that students and their grandfriends work on the memory books together. Obviously, this suggestion works best with able seniors. Consult with your volunteer coordinator, activity coordinator, or therapeutic recreation specialist about this possibility.

Tips for Chapter 6: Ideas for Expanding the Project

My best advice on finding ways to expand your grandfriends project is to solicit suggestions and ideas from your students. You may first need to lay out some ground rules for group processing. The following guidelines may help you lead a group discussion.

1. After completing the assignment, brainstorm all ideas. Remember, in the brainstorming stage, anything goes. Nothing should be evaluated or criticized at this stage.
2. Discuss the merits of each idea.
 - a. Consider adopting the Robert Rules of Order: Only one topic is discussed at a time. You could also create your own variation of parliamentary rules.
 - b. Review issues to consider, such as cost, time, transportation, and participant interest.
3. Select the top three to five ideas, possibly by holding a vote.
4. Split students into committees, giving each of the committees one idea to assess. Have each

committee report back about what it will take to implement their idea. Questions each committee should consider:

- How can we determine if our elder grandfriends will want to do this?
 - What might it cost?
 - Do we have transportation?
 - Do we have to prepare any materials or make any reservations?
 - Who must be notified at the school and facility?
 - What forms, if any, must be filled out to secure funds or permissions?
5. Set a date for committee reports, optional. Note: This process can be stretched over two periods or conducted within one class. In this case, the instructor chooses to do the planning or research for two activities and then the group decides on the final activity.
 6. Discuss reports and vote on the top two.

Tips for Chapter 7: Stereotypes, Ageism, and the Alternatives

The assignment in chapter 7 offers the chance to explore stereotypes and ageism. You may also want to bring in examples of ageism in advertising, news articles, and birthday cards.

You may want to do the assignment together as an overhead.

Consider using the video *Roam Sweet Home*, produced and directed by Ellen Spiro. The movie

won a National Media Owl Award in 1997. It shows a nomadic subculture of older people who have retired from work but not from life. They exhibit an unusual zest for life through traveling, learning, creating, and gathering together. This movie blows apart the concept of rocking-chair retirees. Art Institute of Chicago, 112 S. Michigan Ave., Chicago, IL 60601. Phone (312) 345-3550.

Tips for Chapter 8: CD-ROM and On-line Research

This project is based on using a CD-ROM or the Internet to conduct a keyword search for information on aging.

In the example cited in the handbook, the research material comes from magazines, with topics you can search by category or keywords. References and notes should be kept for later use in a final report. The following information pertains to searching on the Internet and it may be reproduced for students.

Terms and Tools for Searching the Internet

Information is compiled by different individuals and companies. When you want to browse a category—"aging" or "gerontology," for example—you may want to use a directory. When you want to search for specific topics, however—say, "aging" and "population"—to find out trends, it's best to use an index or search engine.

Directories

Directories file their documents into categories, like a library system. They're an excellent tool for browsing in general. You can look for items in related categories like "health" and "medicine" and then browse or search for subjects within each category. Directories try to index the most popular items, so limit your search to general words. Also, directories are best used when you want to find anything or everything related to your topic. Yahoo is one of the most popular, and very user friendly.

Search Engines and Indexes

An index or search engine is good for finding specific items or topics, such as "HIV." Full text files are referenced, so a search will turn up any file with your keyword in its title or contents. Search engines try to cover everything, and limiting your criteria can get complicated. Alta Vista is an excellent search engine.

Search Engine Ratings or Comparisons

Adapted from Richard Bolle's *What Color Is Your Parachute?*

Search Tools	URL: http://	Sites Covered	Strengths	Weaknesses
Yahoo	www.yahoo.com	Web only	Look at topic by subject, browsing for related ideas. Like visiting a library.	Not as comprehensive as others.
Web Crawler	www.webcrawler.com	Web reviews	Speedy because database is limited. Can find new and unusual sites easily. Can browse by area.	None so far.
C/net Search	www.search.com	Web only	Largest number of search engines used. You can select which search engine to use.	Can be confusing because so much is offered.
Alta Vista	www.altavista.digital.com	Web only	Ranks items in terms of relevance to your topic. If it's on the Web, you'll find it here.	Slow because it's comprehensive. Can get irrelevant hits with no connection to your topic.
Lycos	www.lycos.com		Ranks items by relevance to your topic. Can browse using A-Z part of the site.	Difficult to narrow searches.

Internet Search and Surf Techniques

The following strategies can help simplify and expedite your Internet search.

1. Abbreviate. When your URL won't connect, abbreviate by removing a few characters from the right hand side. Delete back to the next grammar mark (a period or back slash).
2. Simplify. When your search results in only a few hits, simplify your keyword. Use the singular form, or the simplest form of the word without suffixes. For example, use "career" rather than "careers," and "age" rather than "aging."
3. Use synonyms. If you end up with few hits on a topic, use a synonym for your keyword. For example, if "career" doesn't work, try "occupation." In place of "aging," try "geriatric."
4. Add detail. When your keywords produce too many hits, narrow your search by providing more detail.
 - a. Use three or four keywords. Depending on which search engine you are using, use "and" or a plus sign (+) between your keywords. Do not use "or." Most search engines will turn up any file with any of the words you list around "or."
 - b. Place the most important word first and add a plus sign (+) to eliminate any document without that first essential word.

- c. If you want to use a phrase as your keyword, as in "Coffee Cappuccino," enclose the entire phrase in quotation marks. Using quotation marks is helpful when searching for items by an author, such as in "Stephen King."
- d. If your search turns up too many extraneous items, look for the word(s) that may be throwing it off and remove the word(s) from your entry.
- e. Watch the capitalization. Using all lower case is more inclusive. If you want a specific proper noun, then correctly capitalize it, as in "George Washington."

Tips for Using Letters or E-mail to Find Advice or Information

You can often get useful advice from a Webmaster, the person running the Web site. Find his or her E-mail address at the top or bottom of a Web page. When you can't find what you're looking for on the site, E-mail the Webmaster with your name, what you are working on, and what you're looking for. Keep your E-mail short. Popular Web sites can get thousands of hits per day, making the Webmaster's job a big one.

Tips for Chapter 9: The Stages of Aging

In a group, discuss the stages of aging. What does it mean to age? to grow older? I like to do the chapter assignment together as a group, discussing it as we go along and allowing students time to complete their answers.

Tips for Chapter 10: Words Like “Young” and “Old”

The lesson in this chapter is best done over two sessions. Students are asked to survey people about the terms “young” and “old.” Students must first predict what people’s responses will be, and then go out and interview people and report what was said.

You might ask students to write down their definitions of “old” and “young” before beginning the chapter. This can be done at the end of the assignment sheet under the section Defining the Words “Young” and “Old.” At the end of the lesson, ask them to revise what they wrote originally, and then share with the class what they changed and why. Following are some tips for the assignment.

- Do the first part, Analyzing the Terms “Too Old” or “Too Young,” together as a class discussion.
- Have students complete the survey and bring back the results for the following lesson. They can begin by guessing how others will chronologically define the terms “old” and “young.”
- Once students report their survey findings, have them revise or complete their thoughts. Encourage them to go beyond a chronological definition.

Tips for Chapter 11: Consider a Career Helping Grandfriends

If you do not want to require a final report, as outlined in chapter 12, this chapter provides a good alternative. Either way, this chapter is important and should be completed.

You may want to invite someone from a large care facility to talk with the students about job opportunities and occupations related to working in geriatric care or in the field of gerontology.

The following is a list of informative, highly readable pamphlets available on different occupations in the field of senior care. These materials can be secured from Vocational Biographies, P.O. Box 31, Sauk Centre, MN 56378-0031. Phone (800) 225-0752.

- Geriatric Nursing Assistant (V-5 #224)
- Geriatric Speech-Language Pathologist (V-2 #21)
- Legal Guardian (V-4 #16)
- Medicare Office Manager (WW-2 #20)
- Nursing Home Social Worker (X-7 #9)
- Retirement Home Administrator (V-4 #24)
- Senior Citizens Project Director (W-1 #3)
- Seniors Citizens Recreation Director (X-5 #16)
- Sitting Services Owner (W-1 #13)

For information about leisure-related jobs, such as therapeutic recreation specialist or recreation manager, contact experts in the field. One such contact: Department of Recreation and Leisure Studies, State University of New York College at Brockport, 350 New Campus Dr., Brockport, NY 14420-2976.

You might also like to mention support positions at care facilities, including housekeeping, laundry, cooking, and grounds maintenance.

Finally, it might be helpful to look at job applications. Students may be able to list your grandfriends project under unpaid or volunteer work experience. Similarly, show how the grandfriends experience can be included on a résumé. Emphasize that the general skills and work habits they have developed through their grandfriends program, including effective listening and communication, serving others, and following regulations and protocol, are marketable skills in today's job market.

Tips for Chapter 12: The Grandfriends Project Final Report-Writing Guide

If you are not using your program as part of a report-writing course, or if students will not receive academic credit, you may wish to modify the final product to a brochure, videotape, audiotape, display, or skit.

Whatever final project you choose, consider having students share it with their grandfriends,

either at your school as a final program or at the care facility. In past programs, I have had students read only that section of their report that describes their grandfriend, their summary about what they learned, or their conclusions about personal change.

Appendix A:

Start-up Checklist

This checklist has been designed as a comprehensive guide. Do not try to check every item off. Instead, use this guide to make your own start-up checklist tailored to your specific program.

Pre-Planning At School and Nursing Home

- Review the curriculum.
- Discuss program with administrators and get support for visits and other related needs, such as transportation.
- Place an extra set of car or van keys in a secure place.
- Secure meeting place for discussions during periods ___ and ___.

Nursing Home Orientation

- Meet with volunteer or activities coordinator.
 - Share curriculum and start-up sequence.
 - Discuss and settle on possible times for visits.
 - Discuss where you'll meet. What are the options for large group interaction such as bingo and places where grandfriends can meet to visit?
 - Discuss start-up process and options.
 1. Students come for orientation and to meet residents, perhaps with a group game like bingo.
 2. Students come for volunteer training.
 3. Begin with some large group experiences like games and then move into one-on-one experiences such as interviews.
 - Review all necessary forms, such as background checks and clearance if needed.
 - Determine who you will be meeting with each time you come. Often this is someone who provides direct services to the residents. This person will serve as a liaison to residents, and will remind them of your visit.
- Review forms and brochures for later possible use in recruiting students or as permission forms.

Get copies if necessary.

- Meet with nursing home staff who will be recruiting residents. Describe your students and suggest possible times for visits.

Fine Tuning

- Develop policy for getting students out of classes if necessary. Establish attendance standards. If you are pulling students from regular classes to participate, explain how students re-enter regular classes if they leave the project.
- Generate or collect needed forms and letters. Have forms and policy approved by school administrators.
- Draw up a schedule or calendar for the first ten visits. Go over with nursing home staff. Give copies to anyone who needs to know where you and your students will be, such as administrators, attendance secretaries, the school office, and so on.

Recruit Seniors and Students

- Meet with and recruit senior citizens and residents. Sign them up as mentors, using the Mentor Profile.
- Describe program to other teachers and staff who may be involved in recruiting students.
- Recruit students using stories, discussion, photos, or a visit.
- Pass out forms for signatures.

Culminating Events

- Write an article for the school newspaper or newsletters, or have your students do it for extra credit.
- Plan a culminating event, before the time is upon you. Secure necessary permission, as well as financial and transportation resources.

Appendix B: Sample Start-up Schedule and Memo

Note: This schedule and sample is from a program where an itinerant work experience coordinator visited schools every other week. Your program may vary if you have more regular access to your students.*

To teachers and nursing home staff,

Here is a list of start-up dates and activities. You'll notice that we will try to go every other week on _____ (day). Please communicate this schedule to those teachers from whose classes students will be pulled to participate. Students must be informed whether they will be responsible for make-up work. (Please note that this policy will tend to vary by teacher.) Also, please remind students to bring their permission forms to the first session.

We have tried to alternate between classroom training and visits as we cover the training contained in the first five chapters. Visits 1 and 2 are for orientation and acclimation of the students. Visit 3 is our first person-to-person visit. Between visits 2 and 3, we had to insert an extra classroom training session in order to cover the first five chapters.

Where: Leave from _____ (location) at _____ (time).
Sharp!

Contact People

Nursing Home Contacts

Volunteer Coordinator _____ Phone _____

Activities Director _____ Phone _____

School Contacts

Grandfriends Coordinator _____ Phone _____

Alternate Teacher _____ Phone _____

To Do:

- Meet with _____ and go over schedule.
- Notify _____ of dates.
- Supply copies of this schedule to _____.

Date	Topics	Materials Due
(Note: Homework due on this week unless indicated)		
In advance of first visit	Forms and preliminaries Classroom: <ul style="list-style-type: none"> • Warm-up games • Review journals, dress code, rules, and van location • Basic training 	Forms: <ul style="list-style-type: none"> • School or care center forms, signed Homework (collected at next class): <ul style="list-style-type: none"> • Read Introduction, underline three interesting lines • Journal 1 Forms: <ul style="list-style-type: none"> • School permission forms Classwork: <ul style="list-style-type: none"> • Read chapter 1. Do assignment 1. Homework: <ul style="list-style-type: none"> • Journal 1
Visit 1:	Tour facility Collect journal	Homework: <ul style="list-style-type: none"> • Journal 2 • Bring objects to share
	Classroom: <ul style="list-style-type: none"> • Aging simulation • Collect journal • Share objects brought from home 	Classwork: <ul style="list-style-type: none"> • Chapter 2. Assignment 2. Homework: <ul style="list-style-type: none"> • Journal 3
Visit 2:	Volunteer Orientation	Homework: <ul style="list-style-type: none"> • Journal 4
	Classroom: <ul style="list-style-type: none"> • Rules, regulations, precautions 	Classwork: <ul style="list-style-type: none"> • Chapter 3. Assignment 3. (Students need signature on assignment 3.) Homework: <ul style="list-style-type: none"> • Journal 5
	Classroom: <ul style="list-style-type: none"> • Listening and interviewing techniques 	Classwork: <ul style="list-style-type: none"> • Chapter 4. Assignments 4 and . (Assignment 4 due on Visit 3.) Homework: <ul style="list-style-type: none"> • Journal 6
Visit 3:	Begin regular visits, meeting every other week Group ice-breaker	Homework (due this session): <ul style="list-style-type: none"> • Assignment 4 with teacher signature to show you have mastered interview techniques
	Classroom: <ul style="list-style-type: none"> • Finish chapter 4 	Classwork: <ul style="list-style-type: none"> • Review assignments 4 and 5 • Begin making personality cards

		Homework: <ul style="list-style-type: none"> • Practice interview • Complete personality cards
Visit 4:	Individual visits Students conduct interview	Classwork: <ul style="list-style-type: none"> • Discuss plans for interviews during future visits Homework: <ul style="list-style-type: none"> • Write up interview • Journal 7 • Continue bi-weekly visits and journals, integrating remaining assignments between visits.

* To accommodate the itinerant staff's visits, we shortened the nursing home visits to thirty minutes, spending the additional twenty minutes at a local fast-food restaurant for training on remaining chapters. If you have access to students on a weekly basis, you can schedule lessons on the remaining chapters for those weeks between visits.

Appendix C: Sample Invitation Letter

Dear _____ (student),

Your teacher has recommended you for The Grandfriends Project. This is a community service activity in which you are being asked to share your time and talents with senior citizens who would like to enjoy your company. Projects like this have been done in the past at various schools. Here at _____ School, our goal will be to study aging and then visit residents at the _____ (nursing home) at _____ (location).

I think this can be a rich and satisfying experience, because you will learn a lot about yourself and make some new grandfriends at the same time. In the past, we have met some very interesting people. One man invited us to his place to see his collection of bonsai trees, another time an older woman shared her favorite book with her student visitor. In another project, students brightened the lives of the older residents when they brought in dogs from the local animal shelter. Some students play cards or bingo with residents, help wheel residents around, or even assist with feeding. Most of the time, we just like to sit and talk, sharing our time and our company.

We will visit residents at the _____ Nursing Home for about thirty minutes. This will leave enough time for a quick lunch at a local fast-food place to discuss our experiences and plan the next visit.

The program will begin with four training sessions at our high school and include two get-acquainted visits at the _____ Nursing Home. You will need to fill out some forms for the center and also for the school. Our state requires a background check for volunteers. (Having an arrest record will not automatically exclude you from participating. Each case is determined individually.)

Nursing home visits will take up both fifth and sixth periods, every other week. We are also exploring the option of granting a half credit for students who complete twenty hours of service, finish written assignments, keep a journal, and write a final report about their experience. This project begins in the first semester and ends in May.

The Grandfriends Project will emphasize good work habits, such as punctuality, professional appearance, teamwork, communication, and responsibility. We have room for eight people in our school van. If we have more than eight, we will start a waiting list for alternates.

Your first task is to talk this over with your teacher and your parents or guardians. Your teacher will then clear the way for you to attend fifth and sixth period every other week. Be sure to bring this paper and the attached forms with both sides completed and signed. At the first meeting, you'll get the forms for _____ Nursing Home. If you have any questions, please see me in Room _____, or leave a message in my mailbox in _____.

If you want to join the project, plan to show up at the first meeting with papers signed by your guardians and teacher. We will meet at _____ (place), during _____ period, on _____ (date).

Sincerely,

Project Coordinator, _____ School

Appendix D: Sample Elements in a Permission Form for Community-Based Learning

(On school letterhead)

Dear parents or guardians,
Our school district is building partnerships with local individuals and businesses in our community to provide unique training opportunities for our students. If you would like your son/daughter to participate in a community-based learning experience, which involves travel off campus, please furnish information on the following items and return this form with your signature.

Information you will need:

- Student name
- Birth date
- School
- Grade
- Home address
- Parent guardian name
- Home phone
- Parent guardian address
- Work daytime phone
- Updated information about any medical conditions or medications being taken by student

Ask the parents or guardians to sign a permission statement:

I hereby grant permission for my son/daughter to participate in the community/school job training opportunities of the _____ School District for the school year _____.

Parent or guardian signature _____.

Date _____.

Clarify insurance or liability options:

Please read the following statement and provide your signature below.

I understand that accident insurance is not a requirement for participation in the _____ School District's community-based training program. I recognize that in case of injury to my son/daughter, the cost of treatment is my responsibility and not that of the school district or community site.

Please check one or more as it applies to you.

I have insurance coverage for my son/daughter with

Medical: _____

Policy Number:

Dental: _____

Policy Number:

I accept full responsibility for the cost of treatment for any injury my child may suffer while participating in the school's program.

I have purchased the school insurance program as outlined in the brochure included with this form.

Parent or guardian signature _____

Date _____

Appendix E: Sample Photo Permission

(On school letterhead)

Date _____

Dear parent or guardian,

From time to time, the _____ School District desires pictures of students in our educational programs. It would benefit our program to have your permission to photograph or video tape and to identify your child for possible use in school-related activities. Thank you for your cooperation.

Sincerely,

Staff Member's Signature

------(cut)-----

PLEASE RETURN TO YOUR CHILD'S TEACHER

I give my permission for my son's/daughter's image and name to be used for school-related activities.

Yes

No

Student's name _____

(Please Print)

Date _____

Parent's signature

Appendix F:

Mentor Profile

This information will be shared with students and used to match grandfriends partners

Interviewer _____

Date _____

Grandfriend's name _____

Pronunciation _____

Room/Address _____

1. Where did you grow up? Where did you go to school?

2. Do you have any children or grandchildren?

Yes___ No___ How many _____

3. Have you visited recently with school-age students? Yes___ No___

If yes, did you enjoy it?

4. What are some of your favorite topics to talk about with young people?

5. What do you do for fun at this point in your life? What are some of your hobbies?

6. Have you had many visitors recently?

7. When you leave the facility, what kinds of places do you like to visit?

8. Would you like the students to know your age or when you were born?

Yes, my age is _____. I was born in _____.

No, not at this time.

9. What type of student would you be interested in being matched with?

talkative shy

self-assured someone who needs a good role model

10. Will you be able to meet for _____ minutes as often as every _____.

Yes ___

No ___

Other ___ I would like to meet with a partner.

11. If you were to describe yourself in one or two sentences, what would you say?

(If this seems difficult, ask for a favorite saying.)

12. When we visit, we plan to spend time with you playing games, talking, interviewing you about your experiences, going for walks, and doing things together.

We plan to come this often: _____

We will spend about this much time visiting: _____

Are you willing to make a commitment to be available to meet with the students for approximately ___ to ___ weeks?

Appendix H: Roster for Tracking Grandfriends Partners

Date _____

Page __ of __

Teacher _____ School _____

	RESIDENT	STUDENT(S)	FOLLOW UP
Name Room/Address Special Needs or Interests			
Name Room/Address Special Needs or Interests			
Name Room/Address Special Needs or Interests			
Name Room/Address Special Needs or Interests			
Name Room/Address Special Needs or Interests			
Name Room/Address Special Needs or Interests			

Resources

Other Books on Intergenerational Topics

Things Weren't Always Like This, Jill Norris. Monterey, CA: Evan-Moor Educational Publishers, 1996.

Though this book is written for elementary school children, the pictures comparing then and now are worth their weight in gold.

Coming of Age: The Story of Our Century By Those Who've Lived It, Studs Terkel. New York: St. Martin's, 1995.

This is a great book for older students, as well as for your own edification. As always, Terkel interviews exciting, animated older people with juicy stories. It successfully shows that elders still have contributions to make.

Resources Devoted to Intergenerational Programming

Generations United, 440 First St. N.W., Fourth Floor, Washington, DC 20001-2085. Web site: <http://www.gu.org>.

Generations United (GU), focusing entirely on promoting intergenerational programs and policies, encompasses more than one hundred national, state, and local organizations interested in bringing older and younger community members together. They provide an excellent print reference, networking opportunities, and training events.

Companies Publishing about Volunteering or Aging

Energize Inc., 5450 Wissalchkon Ave., Philadelphia, PA 19144. Phone (800) 395-9800.

Energize is a publishing and consulting company providing assistance to organizations that utilize volunteers. Their list of publications for volunteer coordinators is particularly large.

Bi-Folkal Productions, 809 Williamson St., Madison, WI 53703. Phone (800) 568-5357.

Bi-Folkal Productions makes some of the finest kits available for people presenting programs to older people. The kits, designed to stimulate conversation, stir memory, and help people connect, cover topics ranging from games, pets, work, and holidays to fashion, war, depression, music, and train rides. The kits come with sing-along music, visual aids, sensory devices for sound and smell, slides, and instructor's manuals.

Other Publications

Creating Portfolios for Success in School, Work, and Life, Martin Kimeldorf. Minneapolis: Free Spirit, 1994.

Expanding Work Opportunities is a series of three miniature workbooks. Developed in 1990, the series helps young people explore and identify their talents in three different areas:

- *First Steps to Employability* (Neighborhood employment, grades 6–9)
- *Working in Community Service* (Volunteer service, grades 7–12)
- *Working for Yourself* (An introduction to entrepreneurship, grades 9–12)

The series helps students to assess their interests, communicate their skills, and investigate local opportunities where they can use their talents. These short workbooks can be used with special, at-risk, and mainstream students in a variety of classes: social studies, career education, and language. Educational Design Inc., 345 Hudson St., New York, NY 10014. Phone (800) 221-9372.

Work Place Journal gives students a chance to examine the success of their job site through the process of journal writing, which encourages crit-

ical observation and reflective thinking. Students involved in work experience, adult education, special education, and cooperative education are asked to analyze the success factors in their work settings. In one lesson, students may be asked to describe the worker who gets along best with the boss and why, and then analyze what they have in common with this worker. EBSCO Curriculum Materials, Box 1943, Birmingham, AL 35201. Phone (800) 633-8623.

Videos

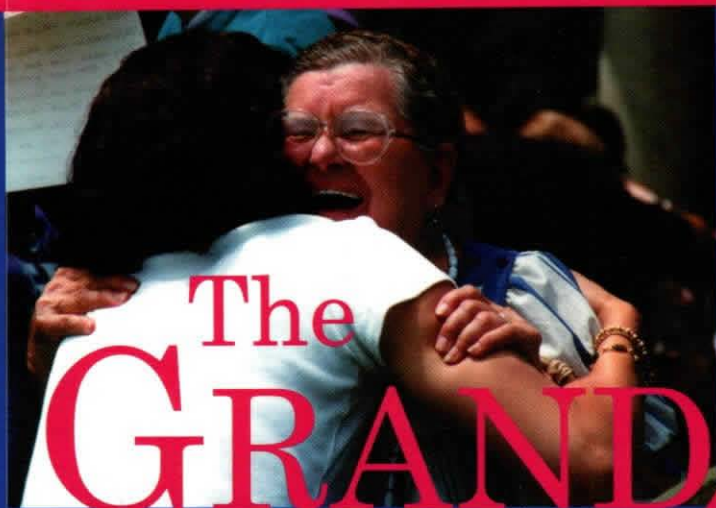
Roam Sweet Home

Produced and directed by Ellen Spiro, this film shows a nomadic subculture of older people who

retire from work but not from life. This movie blows apart the concept of rocking-chair retirees. Art Institute of Chicago, 112 S. Michigan Ave., Chicago, IL 60611-1676. Phone (312) 345-3550.

Compassion, I Suppose

This is a real find. An outstanding portrayal of the emotional and psychological difficulties associated with moving into a nursing home, this film makes an excellent introduction for chapter 1 and provides a balance to the frivolity of *Roam Sweet Home*. This video is not distributed through normal channels. It has been produced for Ross Laboratories by The Media Group of Columbus, Ohio 43216.



The GRANDfriends PROJECT

The Grandfriends Project contains practical guidelines for bringing students and elderly members of the community together. Students receive "basic training" for visiting a nursing home, are taught listening and interviewing techniques, experience ageism through simulations, and learn about careers working with the elderly. The project includes a number of activities and assignments, including a final written report.

"A program like Martin Kimeldorf's has long been talked about but, until now, never accomplished. *The Grandfriends Project* is a great basic primer for those interested in learning about aging in the United States."

—Fred Stacy

Fellow, The American College of Health Care Administration
Director, Wesley Palms, a non-profit retirement community in San Diego, California

"A really nice job of conveying information at a level high school students can use. The pedagogical materials are well thought-out and extremely useful."

—Karen Hooker

Professor of Gerontology, Oregon State University

"*The Grandfriends Project* fulfills a very important niche for activity directors and recreation therapists working in long-term care. A directed and purposeful approach for orchestrating intergenerational visits."

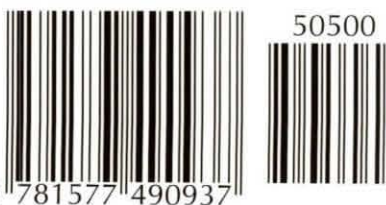
—Susan "Boon" Murray, CTRS

Therapeutic Recreation Coordinator and Professor, SUNY College, Brockport

A professional educator and consultant since 1975, Martin Kimeldorf has authored more than twenty-five books and manuals on such topics as mainstreaming, career education and development, writing, and computer learning. He currently lives in Tumwater, Washington, and works with the North Thurston School District in Lacey, Washington.

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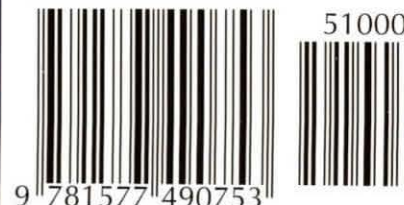
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