

Bridging Generations

Intergenerational Guide
for the Community Care and Early Childhood Sectors



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<https://for.sg/aic-bridging-gen-main>

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This guide also includes content from the “Befriending Seniors: An Educator’s Guide to Promoting Intergenerational Ties” toolkit, as well as an earlier “Intergenerational Starter Kit” featuring best practices from these partners:

Community Care Sector:

All Saints Home, Apex Harmony Lodge, Bright Hill Evergreen Home, Lee Ah Mooi Old Age Home, Ling Kwang Home for Senior Citizens, Society for the Aged Sick, Sree Narayana Mission (Singapore), St Joseph’s Home (Singapore) and Villa Francis Home for the Aged

Early Childhood Sector:

Church of Holy Trinity Kindergarten, St Joseph’s Home Infant and Childcare Centre, YMCA Child Development Centre and Zion Kindergarten

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Published by Agency for Integrated Care Pte Ltd
5 Maxwell Road, #10-00 Tower Block
MND Complex
Singapore 069110

www.aic.sg

Information in this guide is correct as at March 2024.



Contents

01 Welcome!

- Five Ways to Wellbeing

02 Benefits of Intergenerational Activities

For Early Childhood Sector's Information

05 Introduction to the Community Care Sector

08 Senior Profiles

09 Common Health Conditions

12 Strategies to Optimise Activity Engagement

For Community Care Sector's Information

19 Introduction to the Early Childhood Sector

21 Children's Milestones and Strategies to Optimise Activity Engagement

For Both Sectors' Information

26 Putting it All Together

- Five Quick Steps to Get You Started
- Key Activity Considerations
 - Participants
 - Activity
 - Consent
 - Safety Measures
 - Health and Other Precautionary Measures
 - Logistics

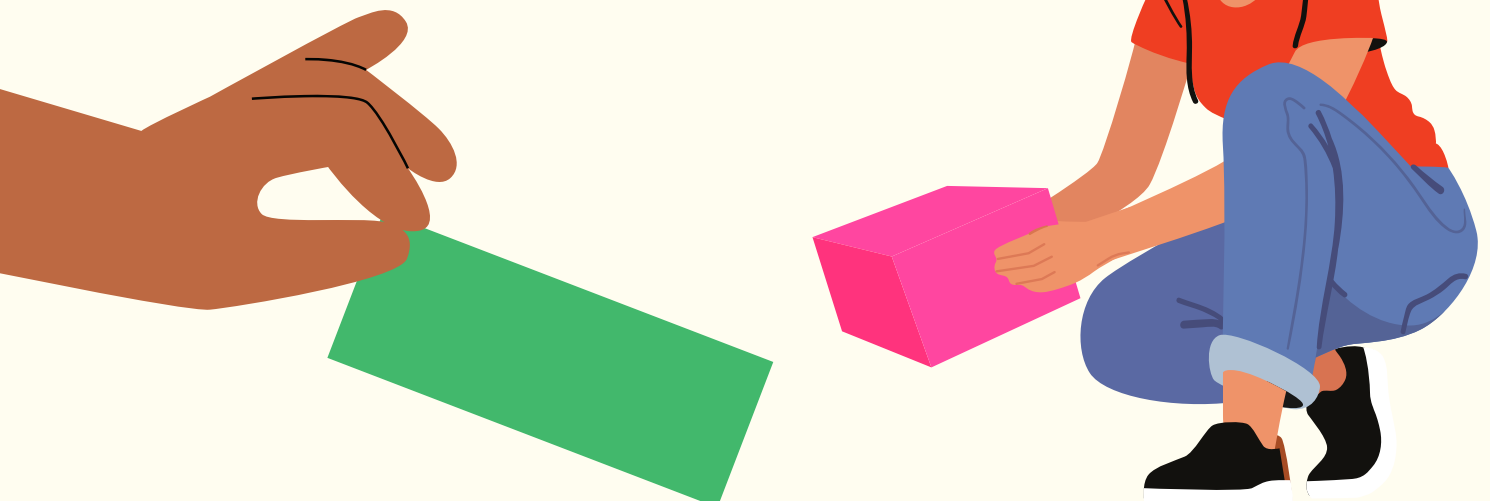
37 Activity Implementation Timeline

The different coloured shapes at the top of each page correspond with each section of the guide. Use these coloured shapes to navigate through this guide.

For Early Childhood Organisations, please refer to the sections with the yellow semi-circle.

For Community Care Organisations, please refer to the sections with the blue triangle.

For information relevant to both sectors, please refer to sections with the green trapezium.



Contents

59 Success Stories

- Connection is Always Possible!
- Nurturing Bonds and Heritage through Intergenerational Activities
- Fostering Relationships Across Generations
- Spreading Joy through Thoughtful Connections

68 Examples of Themed Intergenerational Activities

- In-person Activities
 - Exercise - Daily Chores
 - Games - Singapore's Traditional Games (Standing Option)
 - Storytelling & Places of Interest - A Day at East Coast Park
- Virtual Activities
 - Arts - Lantern Making
 - Food - Healthy Sandwich
 - Music - Musical Fun!
- Other Activities

84 Useful Templates

(e.g. Checklists, Activity Plans, Evaluation Forms, Standard Operating Procedures)

85 References



Welcome!

Welcome to **Bridging Generations: Intergenerational Guide for Community Care and Early Childhood Sectors.**

Intergenerational programmes offer a range of benefits and opportunities for both young and older generations. This guide aims to support these intergenerational experiences by providing considerations that both the Early Childhood (e.g. preschools) and Community Care sectors (e.g. centres, nursing homes) can explore to begin the initiatives.

While many seniors remain well and independent into their later years, there are others who experience frailty due to a range of medical conditions. Intergenerational activities are becoming increasingly commonplace in these Community Care organisations and this guide has been developed to support these interactions.

In here, you can find suggested steps, activity facilitation tips, and thematic activities to assist staff from both sectors to plan and implement intergenerational activity sessions with confidence.

To optimise the benefits of the intergenerational encounter, the suggestions include approaches adapted from “Five Ways to Wellbeing¹” by The New Economics Foundation (United Kingdom) to provide opportunities for children and seniors (participants) to:

1. **CONNECT** by meeting and interacting with each other and others
2. **BE ACTIVE** in ways that are relevant to their abilities
3. **TAKE NOTICE** of their experiences, surroundings and what matters to them
4. **KEEP LEARNING** about new activities that they can enjoy
5. **GIVE** by helping and supporting each other

This guide would not have been possible without the collective efforts of our partners:

NTUC First Campus Co-Operative Ltd, PAP Community Foundation, Little Seeds Preschool (Church of the Ascension), Sunflower Kinderhub @ AMK Pte. Ltd., Home Nursing Foundation, Methodist Welfare Services, NTUC Health Co-Operative Limited and St Luke's ElderCare Ltd and other partners who have contributed to this in one way or another. Our deepest thanks and gratitude to them.

We wish you many fruitful and meaningful intergenerational encounters!

Agency for Integrated Care and Early Childhood Development Agency

¹Five ways to wellbeing. The New Economics Foundation. <https://bit.ly/3Te2yva>



Benefits of Intergenerational Activities^{2,3}

Discover the positive impact of intergenerational activities and ways to optimise them.

Research has found that when the young and old interact with each other in meaningful ways, it brings about a host of benefits. Thoughtful planning and implementation of intergenerational initiatives can amplify these effects.

While activities may vary, choosing ones that are mutually enjoyed (e.g. arts and crafts, games, outings, or performances) and carrying them out in ways that build on mutual strengths enable a sense of joy and accomplishment in all participants.

Other considerations to make include how to increase avenues to nurture respect and understanding, and exchange knowledge, experiences and skills (refer to “Five Ways to Wellbeing”) on **Page 1**.

The choice of location (e.g. outdoors, virtual, in each other’s locations) can also boost the encounter. Ultimately, the outcome should result in joy and wellbeing for all participants!

Benefits for Children and Seniors

Helps:

- Improve wellbeing by enhancing emotional, physical and cognitive health.
- Increase confidence, self-esteem, satisfaction and mood.
- Foster a sense of accomplishment and validation.
- Build a positive perception of people from different generations while challenging negative stereotypes and breaking down barriers.
- Encourage open-mindedness and acceptance of people who are different.
- Overcome communication barriers and increase open communication between children and seniors.
- Aid mutual understanding and increased sense of empathy between generations including challenges that younger and older people face.
- Cultivate bonds and connection with people of different age groups.
- Build new friendships while enjoying new experiences together.



² Fact Sheet: Intergenerational Programs Benefit Everyone. Generations United. <https://bit.ly/4aBB17e>

³ Intergenerational Guide. Belfast Strategic Partnership. <https://bit.ly/4afSmJK>

Benefits for Seniors

Helps:

- Enable the sharing of traditional customs and values from seniors to the children.
- Foster a sense of motivation and accomplishment while supporting children's learning through activities such as reading, storytelling, sharing of life experiences, traditional games and crafts.
- Increase a sense of social engagement and "joyful freedom".
- Provide a fresh start in adult-child relationships for those who feel a sense of regret from parenthood or who miss spending time with their children/grandchildren.
- Encourage the learning of new skills, leadership proficiencies, and knowledge.
- Diminish the impact of declining physical and psychological wellbeing, improving purpose and quality of life, as these activities provide something to look forward to.
- Alleviate social isolation by enhancing the feeling of social connectedness through increased engagement.
- Improve feelings of self-worth, esteem, and empowerment.
- Reduce falls and frailty by increasing strength, balance, and walking.

Benefits for Children

Helps:

- Develop the ability to work together in achieving a common goal.
- Boost knowledge on ageing (e.g. why someone lives in a nursing home, may not be able to walk, etc.) and encourage understanding, empathy, and respect towards seniors.
- Promote self-assurance and self-worth through the cultivation of life skills.
- Inspire them to view seniors in the family as trusted adults who can provide positive guidance.
- Increase exposure to new perspectives and experiences through conversations on interests and hobbies, enabling an exchange of knowledge and skills.
- Develop higher self-esteem, and better emotional and social skills.
- Look beyond traditional ageist stereotypes often portrayed in the media.
- Enable children to understand how they can bring joy to seniors with the power of affection, play and helping out in simple tasks.





For Early Childhood Sector's Information



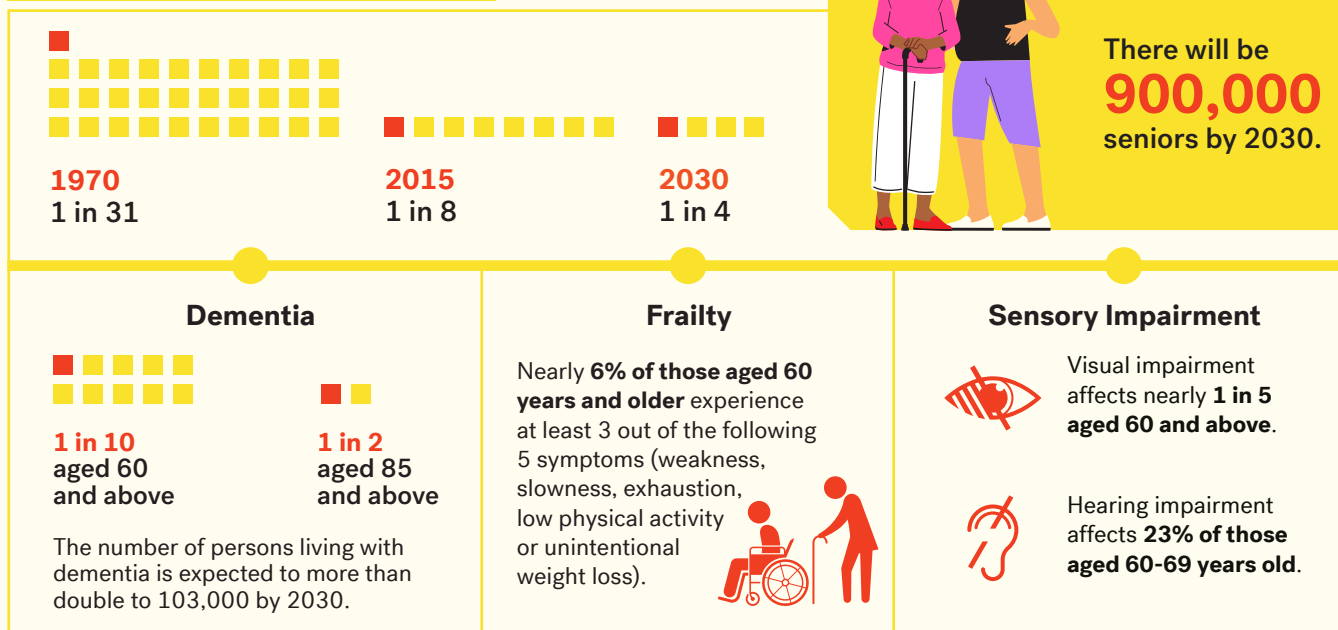
Introduction to the Community Care Sector

Find out more about the Community Care sector and Singapore's senior population while learning practical tips to engage frailer seniors and foster meaningful connections.

About Singapore's Ageing Population

Singapore's life expectancy is increasing and is among the highest in the world. By 2030, 1 in 4 Singaporeans will be 65 years old and above⁴. While many seniors live healthy and independent lives, with an ageing population, there is an increasing number who will, over time, require assistance.

Singapore's Ageing Population



About Community Care Services⁵

Singapore's Community Care sector offers a range of services for those who:

- Are well and seek to be more involved in activities in their wider community (e.g. Active Ageing Centres); or
- Require additional support and care due to medical conditions (e.g. Senior Care Centres, Nursing Homes).



⁴ Living Life to the Fullest - 2023 Action Plan for Successful Ageing. Ministry of Health. <https://bit.ly/3Pcel6o>

⁵ Care Services. Agency for Integrated Care. <https://www.aic.sg/care-services/>

While there are a wider available range of Community Care services, the table below provides information on facilities that typically organise group-based intergenerational activities:

Stay-In Care

For those who are unable to care for themselves or need care that cannot be provided at home

Nursing Home

Nursing Homes are long-term residential care facilities that aid those who need help in most of their activities of daily living (e.g. toileting, showering and eating) and/or have daily nursing care needs (e.g. managing feeding/urine tubes and wound dressing). Some nursing homes have specific facilities which provide additional specialised care and support.

The seniors may⁶:

- Require walking aids, with most being wheelchair- or bed-bound.
- Only be able to use one side of their body due to medical conditions such as stroke.
- Have dietary restrictions such as quantity (e.g. fluids for cardiac and kidney conditions) and consistency (e.g. choking risk).
- Require simplified instructions to participate in activities.



Care at Centre

Where seniors can go to during the day and return home in the evening

Active Ageing Centre (AAC) and Active Ageing Centre (Care)

An Active Ageing Centre (AAC) is a drop-in social recreational centre that offers support to seniors living nearby in the community. It is a go-to place for seniors to build strong social connections, take part in recreational activities, and contribute to the community.

An Active Ageing Centre (Care) provides AAC services and additional care services, such as day care and community rehabilitation, in separate facilities nearby.

The seniors may:

- Be able to move about independently or require walking aids or wheelchairs.
- Be able to understand more complex activity instructions and can participate in multi-step activities as compared to those in day care facilities.
- Be able to participate in more active activities.

Care at Centre

Where seniors can go to during the day and return home in the evening

Day Care

Day Care provides a full-day programme for seniors who are suitable for centre-based care settings and require supervision while their caregivers are at work.

The service seeks to maintain and/or improve the general, physical, and social wellbeing of seniors through therapy.

The centre is also a place to socialise and take part in recreational activities (e.g. arts and crafts, karaoke).

Some day care centres also cater to specific needs (e.g. dementia day care which provides full-day custodial care in a centre-based setting for seniors living with dementia).

The seniors may⁶:

- Require walking aids or wheelchairs.
- Be able to understand more complex activity instructions and can participate in multi-step activities as compared to those in a nursing home.

Find out more about Singapore's Community Care sector!

Visit: <https://www.aic.sg> for more information.



⁶ Befriending Seniors: An Educator's Guide to Promoting Intergenerational Ties. Agency for Integrated Care, Community Chest. <https://for.sg/aic-ssdb-publication>

Senior Profiles

Gain insights into different senior profiles.

While the majority of seniors live well and independently in the community, ageing can negatively impact health status, function, and overall wellbeing. Those who face challenges require assistance and support to maintain their wellbeing and quality of life.

The Clinical Frailty Scale (CFS)⁷ gives an overview of seniors throughout the frailty range. CFS 1-3 refer to robust seniors and CFS 4-9 refer to frail seniors. Thankfully, frailty, in its early stages, can be reversed through interventions such as suitable exercises and nutrition.

Clinical Frailty Scale			
	1	VERY FIT	People who are robust, active, energetic and motivated. They tend to exercise regularly and are among the fittest for their age.
	2	FIT	People who have no active disease symptoms but are less fit than category 1. Often, they exercise or are very active occasionally , e.g. seasonally.
	3	MANAGING WELL	People whose medical problems are well controlled , even if occasionally symptomatic, but often are not regularly active beyond routine walking.
	4	LIVING WITH VERY MILD FRAILITY	Previously “vulnerable,” this category marks early transition from complete independence. While not dependent on others for daily help, often symptoms limit activities . A common complaint is being “slowed up” and/or being tired during the day.
	5	LIVING WITH MILD FRAILITY	People who often have more evident slowing , and need help with high order instrumental activities of daily living (finances, transportation, heavy housework). Typically, mild frailty progressively impairs shopping and walking outside alone, meal preparation, medications and begins to restrict light housework.
	6	LIVING WITH MODERATE FRAILITY	People who need help with all outside activities and with keeping house . Inside, they often have problems with stairs and need help with bathing and might need minimal assistance (cuing, standby) with dressing.
	7	LIVING WITH SEVERE FRAILITY	Completely dependent for personal care , from whatever cause (physical or cognitive). Even so, they seem stable and not at high risk of dying (within ~6 months).
	8	LIVING WITH VERY SEVERE FRAILITY	Completely dependent for personal care and approaching end of life. Typically, they could not recover even from a minor illness.
	9	TERMINALLY ILL	Approaching the end of life. This category applies to people with a life expectancy <6 months , who are not otherwise living with severe frailty . (Many terminally ill people can still exercise until very close to death.)

Legend:

Green boxes refer to robust seniors – CFS 1-3

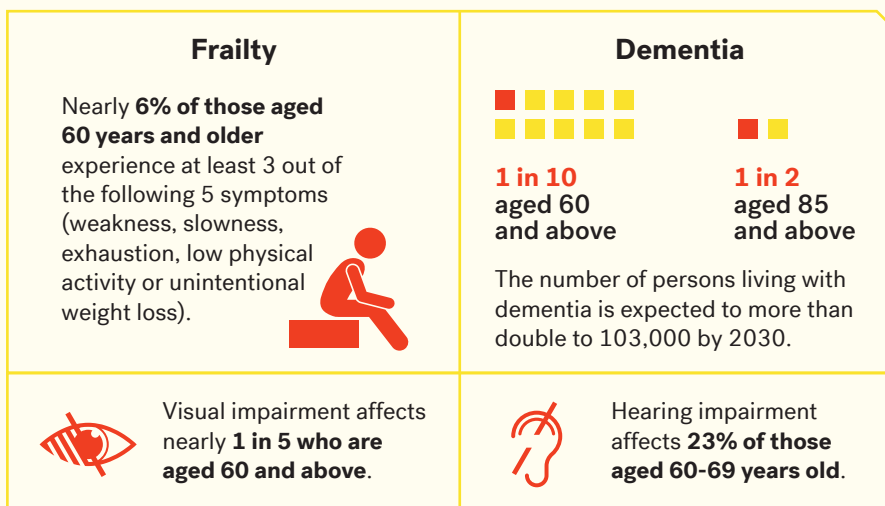
Orange and Red boxes refer to frail seniors – CFS 4-9

⁷ Clinical Frailty Scale, Dalhousie University. <https://bit.ly/3OJgVWX>

Common Health Conditions

Gain insights into common health issues and how these can impact function, activity participation and wellbeing in general for seniors.

Key trends provided by the National Council of Social Service⁸ (2017) highlight the impact of dementia, frailty, and sensory impairment on Singapore's ageing population.



Frailty

Frailty is a clinical condition that leads to impaired function and health. It is viewed from a physical, cognitive, and social standpoint. Frailty progression leads to an increased fall risk, disability, immobility, hospitalisation, institutionalisation, caregiver burden, lower quality of life, and even death.

Local studies have found that at least 35% of our senior population are pre-frail and frail⁹. Fortunately, frailty in its early stages can be slowed or reversed with preventive measures such as suitable exercises and nutrition.

When it comes to social frailty, taking part in communal activities (e.g. group exercises) can also help to build better bonds, maintaining wellbeing.



⁸ Understanding the Quality of Life of Seniors. National Council of Social Service. <https://bit.ly/4bufAwK>

⁹ National Frailty Strategy Policy Report. Ministry of Health. <https://bit.ly/3OLzvgS>



Is It Frailty?

Frailty, as defined by the National Frailty Strategy Policy Report, is a dynamic and evolving state of health which involves the gradual loss of physiological in-built reserves leading to losses in one or more domains of human function (physical, cognitive, psychological and/or social) and increases the vulnerability of older adults to adverse health-related outcomes. Frailty can be prevented, reversed, or delayed in the early stages and managed in the later stages, through early detection and interventions to optimise functional ability, activity participation and quality of life.

Find out more about Singapore's current frailty landscape through the Ministry of Health's National Frailty Strategy Policy Report⁹.

Refer to the Clinical Frailty Scale on **Page 8** for more information.

Dementia

Dementia is a set of symptoms that continuously worsens memory and intellect (cognitive abilities), orientation, or personality because of diseases that affect the brain. It is not a natural part of ageing. Persons living with dementia may gradually find these abilities challenging:

- Thinking and reasoning.
- Remembering new information or recalling past events.
- Learning new information and skills.
- Problem-solving and making judgements.
- Caring for themselves.

There are different types of dementia, each with different causes and symptoms. The common ones include Alzheimer's Disease, Vascular Dementia, Lewy Body Dementia, Frontotemporal Dementia, and Alcohol-related Dementia.

Is It Dementia?

Find out the causes of different types of dementia and its symptoms at different stages at:

<https://for.sg/dem-resources-book1>



⁹ National Frailty Strategy Policy Report. Ministry of Health. <https://bit.ly/3OLzvgS>

Sensory Impairment

Of the five physical senses, visual and hearing impairment may have the greatest impact on seniors' health. A local study found that 93% of seniors aged 60 years and above experience some degree of hearing loss¹⁰.



Vision

With age, almost everyone experiences reduced visual acuity. As people enter their 60s, they may:

- Need better lighting to see clearly.
- Have difficulty differentiating between some colours (e.g. certain shades of blue and green).
- Experience problems focusing on near objects.
- Encounter trouble adjusting to glare.

Hearing

Seniors may also start developing age-related hearing loss which may cause difficulties in:

- Hearing the voices of women and children due to higher-pitch.
- Discerning what has been spoken.
- Hearing in noisier environments.

Other Common Chronic Conditions

- Arthritis
- Cancer
- Diabetes
- Heart Disease
- Obesity
- Osteoporosis
- Respiratory Diseases
- Stroke

¹⁰ Age-related hearing loss common, but seniors don't seek help for it early. CNA. <https://bit.ly/3SE9pgX>

Strategies to Optimise Activity Engagement

Receive practical tips for better engagement and enhanced interactions with seniors when planning intergenerational activities.

Before planning your activities, first decide on the senior profile that you will be engaging. Are they active and independent or facing challenges which require assistance and support? Or will it be a mixed group of robust and frailer seniors?

Knowing the seniors' profile and its accompanying considerations (e.g. simplifying activities for frailer seniors) is key to your intergenerational activity's success. When in doubt, particularly for frail seniors, seek the assistance of staff (e.g. Community Care staff) who know the seniors best to ensure their meaningful and safe participation.

Based on the Clinical Frailty Scale (CFS) (**Page 8**), here is a quick overview on how the level of frailty may support or impact activity participation:

Robust Seniors (CFS 1-3)

Very fit to those who are managing well with controlled medical conditions.

[Seniors of CFS 1-3 range may attend Active Ageing Centres (AACs).]

- Active participant in independent activities.
- Able to engage children one-to-one and in group activities.
- Typically has good stamina and cognitive abilities.
- Roles that seniors can take on besides being a participant include being a group leader, activity facilitator or buddy. They can also help to prepare materials and set up the activity space as well as keep a lookout to ensure safety and provide feedback.





Frail Seniors (CFS 4-9)

Living with very mild frailty to those who are terminally ill.

[Seniors of CFS 4-5 may attend Active Ageing Centres.

Seniors of higher CFS (e.g. CFS 5 and above) may attend services* such as day centres and reside in nursing homes.]

**CFS is illustrative and there may be other considerations that will need to be made regarding entry to service.*

Lower CFS (e.g. CFS 4)

- Active participant in independent activities.
- Likely able to engage children one-to-one and in group activities.
- May require assistance or activity modification to meaningfully participate.

Higher CFS (e.g. CFS 6 and above)

- Active participant in assisted activities/passive participant (e.g. observer for a performance).
- May require assistance to engage children and may be more suited for assisted group activities.
- Likely will require assistance or activity modification physically or cognitively to meaningfully participate.

- May provide encouragement and cheer other participants on.

Additionally, for frailer seniors (CFS 4-9), consider adapting the activity to better support their abilities.

This includes:

- Planning for sufficient manpower to support these seniors.
- Having smaller group sizes to ensure better individualised attention.
- Grouping participants with similar abilities together, if possible.
- Ensuring safety (e.g. fastening the wheelchair seatbelt for seniors with poorer seating balance and reviewing suitability of materials used [e.g. sharps and soil]).
- Considering adaptive equipment (e.g. non-slip mat, magnifying sheet) to perform the task. Offering positioning options to increase comfort and access (e.g. seated and using other support such as lap tables, footstools).
- Simplifying the activity (e.g. cutting down steps, or changing the activity approach such as pre-cutting materials, etc.).
- Offering practice sessions (e.g. watching an instructional video of the activity beforehand and trying it out) to boost self-confidence.
- Providing sufficient time to complete the steps/activity, including rest breaks.

Here are more strategies to consider for better activity participation from frailer seniors.

(Information provided is for your reference but do work with Community Care staff as they are trained to best enable this demographic of seniors to participate in activities).

Cognition

Conditions include: Mild Cognitive Impairment, Dementia.

Potential impact: May not process information well, have reduced short-term memory, attention span, or other issues such as behaviours of concern.

Strategies:

- Provide short 1- or 2-step instructions at a time.
- Use a combination of verbal, visual and physical cues.
- Repeat instructions or demonstrate the steps when needed, providing visual cue cards of the steps, if necessary.
- Observe and assist to ensure safety and participation.
- Ask guiding questions to cue independent problem-solving.
- Enable the senior to perform the activity as independently as possible.
- Provide hand-over-hand guidance, if required.
- Seek support from Community Care staff to address any behaviours of concern and assess the senior's suitability to continue the activity.

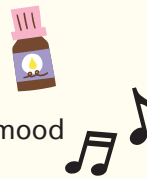
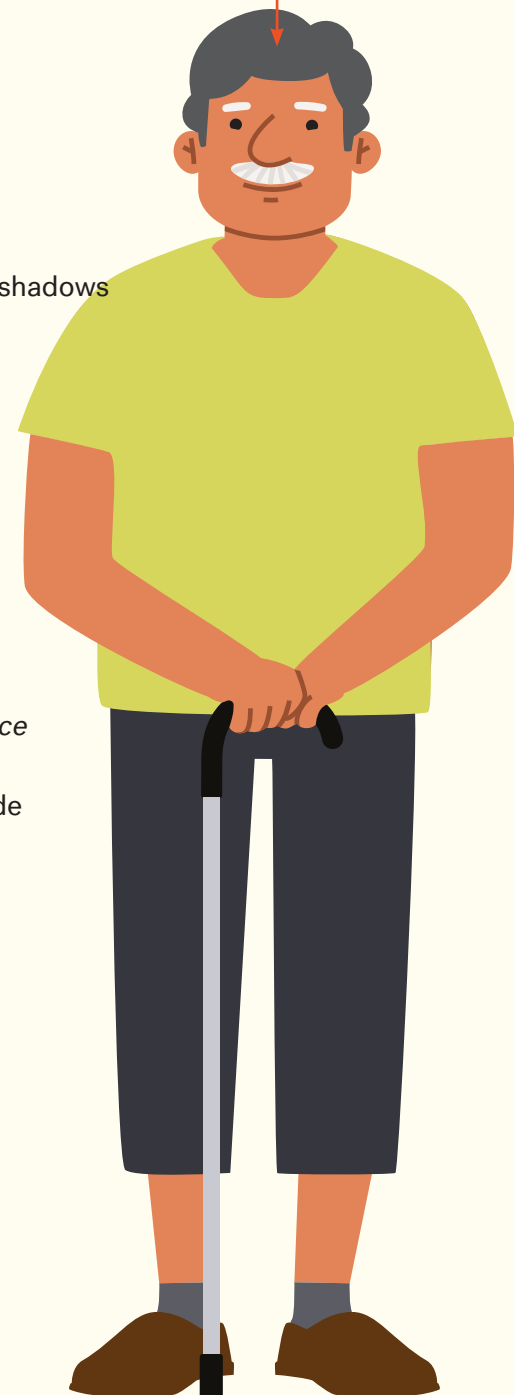
For seniors living with dementia, consider the following:

- Choose a quiet room with sufficient natural light or soft light to reduce shadows and glare.
- Scent the room (e.g. essential oils like lavender or lemon) which may reduce anxiety or agitation.
- Play soft music (e.g. a senior's favourite song) to improve mood and boost engagement.
- Employ touch (e.g. hold the senior's hand, provide a light massage) where appropriate, check with the senior or Community Care staff on the senior's preferences.

Seniors with Severe Cognitive Concerns

(Engagement with this profile should only be done with guidance/assistance from Community Care staff).

- Observe the seniors' expression or posture when interacting and provide assistance to start and continue the social interaction.
- Provide hand-over-hand assistance if the senior has challenges starting or following instructions.
- Enable seniors who are unable to take part in the activity to observe as another way to engage.
- Engage the senses (e.g. touch, sound, sight, smell, and taste) for those with reduced attention span, or who are unable to follow instructions.



Eyes

Conditions include: Cataract, Glaucoma.

Potential impact: May not be able to see clearly.

Strategies:

- Remind them to wear their spectacles, if applicable.
- Use large prints or items and provide a magnifying glass, if needed.
- Ensure the activity area is brightly lit, avoiding glare and reflection from windows.
- Always approach the senior from the front and sit within their field of vision.
- Provide clear verbal instructions, avoiding the use of hand gestures or facial expressions.
- Place materials nearer or in front of them.
- Introduce the materials to them at the start of the activity.
- Darken or thicken the outlines of patterns and use brightly coloured materials with contrasting backgrounds to help the senior differentiate the materials.
- Provide hand-over-hand guidance to assist the senior to perform tasks, if required.



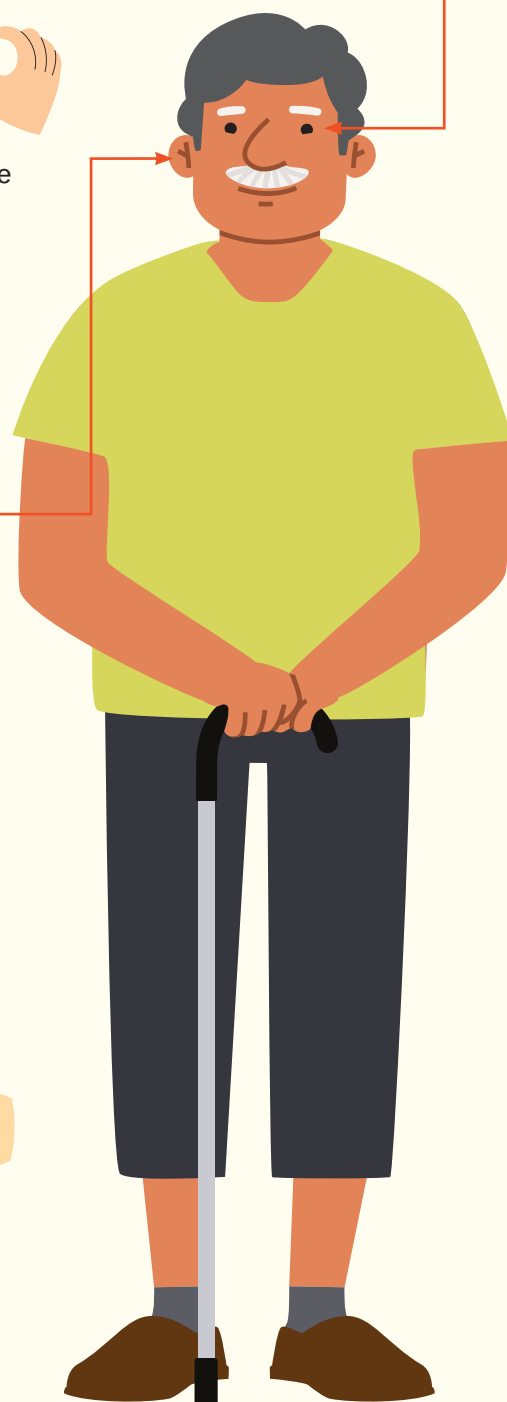
Ears

Conditions include: Hearing Impairment.

Potential impact: May not hear instructions and communicate well with others as a result.

Strategies:

- Remind them to wear their hearing aid, if applicable.
- Sit closer to the senior and be on the side they can hear best from.
- Speak slowly and clearly in a lower-pitched voice.
- Ask one question at a time and wait for a reply before asking another question.
- Use body movements and hand gestures when conversing with the senior.
- Use visual aids, such as written instructions or pictures.
- Include them in smaller group activities.
- Reduce noise from the background and surrounding areas.
- Consider using a pocket talker to amplify sound and instructions.



Trunk Muscles - Muscles between Chest to Hips

Conditions include: General deconditioning (reduction in physical fitness), Stroke.

Potential impact: May have difficulty maintaining balance when sitting or standing (e.g. reaching for items further away).

Strategies:

- Place items within reach.
- Position seniors in a stable upright sitting position for the activity.
- Use a high back chair with armrests, footstool, and seat belt if they are unable to maintain balance.
- Ensure that tabletops are at an appropriate height for seniors to work on tasks.



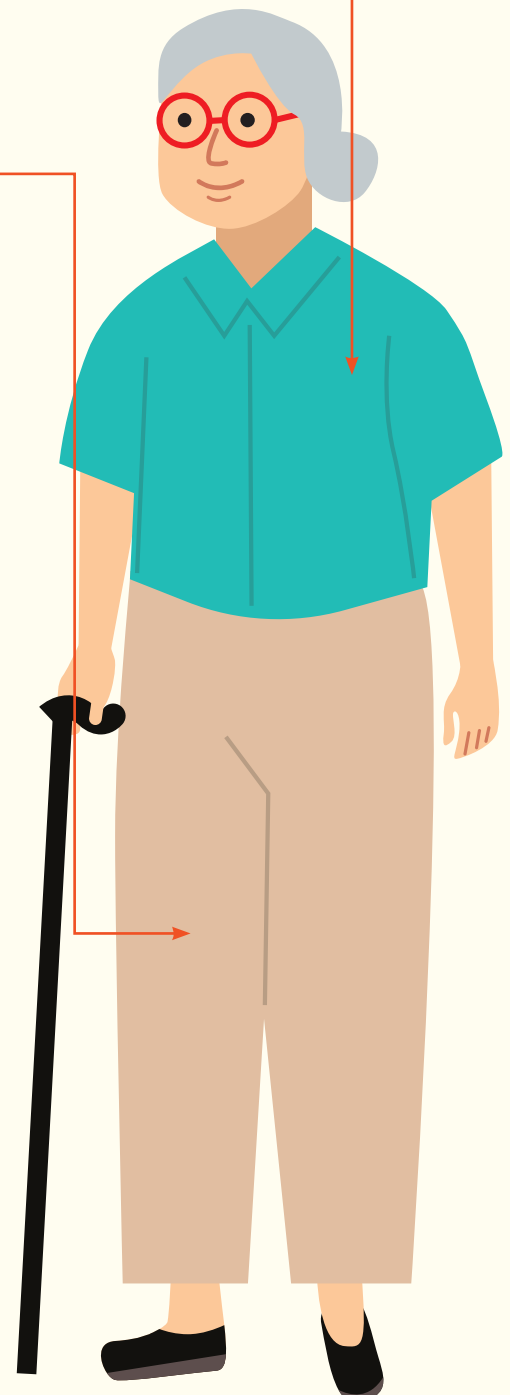
Legs

Conditions include: Fracture, Stroke, Parkinson's disease, Amputee, General deconditioning (reduction in physical fitness), Spine conditions.

Potential impact: Those with lower limb impairment may have difficulty performing activities while standing, have reduced standing balance, endurance, and range of movement (how far a body part can be moved/stretched), have numbness/decreased sensation and have a higher risk of falling.

Strategies:

- Position them in a stable upright sitting position for the activity.
- Simplify the activity or involve them in specific parts rather than the full activity.
- Assist them to perform a task when necessary.



Neck and Upper Back

Conditions include: Kyphosis (exaggerated forward rounding of the back), tightness in the front neck muscles, weakness of the back neck muscles and upper back muscles.

Potential impact: May have difficulties looking at objects at or above eye level, difficulty maintaining upright sitting/standing position.

Strategies:

- Place items or screen at their comfortable level of vision.
- Provide adequate rest breaks to ensure pain and fatigue is well-managed.
- For activities requiring the senior to look up, position them on a chair that can be reclined slightly, use a footstool and seat belt to maintain their seating position safely and comfortably.



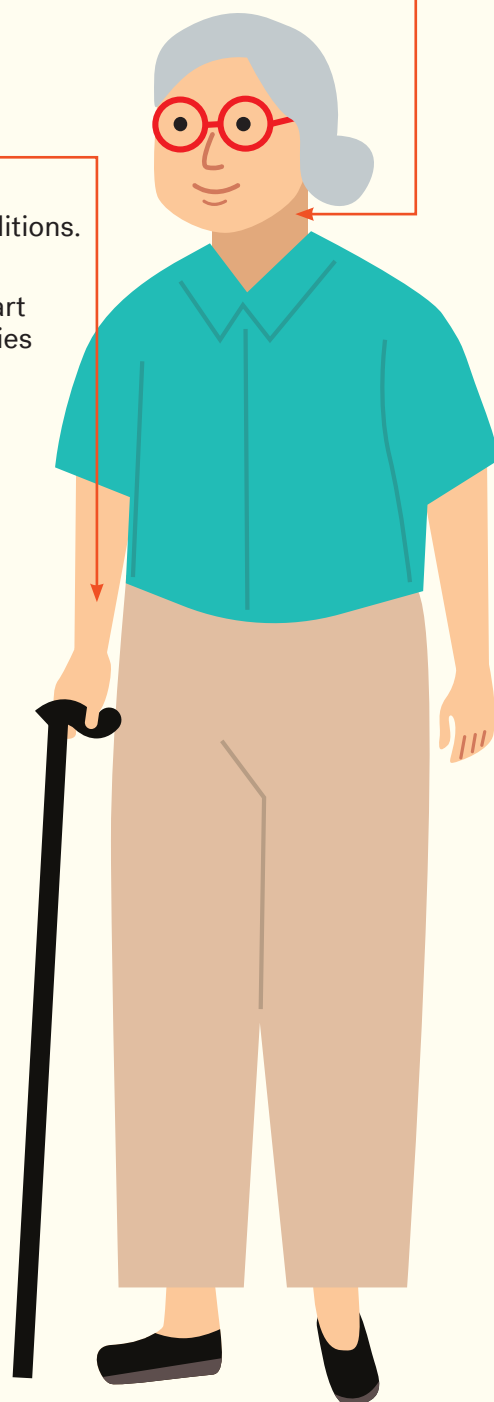
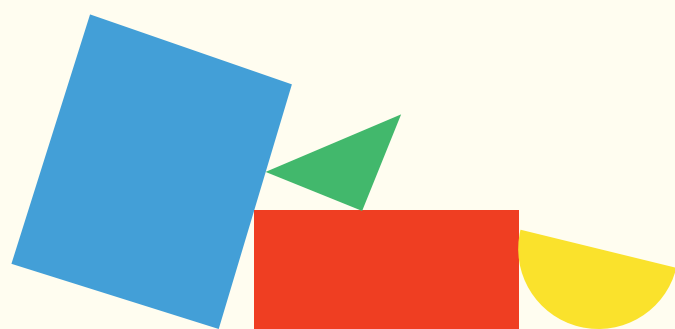
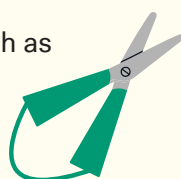
Hand/Arm

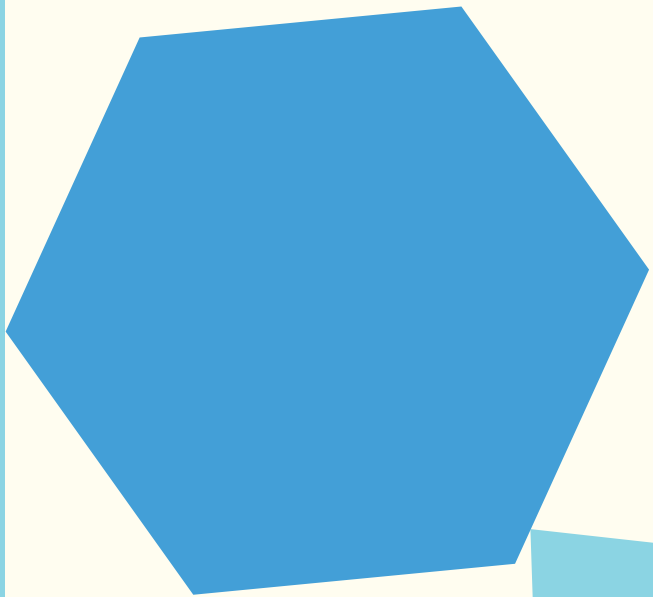
Conditions include: Hand injuries, Fracture, Stroke, Arthritis, Spine conditions.

Potential impact: May have difficulty grasping or manipulating objects, experience tremors, and reduced range of movement (how far a body part can be moved/stretched). Be unable to hold small objects, have difficulties coordinating both hands and/or have numbness in their fingers.

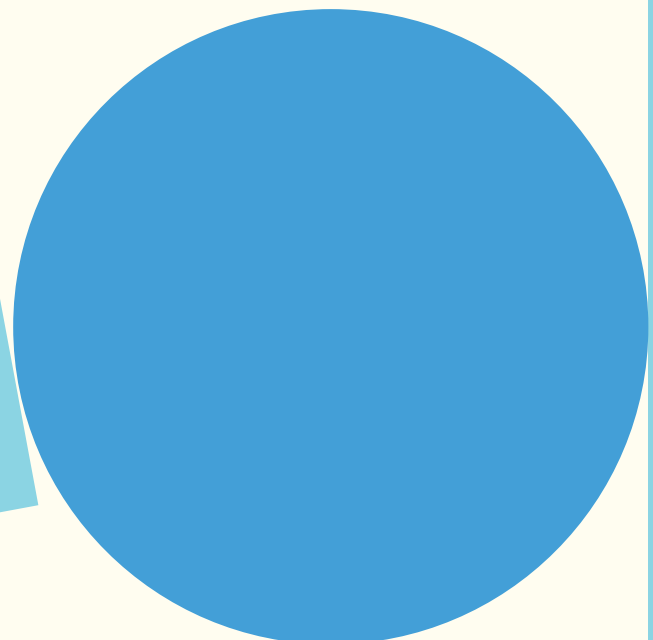
Strategies:

- Place items within reach.
- Use modified equipment, such as card holders, modified spoons, and adapted scissors.
- Simplify the activity or engage them in specific parts rather than the full activity.
- Assist them to perform the task when necessary, such as providing hand-over-hand guidance.





For Community Care Sector's Information



Introduction to the Early Childhood Sector

Find out more about the Early Childhood sector, children's development milestones and tips to better engage and enhance their interactions during intergenerational activities.

About Singapore's Early Childhood Landscape

Singapore's Early Childhood landscape (or preschool education options) comprises childcare centres, early years centres and kindergarten for children aged between 2 months to 6 years old:

Types of Services			Levels	Age
Childcare Centre	Early Years Centre		Infant Care	18 months and below
		Kindergarten	Toddler/Playgroup	Above 18 months to below 3 years old
			Pre-Nursery/Nursery 1	Children who turn 3 years old during the year enrolled
	Nursery/Nursery 2		Children who turn 4 years old during the year enrolled	
	Kindergarten 1		Children who turn 5 years old during the year enrolled	
	Kindergarten 2		Children who turn 6 years old during the year enrolled	

Childcare Centres

These centres provide childcare services and preschool developmental programmes for children aged between 18 months to below 7 years old.

They operate from Mondays to Fridays between 7am to 7pm and on Saturdays from 7am to 2pm. Sessions may be full, half-day, or flexible in nature to meet the different work schedules of parents. Selected centres also provide infant care services for those aged 2 to 18 months old.

Full-day childcare centres combine a focused programme and quality childcare that includes meals, naptime, etc. The programme provides a holistic educational programme which cultivates lifelong learning skills, builds resilience, and prepares children for their future.

They work with parents as partners to improve the child's physical, intellectual, emotional, and social development. Depending on the childcare centre, the programme's focus can range from an academic to a play-based curriculum. The goal of these centres is to provide children with a smooth transition into primary school.

With effect from 1 January 2025, the Early Childhood Development Agency (ECDA) will remove the mandatory requirement for childcare centres to operate on Saturdays.



Early Years Centres

These centres offer a new preschool model for children aged between 2 months to 4 years old. It ensures a Kindergarten 1 placement (when the child is 5 years old) at a nearby Ministry of Education (MOE) Kindergarten which is an Early Years Centres partner. Under this model, the child attends an Early Years Centre until he/she is 4 years old and transitions to Kindergarten 1 at 5 years old at a nearby MOE Kindergarten to continue his/her learning journey.



Kindergartens

Kindergartens provide structured, comprehensive, and holistic preschool developmental programmes for children aged from about 2 to below 7 years old. The goal is to prepare children with skills to meet the challenges of formal schooling.

A kindergarten programme consists of at least Kindergarten 1 and 2. It can further include Playgroup, Pre-Nursery and Nursery levels. Compared to childcare centres, kindergartens have shorter operating hours of between 8am and 4pm or 5pm.

Parents may choose to register their children for the morning or afternoon session (3-4 hours a session). Kindergartens follow MOE's school term and holidays while observing all gazetted public holidays. Kindergartens were previously registered by MOE, but they have come under the purview of the Early Childhood Development Agency (ECDA) since 1 April 2012.



Find out more about the Early Childhood sector!

Visit: <https://www.ecda.gov.sg> for more information.

Children's Milestones and Strategies to Optimise Activity Engagement



Each child goes through various developmental stages as they grow. These include physical, cognitive, language, and social-emotional developments. While each child develops at his/her own pace, the early years are an important stage as they provide the foundations for learning, health and behaviour. Understanding this is important as it enables appropriate support and guidance in shaping the child's overall development and wellbeing as they interact with people and the environment around them.



In addition to an understanding of a child's developmental stages, it is also key to consider their temperament when planning intergenerational programmes. Temperament generally refers to the way a person responds to people, objects, and situations. Some children with easy/flexible temperaments may adapt to and approach new situations with relative ease. Others may take more time to warm up.

An awareness of this will help educators better tailor their approach during the intergenerational programme planning, to structure in support for the children involved (e.g. when social interactions with seniors should take place – at the outset or later in the programme). This will enhance the child's engagement with seniors and their participation.

As the children participate in intergenerational programmes, it is important to observe and document their emotions and interactions with the seniors. These observations provide valuable insights to adjust and improve the intergenerational programme and experience.

Knowing the age groups of children who will be part of the programme and where they may be at in their developmental stage will also assist in the selection of appropriate intergenerational activities and level of support to ensure a successful outcome. Working together with an Early Childhood educator most familiar with the children involved will help to ensure a safe and meaningful experience for them. In general, intergenerational activities typically involve children aged 4 and above.



Did you know that the “Start Small Dream Big” movement was initiated by the Early Childhood Development Agency (ECDA) in 2015 to encourage preschools to create platforms for children to give back to the community?

It was first launched to celebrate SG50 and the 15th anniversary of President’s Challenge and aspires to nurture each child holistically, including character building, so that they become responsible citizens who care about those around them. Early Childhood centres can choose projects from different themes such as “Caring for the Elderly” where they can partner Community Care organisations for intergenerational collaboration.


Find out more about the “Start Small Dream Big” movement!
Visit: <https://www.startsmalldreambig.sg> for more information.

Age of Child	Key Developmental Milestones which Impact Intergenerational Activity Selection	Tips for Engaging Children of this Age Group for Intergenerational Activities
4 years old	<p><u>Children are able to:</u></p> <ul style="list-style-type: none"> • Share their personal experiences with others. • Respond appropriately and are expressive as they developmentally experience an increasing capacity for language which enables them to speak more. • Ask questions (e.g. 'why' questions). • Show appreciation and care for others. • Form relationships with people around them, are expressive, sociable and enjoy interacting with people. • Proactively seek and enjoy engagement in physical activities due to their high levels of energy. 	<ul style="list-style-type: none"> • Include talking and reading to the child to build their vocabulary. • Encourage questions and finding out answers together. • Create opportunities for children to interact with peers and others. • Include activities which will require children to leverage their high energy levels (e.g. dance performances).
5 years old	<p><u>Children are able to:</u></p> <ul style="list-style-type: none"> • Express and convey simple messages accurately; they increasingly have good language skills. • Speak with an appropriate tone and volume. • Demonstrate a high level of inquisitiveness and initiative, where they are keen to start a conversation or try new things. • Take on the perspectives of others. • Express how they feel (e.g. need for approval or support) which in turn motivates good behaviour. • Develop and maintain relationships. • Engage in play that involves directions, balance, jumping, hopping, and skipping. • Develop a sense of responsibility and perform certain tasks and duties. 	<ul style="list-style-type: none"> • Set aside time for conversations (e.g. storytelling). • Incorporate games and exercises into group activities. • Inculcate responsibility through age-appropriate tasks such as distributing materials and cleaning up after activities, etc.





Age of Child	Key Developmental Milestones which Impact Intergenerational Activity Selection	Tips for Engaging Children of this Age Group for Intergenerational Activities
6 years old	<p><u>Children are able to:</u></p> <ul style="list-style-type: none"> • Write independently and speak fluently. • Concentrate on meaningful tasks and engage appropriately. Otherwise, they may generally have a short attention span and can be easily distracted/ unable to sit for long periods. • Show an eagerness to learn and may tend to be highly active, eager, and competitive, which may cause them to be sensitive about their own performance. • Participate in small and large group discussions. • Show concern for others. • Work in a team. They may also be likely to prefer playing with friends of the same gender. 	<ul style="list-style-type: none"> • Incorporate various forms of media (e.g. videos, songs, and books) into activities. • Consider outdoor and interest-based programmes (e.g. walks in the park, etc.). • Encourage participation in group activities and games. • Highlight values of teamwork and collaboration.

The illustration features a central lime-green circle containing the text. To the top right, a young girl with dark skin and pigtails, wearing a green shirt, reaches her hand towards the circle. To the bottom left, an older woman with white hair, wearing a pink sweater, also reaches her hand towards the circle. The background is white with various green geometric shapes: a large star in the top left, a square below it, a semi-circle in the bottom right, and a trapezoid behind the girl. The entire composition is set against a light green border.

For Both Sectors' Information

Putting it All Together

Combine what you have discovered in the previous sections to plan and implement a successful intergenerational activity.

While intergenerational activities offer many benefits for participants to connect, learn, take stock, contribute, and enjoy meaningful experiences and relationships, planning for them needs active thinking to better engage these two generations.

As mentioned previously, considerations need to be taken into account for the participants' ages, interests and needs when planning for the session.

Five Quick Steps To Get You Started

For more detailed information and timelines, refer to **Page 37**.

Step 1

Decide on the Participant Profile



Refer to:

- **Page 6** for the different Community Care services and senior profiles they serve.
- **Page 19** for the different Early Childhood services and children profiles they serve.

Step 2

Find a Partnering Organisation

Visit the:

- SupportGoWhere website (<https://supportgowhere.life.gov.sg/categories/seniors?activeTab=services>) to search for Community Care Organisations.

Use the:

- LifeSG App to find Early Childhood Centres via the "Search for a preschool" function.



Android Google Play:
<https://bit.ly/4bGRcYQ>



Apple App Store:
<https://bit.ly/ws/3fQqZ>



Tip: Proximity is key for frequent and sustained in-person sessions!



Step
3

Engage and Co-Create Sessions

Refer to:

- **Page 28** for Key Activity Considerations
- **Page 38** for the Activity Implementation Timeline (under the section: Before the Intergenerational Session)
- **Page 68** for Examples of Themed Intergenerational Activities

Consider referencing the following templates:

- Appendix A: (For Community Care and Early Childhood Organisations) Intergenerational Activity Planning Sheet
- Appendix B: (For Early Childhood Organisations) Field Trip Checklist
- Appendix E: (For Early Childhood Organisations) Standard Operating Procedures for Transport of Children
- Appendix F: (For Early Childhood Organisations) Standard Operating Procedures for Road Safety
- Appendix G: (For Early Childhood Organisations) Reply Slip – Briefing for Parents on the Intergenerational Programme
- Appendix H: (For Early Childhood Organisations) Consent Form – Children's Participation in the Intergenerational Programme

Scan the QR code on **Page 84** to download editable copies of the above templates.

Step
4

Implement the Activity

Refer to:

- **Page 48** for the Activity Implementation Timeline (under the section: During the Intergenerational Session)

Step
5

Evaluate, Improve and Sustain the Activity

Refer to:

- **Page 55** for the Activity Implementation Timeline (under the section: After the Intergenerational Session)

Consider referencing the following templates:

- Appendix C: (For Community Care and Early Childhood Organisations) Activity Evaluation Form
- Appendix D: (For Early Childhood Organisations) Child's Activity Evaluation Form
- Appendix I: (For Early Childhood Organisations) Reflective Questions/Activities for Children
- Appendix J: (For Community Care Organisations) Reflective Questions/Activities for Seniors
- Appendix K: (For Community Care and Early Childhood Organisations) Reflective Questions/Activities for Facilitators

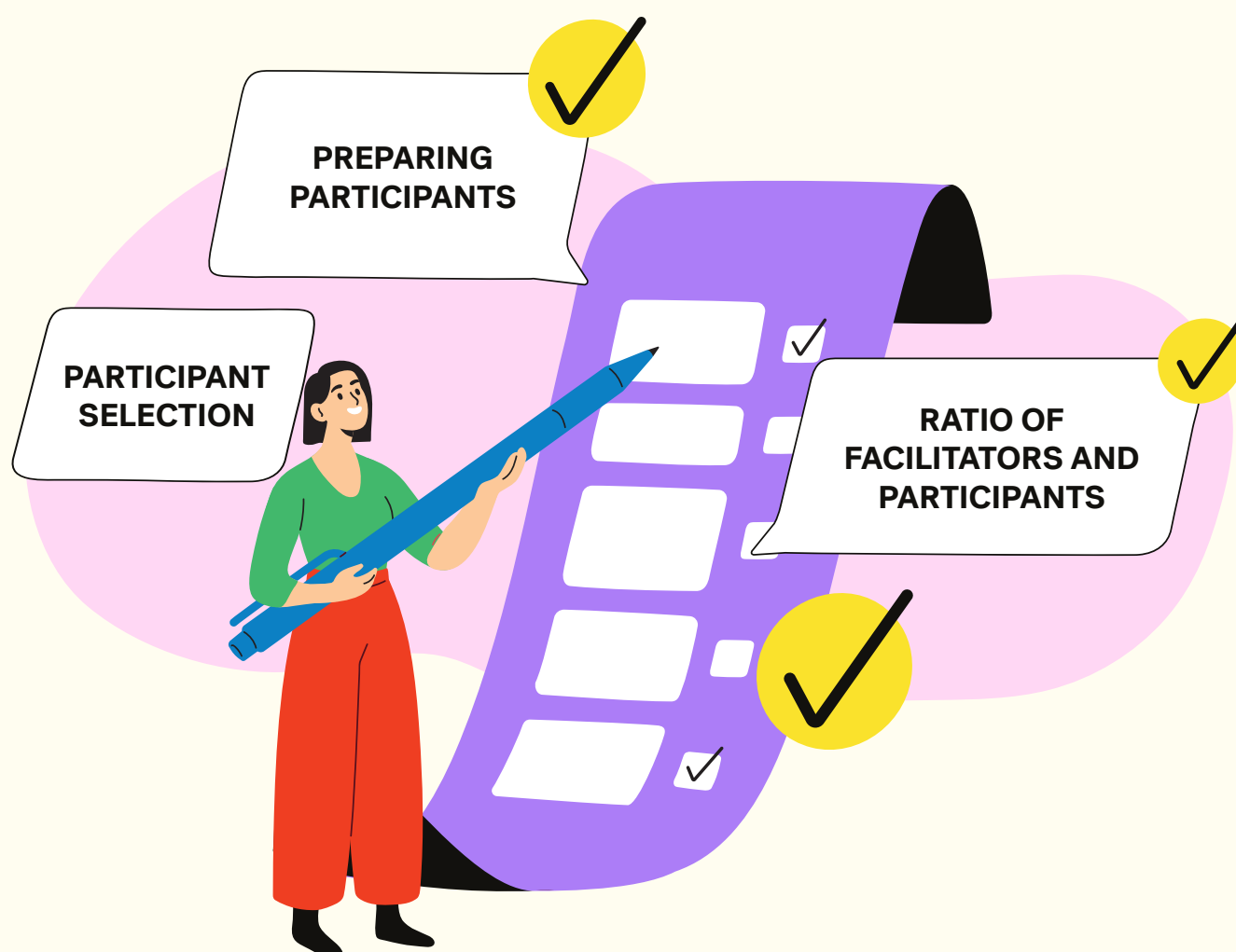
Scan the QR code on **Page 84** to download editable copies of the above templates.



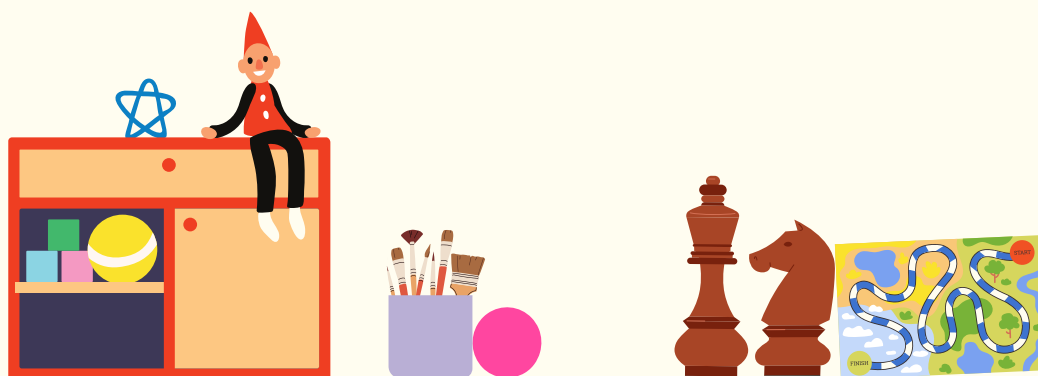
Key Activity Considerations¹¹

Participants

Participant Selection	<ul style="list-style-type: none"> Assess participants' suitability for the activity (e.g. seniors who enjoy the company of children, children who are hesitant around new people) and ensure they are adequately prepared and supported for the session. Seek the input and consent of participants. Be aware of the potential need for activity modifications when engaging frailer seniors.
Ratio of Facilitators and Participants	<ul style="list-style-type: none"> For Robust Seniors (CFS 1-3): Groups can be larger with a low number of facilitators, depending on the activity. Seniors can be paired either one-to-one with a child or in group interactions. For Frailer Seniors (CFS 4 and above): The ideal group size for sessions is 8 to 10 seniors, with a ratio of 2 children paired with 1 senior (i.e. 20 children). 2 to 3 Community Care staff should co-facilitate the session, together with 1 facilitator. Always abide by any prevailing advice regarding facilitator and participant ratios.
Preparing Participants	<ul style="list-style-type: none"> Before the sessions begin, create opportunities for participants to get to know each other better (e.g. having children role-play to better understand ageing or have a visit prior where participants can meet each other).



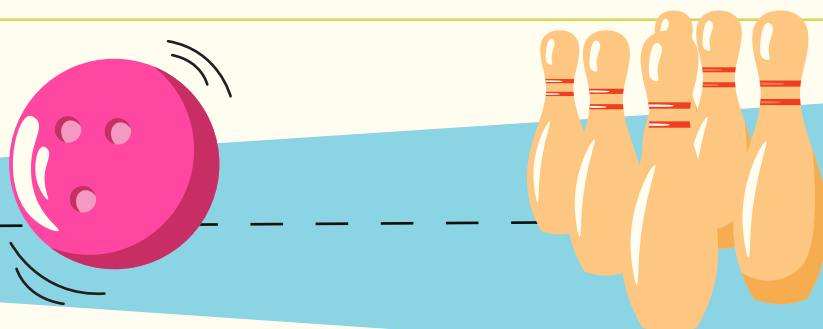
¹¹ Befriending Seniors: An Educator's Guide to Promoting Intergenerational Ties. Agency for Integrated Care. <https://for.sg/aic-ssdb-publication>



Activity

Approach

- Have frequent, regular visits involving the same group of participants to increase engagement and enjoyment over time, where possible. (In general, it is beneficial to match a few Early Childhood Organisations to 1 Community Care Organisation to ensure that visits can be frequent [e.g. 2 schools can visit every quarter]).
- Activities should take into consideration wellbeing principles (e.g. from “Five Ways to Wellbeing” - refer to **Page 1** for more information) and ensure physical and psychological safety, by being developmentally-sensitive and age-appropriate.
- Structure activities for success:
 - Choose activities that create a lot of “buzz”, enjoyment and joy such as festive celebrations, games and competitions.
 - Maximise interactions and engagement (e.g. provide a hands-on activity in pairs or more, encourage sharing within the smaller group and to the wider activity group, have children perform while interspersed among seniors rather than at a distance onstage).
 - Optimise energies and attention spans (e.g. keep activities to 15-20 minutes before changing over to another activity, especially for younger children and frailer seniors). In general, keep the entire activity session within 45 minutes for frailer seniors, but consider a longer session for robust seniors.
 - Have a structured activity approach to build familiarity (e.g. introduction, icebreaker, main activity, and closure).
 - Have a contingency plan for activities to minimise disappointment due to unforeseen circumstances (e.g. change in weather etc.).
- Review activities for safety – take extra precautions with food-based activities, being aware of participants’ allergies or needs (e.g. swallowing difficulties). Have safety protocols in place in the event of an emergency.
- Review activities for its intended outcomes (e.g. learning through following activity sequences and/or e.g. interest-based such as painting).





Structure

Introduction

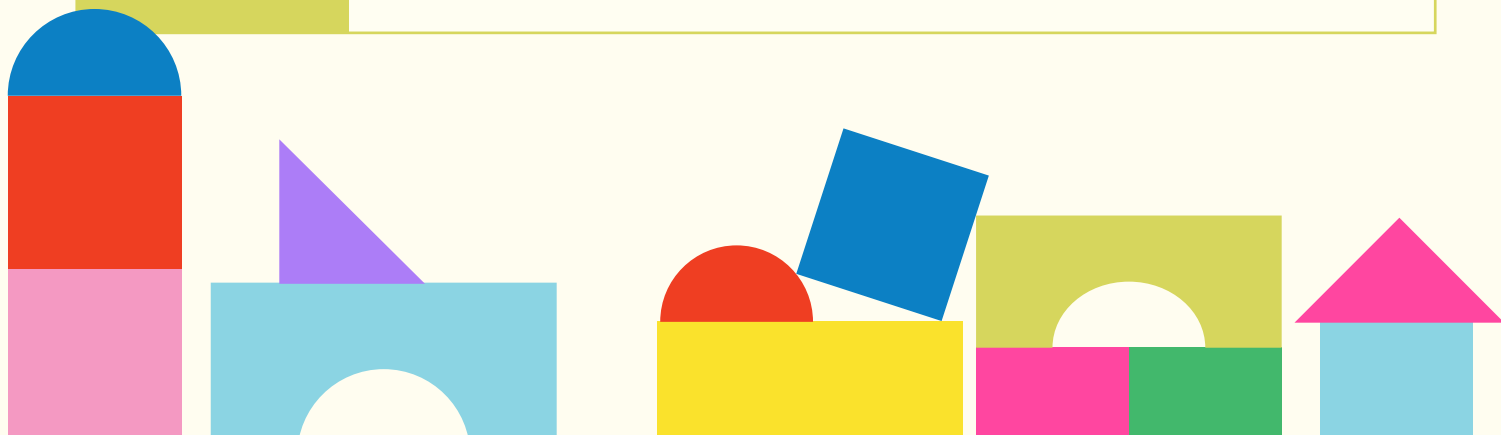
- Start the session off with a short introduction about the participants, facilitators/co-facilitators, the activity plan, outcomes, and duration.
- Remind participants about the session norms (e.g. patience, respect, being attentive and offering mutual support and encouragement) as they take part in the activities together.

Icebreaker

- Create a warm and welcoming environment with an icebreaker so everyone can interact (e.g. exchange greetings, give a “high-five”). Engage, where possible, at eye level to optimise comfort. While icebreakers typically are energisers, vary its pace so participants have adequate energy to complete the entire session.
- Encourage children to use respectful and affectionate titles like “Grandpa [Name]” and “Grandma [Name]” when addressing seniors. This also helps them remember their names in endearing ways!

Main Activity

- Introduce the activity and its steps, highlighting specific roles of the participants, if any.
- Keep watch over the activity and any required assistance, including role modelling positive behaviours (e.g. being attentive, engaging with each other, sharing encouraging words and actions). Prompt participants to do so, if required.
- Provide time checks so that participants have sufficient time to complete their activity, if possible.



Activity

Structure



Other Tips:

- Facilitators/co-facilitators can remind children to speak clearly and at a moderate pace. Facilitators/co-facilitators should articulate their words, speak loudly enough, and be willing to repeat themselves if needed, without shouting or yelling.
- If the ability to communicate with each other is a concern, children can also work with seniors in completing the activity by demonstrating the process or working together, hand-over-hand in a gentle manner.
- Avoid personal questions (e.g. "What is your home address?") and generalising statements that may come across as judgemental (e.g. "They cannot do this because they are young/old").
- Remind children to be gentle as some seniors may have different needs and need more care.

Closure

- Gather feedback from the participants on the session.
- Provide sufficient time for them to share proper goodbyes.
- Conclude the session by expressing appreciation (e.g. a round of applause and "high-fives") to acknowledge each other's efforts and participation.



Get activity ideas here:

- Refer to **Page 68** for Examples of Themed Intergenerational Activities.
- Scan the QR code on **Page 83** for more activity ideas.
- Scan the QR code on the right to access activity toolkits from the AIC Wellness Programme and adapt them for use.
- Scan the QR code on **Page 84** to download editable copies of the following template to guide you in the process.
 - Appendix A: (For Community Care and Early Childhood Organisations) Intergenerational Activity Planning Sheet



<https://for.sg/aic-wellness-programme>



Activity

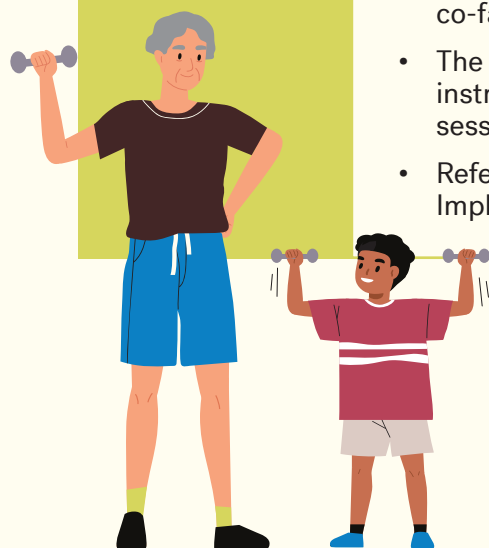
Facilitation

Before the session

- Consider “cross-training” between organisations to share tips, knowledge and advice.
- Be aware of your participants’ abilities and challenges and explore ways to increase their access and participation (Refer to **Page 26** [Putting It All Together] for more information).
- Be familiar with the activity (e.g. steps, instructions) and rehearse facilitating the activity with another person, if required. It is also recommended that the activity be conducted in dual languages (e.g. English and Chinese). If this is not possible, have key phrases translated to help better guide the activity.
- Review your facilitation plan for how you can manage and address potential concerns. This also includes checking if you have the required number of facilitators/co-facilitators and how they can be of assistance (e.g. co-facilitation/translation of the activity at individual tables). Provide them with an activity plan and ensure that they have gone through the activity beforehand.
- Ensure that you have adequate time for set-up at the venue. Pre-packing materials can help with faster distribution. It may also be beneficial to provide a sample of the outcome, if applicable, that you would like participants to achieve so that they know what to work towards.
- Tag all participants and facilitators/co-facilitators on the day of the activity in a big bold font so that their names are visible to all during social interactions.

During the session

- Introduce participants to each other so that they can bond better, actively encourage social interactions.
- Use a combination of open- and close-ended questions to keep interest, and provide precise step-by-step instructions for the activity, if required.
- Inform all participants to work towards the finished outcome together and have facilitators/co-facilitators remind participants to complete the activity together, unless independent action is required.
- Assign groupings based on personality mix to maximise interactions (e.g. a more extroverted senior with a quieter child) and if necessary, segment the group further so that those of similar abilities can take on activities that provide adequate challenge, without feeling overwhelmed.
- Encourage participants to help each other, and to check in with facilitators/co-facilitators if they are unsure of what to do.
- The facilitators needs to take charge of the session, providing clear instructions to all participants. This includes opening and closing the session, as well as keeping time.
- Refer to more specific steps from **Page 37** onwards for the Activity Implementation Timeline.



Activity

Facilitation



Other Tips:

- Remind facilitators/co-facilitators to remain positive and encouraging, and check if any participants require assistance.
- Establish a signal beforehand to notify and prompt children if they may be displaying inappropriate behaviours.

Evaluation

- Any evaluation that is to be undertaken should be cleared by both partnering organisations (e.g. review of the evaluation measures, agreement regarding sharing of data and platforms, etc.).



Consent

Activity and Media Consent



- Partnering organisations are to be clear about each other's processes (e.g. consent for media, photography or videography, activity, outings, virtual activities). Ensure that adequate time is provided to seek and receive consent from relevant parties (e.g. participants, parents, or next-of-kin, etc.).
- Participants who prefer not to be photographed or recorded can still take part in the activity as long as seating arrangements ensure that the Personal Data Protection Act (PDPA) is adhered to. For ease, such participants can be seated together and/or tagged for greater clarity that they do not wish to be photographed or recorded.
- While media consent may have been received, it is good practice to always check and get clearance again before publicising these images or videos on any platforms.
- Share the final copy of the publicity with partnering organisations before publishing it.

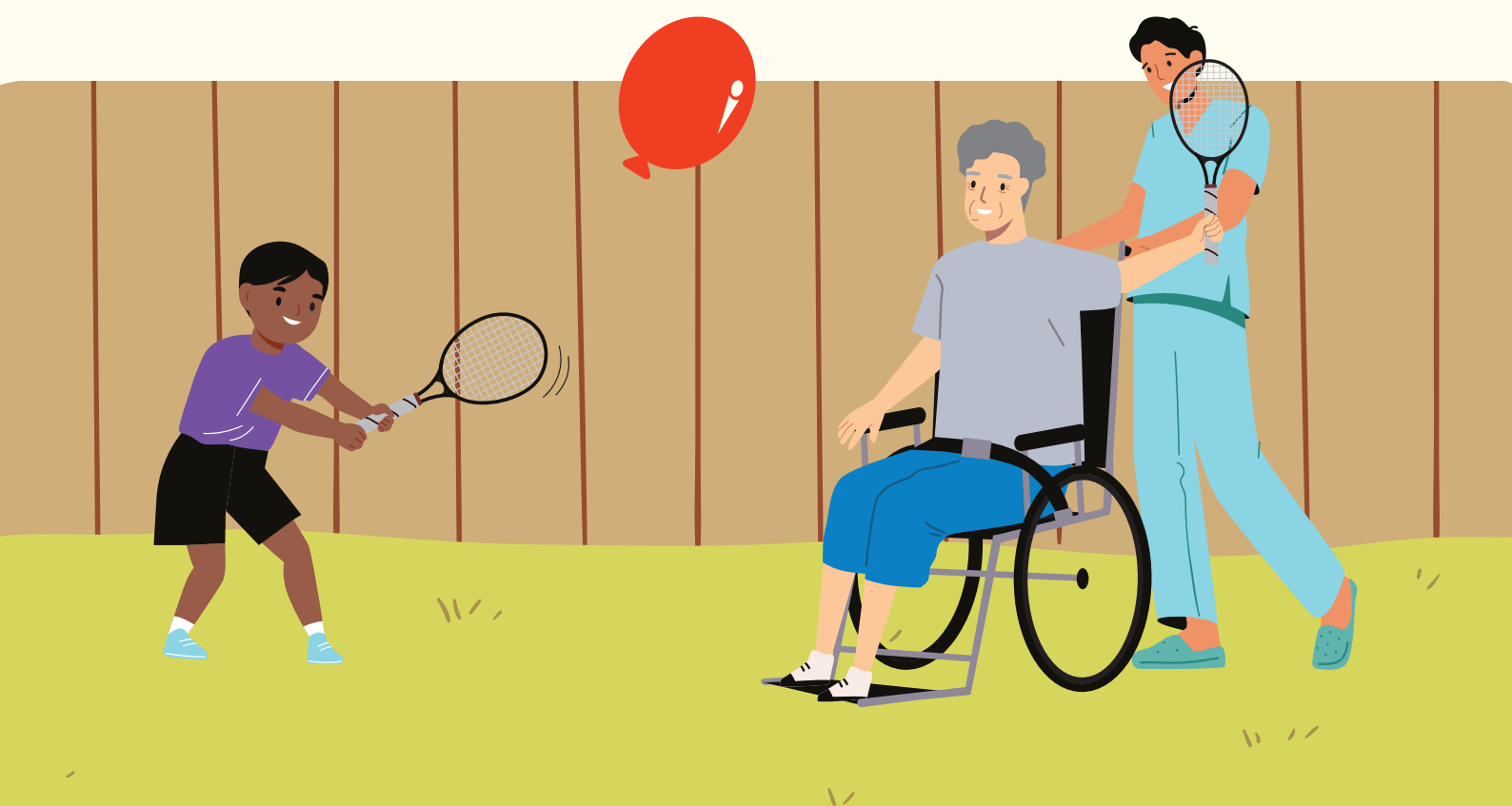
Safety Measures

Physical Safety

- Identify a safe drop-off and pick-up point at the activity location.
- Adhere to all visitor registration and exit processes.
- Participants should wear their uniforms or be tagged/wear badges for easy identification.
- Set expectations on safety matters (e.g. no running indoors).
- For activities conducted in closed environments, ensure all entrances and exits are safely secured.
- Participants should never be left unattended and are to notify facilitators/co-facilitators should they wish to leave the activity area.
- Activity and related spaces are to be kept clean, dry, and clear of hazards to minimise falls (e.g. electrical wires must be taped down).
- Facilitators/co-facilitators should supervise the activity session closely, especially when using items which may result in injury (e.g. sharp objects, hot items). Facilitators/co-facilitators may also wish to count the number of sharp objects before and after the session to ensure they are accounted for.
- Wheelchair users should have their wheelchair brakes on or be buckled into their wheelchairs when moving around.
- Conduct a headcount at the end of the activity to ensure that all participants are accounted for.

Psychological Safety

- Partnering organisations should discuss the protocols, procedures, and boundaries prior to the commencement of the activity (e.g. what is acceptable physical contact between participants).
- Remind participants that it is all right to say “No” politely if they feel uncomfortable with any elements of the activity.



Health and Other Precautionary Measures

Health and Infection Control



- As children and seniors may have more vulnerable health, partnering organisations should:
 - Ensure that participants are well (e.g. no symptoms of respiratory or food-borne diseases).
 - Be aware of participants' allergies (e.g. food, latex gloves).
 - Have a clear risk mitigation and safety plan.
 - Always practise good hand hygiene before, during, and after the activity.
 - Ensure surfaces are cleaned and disinfected regularly to provide a clean and safe environment.

Infection Control Considerations

The National Infection Prevention and Control Guidelines for Long-Term Care Facilities¹² state that hand hygiene should be practised during the following moments:

- Before meals or drinks.
- Before touching the eyes, nose, or mouth.
- After using the toilet.
- After blowing the nose, coughing, or sneezing.
- After touching surfaces such as tables or the phone.
- Before and after significant contact with other participants; and
- After engaging in any activity that may contaminate the hands.

To facilitate adherence, organisations are encouraged to:

- Make alcohol-based hand rub available and easily accessible at all times and near areas where they would be frequently used (e.g. activity areas); and/or
- Provide portable hand rub/sanitiser.



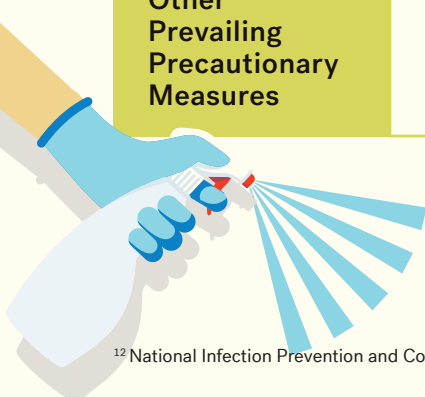
With food-based activities, consider the following:

- Observe good hygiene practices at all times.
- Long hair should be tied up neatly.
- Wear disposable gloves when handling food items.
- Clean utensils and equipment thoroughly before and after the activity.
- Wipe tabletop or worktop before and after the activity.
- Food items should be kept properly covered or refrigerated until they need to be used to prevent contamination.
- Every participant should use his/her own eating utensils and drinking containers.



Other Prevailing Precautionary Measures

- Always abide by prevailing precautionary measures.



¹² National Infection Prevention and Control Guidelines for Long-Term Care Facilities: Revised 2021. Ministry of Health. <https://bit.ly/3UC8ErX>

Logistics

Venue



Tip: Where possible, keep to a consistent venue for participants to become familiar and comfortable in the space. This also improves set-up and planning.

An ideal activity space is:

- Quiet, with minimal distraction.
- Well-lit and non-glaring.
- Of a comfortable temperature – an air-conditioned room may be suitable if engaging in art activities that use lightweight materials (e.g. crepe paper may be blown away under ceiling fans).
- Spacious to provide freedom to move (e.g. physical activities may require a larger hall) or with the ability to accommodate multiple wheelchair users.
- Set up to facilitate access (e.g. wheelchair accessible tables).
- Well-equipped with required amenities close by. For instance:
 - Access to water if conducting art activities, space to dry and exhibit finished activities.
 - Sound equipment (e.g. microphones and speakers).
 - Required equipment for activities (e.g. computer, Wi-Fi connection, projector/TV, webcam, speakers, etc.).
 - Wheelchair-accessible washrooms.
- Safe and free of hazards (e.g. tape down electrical wires, dry floors).
- Cleaned regularly.

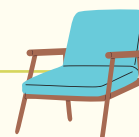
Furniture



Tip: If need be, include footstools so that participants' feet can touch the ground for additional comfort and safety.

Ideal furniture has:

- Adequate space for the required activity and the number of group participants (e.g. a large-enough tabletop).
- Adequate height clearance for wheelchair users while also being suitable for children (e.g. booster seat).
- Sturdy construction to support users (e.g. back support).
- Been cleaned regularly.

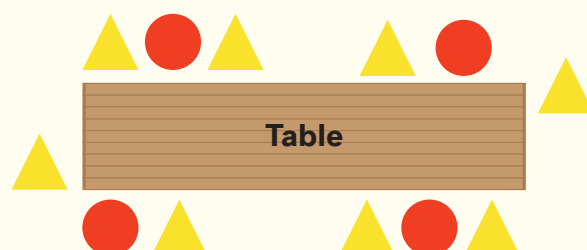


Seating Arrangements



Tip: Be aware of any tensions within the group and seat participants accordingly.

- Plan for ideal seating arrangements that enable participants to:
 - Work side-by-side to complete an activity.
 - See the activity and each other clearly.
- Ensure that activity materials are located within easy reach or in a centralised location that participants can easily access.



Legend:

- Senior
- ▲ Child



Activity Implementation Timeline



Activity Implementation Timeline

Review each step – before, during, and after the session – and consider how you may want to plan and implement a successful intergenerational activity. The suggested timelines in this section can be adjusted according to the needs of the intergenerational initiative and will need to be reviewed together with the Key Activity Considerations shared on **Page 28**.

Before the Intergenerational Session

This segment assumes that joint planning is done by the partnering organisations. For all templates mentioned in this section, scan the QR code on **Page 84** to download editable copies.

Proposed Timeline	Event		Description		Rationale
			Early Childhood Organisation	Community Care Organisation	
4-6 months in advance	Introduction	Initial Engagement Session	<p>After determining the participant profile you want to engage, look for a partnering organisation.</p> <p>[Use the LifeSG App to find potential Early Childhood Organisations via its “Search for a preschool” function or visit the SupportGoWhere website (https://supportgowhere.life.gov.sg/categories/seniors?activeTab=services) to search for Community Care Organisations.</p> <p>In the lead-up to the first meeting, find out more about each other’s organisations and areas of mutual interest in intergenerational activities.</p>		<ul style="list-style-type: none"> Getting off to a good start provides clarity on the intent, parameters, and commitments of the intergenerational collaboration. This will enable greater alignment and management of expectations.



Download the LifeSG App:




Android Google Play:
<https://bit.ly/4bGRcYQ>



Apple App Store:
<https://bit.ly/3fQqZ>



Proposed Timeline	Event		Description		Rationale
			Early Childhood Organisation	Community Care Organisation	
4-6 months in advance	Introduction	Initial Engagement Session	<p>During the meeting, consider the following discussion areas:</p> <ul style="list-style-type: none"> • Benefits of intergenerational activities. • Details about your organisations (e.g. purpose, practices, approaches and its participant profiles). • Experiences in intergenerational activities and their impact. • Types of activities enjoyed by participants including activity considerations given the participant profile, (e.g. younger children, frailer seniors). • General project considerations (e.g. timeframe, approach [i.e. group size, duration, frequency and number of sessions, evaluation requirements], funding, areas of support such as staffing, agreements to be signed, if required, etc.). <p> Tip: The activity duration for frailer seniors is best kept within 45 minutes. Longer sessions will be suitable for robust seniors.</p>		



Proposed Timeline	Event		Description		Rationale
			Early Childhood Organisation	Community Care Organisation	
4-6 months in advance	Introduction	Initial Engagement Session	<p>A tour of the activity venue is useful to gain additional context and a better understanding of your partnering organisation, their operations, and participants.</p> <p>Good practices:</p> <ul style="list-style-type: none"> • Cater for proximity – Finding a partnering organisation located closer to you increases sustainability and frequency of the initiative. • Prepare to engage – Prepare materials and key information useful to gaining the buy-in for the intergenerational activity, including previous success stories. • Meet in person – This can provide a better sense of your potential partnering organisation, the people working there and their venue. • Increase awareness and support – With the collaboration confirmed, share the plans with others (e.g. conduct a sharing for facilitators/co-facilitators who are involved and for parents) to gain better support and assistance. 		



Proposed Timeline	Event	Description		Rationale
		Early Childhood Organisation	Community Care Organisation	
3-4 months in advance	<div>Preparing for the Collaboration</div> <div>Kick-off Meeting Between the Teams</div>	<p>With the relevant paperwork such as agreements (if required) signed, it is now time to start planning for the intergenerational initiative. Arrange a kick-off meeting for facilitators/co-facilitators in charge of the intergenerational initiative from both organisations.</p> <p>Consider the following areas to kick-start activity ideation and more detailed planning:</p> <ul style="list-style-type: none"> Participants' profile (e.g. robust/frail seniors, children's age). Activity preferences and needs (e.g. translation, activity level – challenge/simplify) and mitigation strategies. Concerns like “Do’s and Don’ts” based on your organisation’s processes or culture (e.g. suitable physical contact between participants). Detailed project considerations (e.g. time frame, approach [i.e. group size, duration, frequency and number of session, evaluation requirements], funding arrangements including claim processes, areas of support such as staffing requirements, documentation requirements such as consent, confidentiality, etc.). Regular structured meetings to track developments and progress. Activity plan alignment and submission process (Scan the QR code on Page 84 to download template Appendix A - [For Community Care and Early Childhood Organisations] Intergenerational Activity Planning Sheet, for a sample activity plan). Roles and responsibilities for the planning, implementation, and post-implementation phases. Refer to the section on Key Activity Considerations on Page 28 for more details. 		<ul style="list-style-type: none"> Sharing more detailed information enables more suitable, meaningful, and purposeful activities to be planned which can boost participants' wellbeing. Use this time to raise any areas of concern so that it can be identified and addressed at the outset. Ensures facilitators/co-facilitators understand their roles and responsibilities and the key project milestones.



Proposed Timeline	Event		Description		Rationale
			Early Childhood Organisation	Community Care Organisation	
3-4 months in advance	Preparing for the Collaboration	Kick-off Meeting Between the Teams	<p>Good practices:</p> <ul style="list-style-type: none"> • Document key discussion points – Clarity on timelines, roles, and responsibilities can help minimise misunderstandings or unintended delays. • Make communication easy – Start a chat group to facilitate discussions in between structured meetings. • Share the work – Discuss, take turns to plan and organise the activity sessions, and allocate the different tasks between the partnering organisations. • Use this time to raise any areas of concerns so that it can be identified and addressed at the outset. • Ensure facilitators/co-facilitators understand their roles and responsibilities as well as key project milestones. • Activity plans should be reviewed upon receipt. Be prompt in sharing concerns/solutions to provide sufficient response time for the partnering organisation to make any required modifications. • Review existing materials for ideas – Consider adapting activities from examples such as activity toolkits from the AIC Wellness Programme. 		



<https://for.sg/aic-wellness-programme>





Proposed Timeline	Event		Description		Rationale
			Early Childhood Organisation	Community Care Organisation	
1-2 months in advance	Preparing for the Collaboration	Confirmation of All Details	<p>With the session taking place soon, this check-in is to ensure there are no further changes to (a) dates, (b) venue, (c) participants, (d) facilitators/co-facilitators supporting the programme, (e) any other logistical requirements (e.g. microphones) and (f) other paperwork (e.g. declaration forms).</p> <p>Refer to the section on Key Activity Considerations on Page 28 for more details.</p> <p>Good practice:</p> <ul style="list-style-type: none"> Reuse and repurpose – Consider reusing existing materials like Bingo boards or using recycled materials (e.g. cardboard) to promote sustainability and to optimise budgets. 		<ul style="list-style-type: none"> This check-in ensures sufficient time for addressing changes (e.g. staff rostering, deconflicting seniors' medical appointments).

Proposed Timeline	Event		Description		Rationale
			Early Childhood Organisation	Community Care Organisation	
3 weeks-1 month in advance	Preparing for the Collaboration	Final Checks	<p>Sessions are about to begin. Use this time to confirm plans for the activity and address any last-minute changes. Refer to the section on Key Activity Considerations on Page 28 for more details.</p> <p>Staff should share about the participants who will be taking part and any considerations to look out for. All information shared should be specific to the activity and kept confidential.</p> <p>The facilitators provide a summary of the activity which consists of its steps and requirements like venue layout, logistical requirements (e.g. microphones) and facilitation needs (e.g. grouping of participants).</p> <p>The facilitators also encourage the co-facilitators to try the activity themselves to increase familiarity and to mitigate potential challenges based on the participant profile.</p> <p>Facilitators/co-facilitators should also start to generate excitement and anticipation about the activities with participants.</p>		<ul style="list-style-type: none"> Having facilitators/co-facilitators be familiar with the activity elevates confidence in assisting with the activity while bridging interactions between participants.



Proposed Timeline	Event		Description		Rationale
			Early Childhood Organisation	Community Care Organisation	
3 weeks-1 month in advance	Preparing for the Collaboration	Final Checks	Good practice: <ul style="list-style-type: none"> Activity considerations – Check if there are any significant changes to the participant profile for the sessions, as staffing and activity plans may need to be reviewed again for appropriateness and suitability. Prioritise engagement over activity completion – The goal of the activity is to maximise interactions between participants to heighten wellbeing. Review the activity plan and ensure that sufficient engagement opportunities for participants have been structured into the plan. While it is best when this can be coupled with activity completion, this may not always be possible. Ensure all parties are updated (e.g. inform reception or security staff to direct the children to the activity venue). Role of parents – Engage parents to plan, contribute (e.g. through donations) and participate (e.g. taking on the role of co-facilitators), and provide feedback on the intergenerational activity. 		





Proposed Timeline	Event		Description		Rationale
			Early Childhood Organisation	Community Care Organisation	
2-3 weeks in advance	Preparing for the Collaboration	Preparation of Materials	<p>Prepare the required materials and send them over to the partnering organisation, if required.</p> <p>To facilitate easier distribution during the activity day, have a centralised location to retrieve the materials at the activity space or pre-pack them for each table/ participant.</p> <p>Good practice:</p> <ul style="list-style-type: none"> Bear in mind participants' preferences and needs – Provide aprons and gloves (e.g. child-sized) to participants, if required. 		<ul style="list-style-type: none"> Having pre-packed materials can help participants maintain their energies and attention for the activity session.

Before the Virtual Engagement

- Partnering organisations are to ensure that they have all the necessary items for the virtual session (e.g. Wi-Fi/data connection, sufficient number of devices such as tablets, projector, speakers, microphones, etc.). If required, set up a time beforehand to familiarise all parties with the virtual platform functions and to test all equipment (including visual/audio output). Alternatively, have a step-by-step guide ready for use.
- Partnering organisations are to coordinate with each other and finalise the following:
 - Items required for the virtual engagement (e.g. technical equipment such as projector, speakers) and materials for the activity (e.g. art supplies).
 - Session plan which factors in break time, question and answer segment, and the gathering of feedback.
 - Virtual platform link details.
 - Contact number of the staff-in-charge for easier urgent communications.
- To ensure sufficient attention is provided to all participants, be mindful about group sizing. As a general rule, large group sizes are suitable for participant profiles that require less assistance. For meaningful engagement, consider having a smaller ratio of seniors to children to facilitate in-depth sharing and interaction.
- It is best that each participant be provided with a device (e.g. tablet) to themselves or have the visual projected onto a large screen so everyone can see the activities clearly and engage meaningfully.
- Do ensure that there are also avenues (e.g. microphones, virtual platform chat box) for participants to contribute their responses to increase engagement and interactions.
- Plan to meet at least 15 minutes before the actual session for partnering organisations to do a simple check to ensure all aspects are ready for the session.

Technical Aspects:

- Check video settings
 - **Lighting:** Have a large light source directly in front of you. Where possible, use natural light.
 - **Background:** Have a clear and uncluttered background. If needed, use a simple, plain virtual background.
 - **Framing:** Ensure participants are centred in the frame, with the camera ideally at eye-level.
 - **Preview:** Make use of the virtual platform's preview function to check and adjust the camera angle before the actual session.
- Check audio settings
 - **Location:** Find a quiet and conducive environment without background noise or distractions.
 - **Microphone:** Use the computer or external microphone (e.g. lapel, headphone with microphone) to ensure that all parties can hear and be heard clearly.
 - **Speaker:** Test the audio levels and ensure that there is no feedback from accompanying microphones.
- Check that all technical equipment are fully charged and have contingency items ready (e.g. spare extension cords).

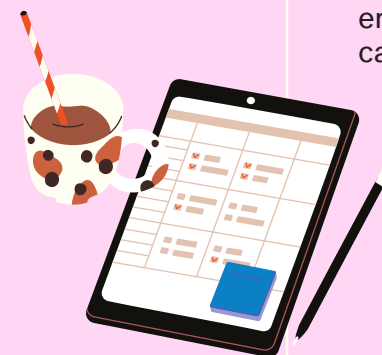



¹³ Planning Effective Group Activities: A Supplementary Guide to the AIC Wellness Programme and Other Group Activities for the Community Care Sector. Agency for Integrated Care. <https://for.sg/planning-activities-w>

During the Intergenerational Activity

This approach assumes that the Early Childhood Organisation is the activity lead for the sessions.


Proposed Timeline	Event		Description		Rationale
			Early Childhood Organisation	Community Care Organisation	
15-30 minutes before the session		Pre-Session/ Refresher Briefing	<p><u>Conduct a pre-session or refresher briefing to:</u></p> <ul style="list-style-type: none"> • Provide updates on the children, if any. • Recap the roles of the Community Care and Early Childhood Organisations' facilitators/ co-facilitators. • Run through the activity and facilitation plans. • Remind everyone to monitor the session for safety and wellbeing of participants (e.g. hazards, unwell or discomfort). <p>This is also the time to check that the venue has been suitably set up. Refer to the section on Key Activity Considerations (Logistics) on Page 36 for more information.</p>	<p><u>Provide updates on (if any):</u></p> <ul style="list-style-type: none"> • Seniors; • Staffing; • Venue; and • Logistics 	<ul style="list-style-type: none"> • A pre-session briefing helps partnering organisations understand their roles and responsibilities and clarifies any concerns they may have, which can help maximise participants' positive experiences. • A pre-session check of the venue helps to ensure that the session can start on time.



Proposed Timeline	Event		Description		Rationale
			Early Childhood Organisation	Community Care Organisation	
15-30 minutes before the session		Pre-Session/ Refresher Briefing	Good practices: <ul style="list-style-type: none"> Conduct final checks – It may not always be possible for the facilitators to arrive at the venue earlier and the room may need to be set up by co-facilitators instead. To ensure accuracy, share photos of the final set-up with the activity lead for final checks. The facilitators should also test all relevant equipment (e.g. microphones, laptops). Be prepared – Have the activity plan printed out for all co-facilitators. The facilitators should also have their scripts ready. Refer to the section on Key Activity Considerations (e.g. activity plans, facilitation, and evaluation) on Page 28 for more information. 		
Before starting the session		Hand Hygiene	Practise hand hygiene (e.g. with an alcohol-based hand rub or hand wash) with all parties. (Refer to the section on Health and Other Precautionary Measures on Page 35 for more details). Good practice: <ul style="list-style-type: none"> Make it easy to be safe – Have hand rub or handwashing facilities nearby for greater ease of access/clean up. 		<ul style="list-style-type: none"> Practising good hand hygiene keeps everyone healthy and safe. 



Proposed Timeline	Event		Description		Rationale
			Early Childhood Organisation	Community Care Organisation	
First 5 minutes of the session		Introductions and Icebreaker	Open the session with an energetic “Hello!” and explain the purpose of the activity. Provide a brief overview of the participants, activity session and the time allocated.	For frailer seniors, it may be necessary to prompt/encourage them to respond to the children.	<ul style="list-style-type: none">An overview of the session and expectations help participants better anticipate the activity for the day and maximises their enjoyment.
			Good practices: <ul style="list-style-type: none">Ensure instructions can be understood – Instructions/ key translations must be audible (e.g. use a microphone) and activity plans should be provided to co-facilitators. Have the co-facilitators introduce the activity at their tables, if required.Engagement is key – Invite responses from all participants and encourage them to interact with each other when doing the activity.Remind the participants about session norms – e.g. being attentive, respectful, and encouraging.		





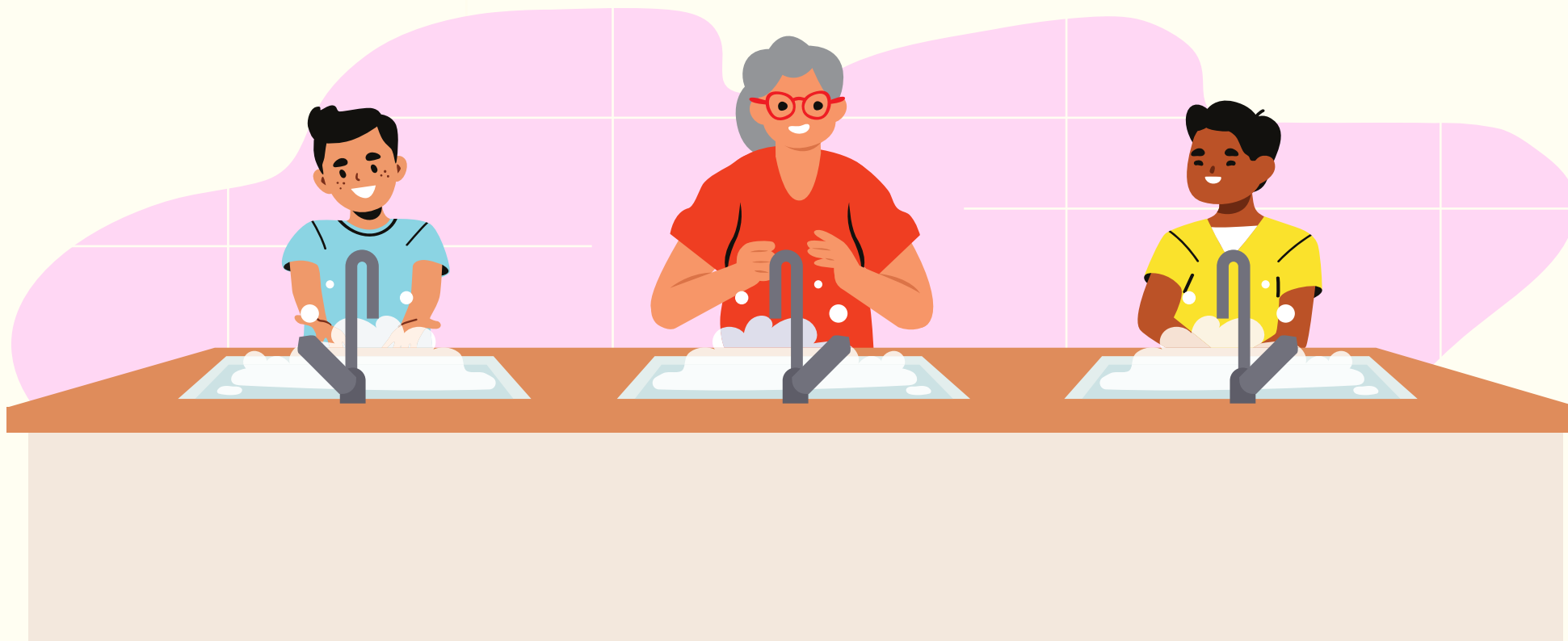
Proposed Timeline	Event	Description		Rationale
		Early Childhood Organisation	Community Care Organisation	
The duration of the main activity should be no longer than one-third of the total session		Main Activity	<p>Introduce the activity in a systematic manner. Provide visual cues (e.g. showing items to be used) where possible, and examples of finished items, if suitable.</p> <p>The instructions used should be clear, direct and appropriate for the participants' level of understanding. Do also remind participants about the time allocated for the activity and provide time checks so that they have time to complete the activity, where possible.</p> <p>The facilitator should keep watch over the activity space and work with co-facilitators to address any additional assistance required. Refer to the section on Key Activity Considerations on Page 32 for more information.</p>	<ul style="list-style-type: none"> Facilitation is key to an enjoyable activity as it enables participants to know what they are required to do and are supported when assistance is required.
			<p>Good practices:</p> <ul style="list-style-type: none"> Provide clarity – The facilitator and co-facilitators should ensure that participants are clear on what needs to be done. Be positive – Offer encouragement to motivate participants. Be observant – Spot good behaviours, practices, and outcomes and share them with the wider group. Encourage interactions – This helps to actively foster engagements to maximise participants' social involvement. Provide reassurance – It may not always be possible to complete the activity during the session. Offer assurance to the participants that they can continue with the activity after the session. The emphasis should be on enjoying each other's company rather than solely on completing the activity. 	



Proposed Timeline	Event		Description		Rationale
			Early Childhood Organisation	Community Care Organisation	
Last 5-10 minutes of the session		Closure	<p>Concluding the session well is just as important as providing a good start. As the activity comes to an end, provide opportunities for participants to share about the activity and their experiences.</p> <p>End the session on a high note with “high-fives” between participants and facilitator/co-facilitators and a round of applause for everyone’s efforts. Where relevant, share details about the next session.</p>	<p>For frailer seniors, it may be necessary to prompt/encourage the seniors to respond to the activity lead and children.</p>	<ul style="list-style-type: none">• Good closure to the activity enables positive feelings in participants and ensures a gentle exit of the activity.• Sharing about the next session helps build anticipation and excitement.
			<p>Good practices:</p> <ul style="list-style-type: none">• Conclude well – The facilitator should provide a recap of the activity and offer words of encouragement to acknowledge all participants’ efforts.• Offer a sneak peek of the next activity (if applicable) – Inform participants when the next session will be held and what activity will be done to foster feelings of anticipation and excitement.		



Proposed Timeline	Event	Description		Rationale
		Early Childhood Organisation	Community Care Organisation	
After the closure of the activity	Hand Hygiene	<p>Practise hand hygiene (e.g. with an alcohol based-hand rub or hand wash) for all parties.</p> <p>Refer to the section on Key Activity Considerations (Health and Other Precautionary Measures) on Page 35 for more information.</p>		<ul style="list-style-type: none"> Practising good hand hygiene keeps everyone healthy and safe.



Additional Considerations For Virtual Intergenerational Activities¹³

During the Virtual Engagement

If you are facilitating the session with a partnering organisation (either the Community Care or Early Childhood Organisation) conducting the activity:

- Start the session 15-20 minutes earlier to admit participants into the virtual platform.
- Check that the partnering organisation can see and hear you clearly, and vice versa.
- Start the session by providing a short introduction of the partnering organisation or have them introduce themselves.
- Provide an overview of the session including group norms and overall structure of the session.

- If the partnering organisation's pace is too quick, use the virtual platform's chat function to alert them. Check regularly that all participants understand and can follow the instructions. Create a safe space for them to reach out if assistance is required.

- Monitor the virtual platform chat box for questions or assistance requests.

- Ensure that all participants have completed the required activity steps before proceeding.

If you are conducting the activity:

- Speak in short and clear sentences.

- Check regularly that all participants understand and are able to follow instructions easily.

- Monitor the chat window for questions or assistance requests.

- Be mindful of the time to ensure that you keep to the time allocated for the session.

- Ensure that all participants have completed the required activity steps before proceeding.




Tip: Some seniors may tire easily during virtual sessions. As part of activity planning, do check what might be the most appropriate duration for them.

¹³ Planning Effective Group Activities: A Supplementary Guide to the AIC Wellness Programme and Other Group Activities for the Community Care Sector at <https://for.sg/planning-activities-v>

After the Intergenerational Activity

For all templates mentioned in this section, scan the QR code on **Page 84** to download editable copies.

Proposed Timeline	Event		Description		Rationale
			Early Childhood Organisation	Community Care Organisation	
 As soon as possible after the session	Evaluations (if required)	Reflective Questions and Activities	Conduct a short reflective session for participants and facilitators, if required. Refer to templates: <ul style="list-style-type: none">Appendix I: (For Early Childhood Organisations) Reflective Questions/Activities for ChildrenAppendix J: (For Community Care Organisations) Reflective Questions/Activities for SeniorsAppendix K: (For Community Care and Early Childhood Organisations) Reflective Questions/Activities for Facilitators		<ul style="list-style-type: none">Evaluations provide insights into the activity’s impact for participants and offers opportunities for further enhancements.
		Evaluation Forms	Administer the evaluation (if any). Refer to templates: <ul style="list-style-type: none">Appendix C: (For Community Care and Early Childhood Organisations) Activity Evaluation FormAppendix D: (For Early Childhood Organisation) Child’s Activity Evaluation Form Good practice: <ul style="list-style-type: none">Maximise recall – For frailer seniors, it may be beneficial to conduct the evaluation in the activity room to maximise recall.		
		Tidy Up	Keeping the space tidy ensures that everyone remains safe. Where possible, participants can help out with this aspect.		<ul style="list-style-type: none">Tidying up together promotes ownership of the activity space and provides further opportunities for social interaction.

Proposed Timeline	Event		Description		Rationale
			Early Childhood Organisation	Community Care Organisation	
As soon as possible after the session	Evaluations (if required)	After-Action Review	<p>Debrief with facilitators/co-facilitators and check in with participants to gain a better understanding of their experiences. Use this opportunity to affirm and encourage positive behaviours while addressing those that are of concern. This aspect is particularly beneficial if no programme evaluation was carried out. Refer to these templates:</p> <ul style="list-style-type: none"> Appendix C: (For Community Care and Early Childhood Organisations) Activity Evaluation Form Appendix D: (For Early Childhood Organisations) Child's Activity Evaluation Form <p>Good practice:</p> <ul style="list-style-type: none"> Plan ahead – Use this opportunity to leverage insights and plan for the next cycle of activities to maintain momentum. 		<ul style="list-style-type: none"> The opportunity to review the activity helps to raise useful information to improve the next cycle of activities. It also aids in addressing groupings or approaches which may need further adjustments.



Proposed Timeline	Event		Description		Rationale
			Early Childhood Organisation	Community Care Organisation	
Whenever possible		Exhibit the Outcomes	<p>Create opportunities to celebrate successes by exhibiting its outcomes (e.g. The “LittleLives” online platform for Early Childhood Organisations under “Start Small Dream Big”, notice boards, display walls).</p> <p>Good practices:</p> <ul style="list-style-type: none"> • Share the outcomes at the venue – Create spaces within the facilities which can be continually refreshed with outcomes of the intergenerational activity to heighten awareness about the activity in the space and also to boost participants’ wellbeing. • Share outcomes with parents/caregivers/families <ul style="list-style-type: none"> – To highlight their loved ones’ achievements and experiences during this intergenerational activity. • Share the collaboration on social media (with consent) <ul style="list-style-type: none"> – To celebrate achievements and encourage new partnerships and sustained engagements. 		<ul style="list-style-type: none"> • Showcasing outcomes reiterates the importance of intergenerational activities and boosts participants’ self-esteem. • Sharing beyond the venue can also inspire new partnerships to proliferate intergenerational activities and increase wellbeing.



After the Virtual Engagement

- Provide time for participants to share and provide feedback about the activity.
- Seek participants' and facilitators'/co-facilitators' feedback on any difficulties faced using the virtual platform for the activity. Adjust and refine the next session accordingly.
- Thank the participants for their time and end with a summary of the day and words of encouragement.



¹³ Planning Effective Group Activities: A Supplementary Guide to the AIC Wellness Programme and Other Group Activities for the Community Care Sector. Agency for Integrated Care. <https://for.sg/planning-activities-w>



Success Stories



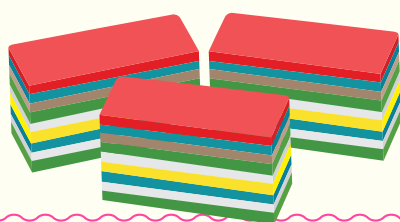
Sucess Stories

Gain inspiration and implementation tips from these impactful intergenerational activities.

Connection is Always Possible!

Contributed by: PCF Sparkletots Preschool @ Sengkang North Blk 262A and Grace Lodge

Since 2020, our preschool (PCF Sparkletots Preschool @ Sengkang North Blk 262A) has been matched with Grace Lodge as part of the "AIC-PCF Intergenerational Programme". Due to COVID-19, the seniors and children were unable to meet in person. Thankfully, we were able to organise virtual activities like Picture Bingo featuring local cuisine, do festive-themed arts and crafts and keep active by doing exercises together. It was really special during one of our sessions to have exercises led by one of the children's grandmother!



Some challenges and how we overcame them:

- **Changes to plans**

We kept an open line of communication with Grace Lodge to manage last-minute changes. This helped us come up with swift alternative arrangements. While this tip was particularly useful during COVID-19, it is also something we have continued to retain in our subsequent engagements.

- **Familiarity with virtual platforms**

Since virtual platforms were new to us, to ensure familiarity, we focused on using one type of virtual platform, e.g. Zoom, for all our virtual activities. This helped us to better understand the features and how to use them well. We also conducted a dry run prior to the session to minimise technical glitches.

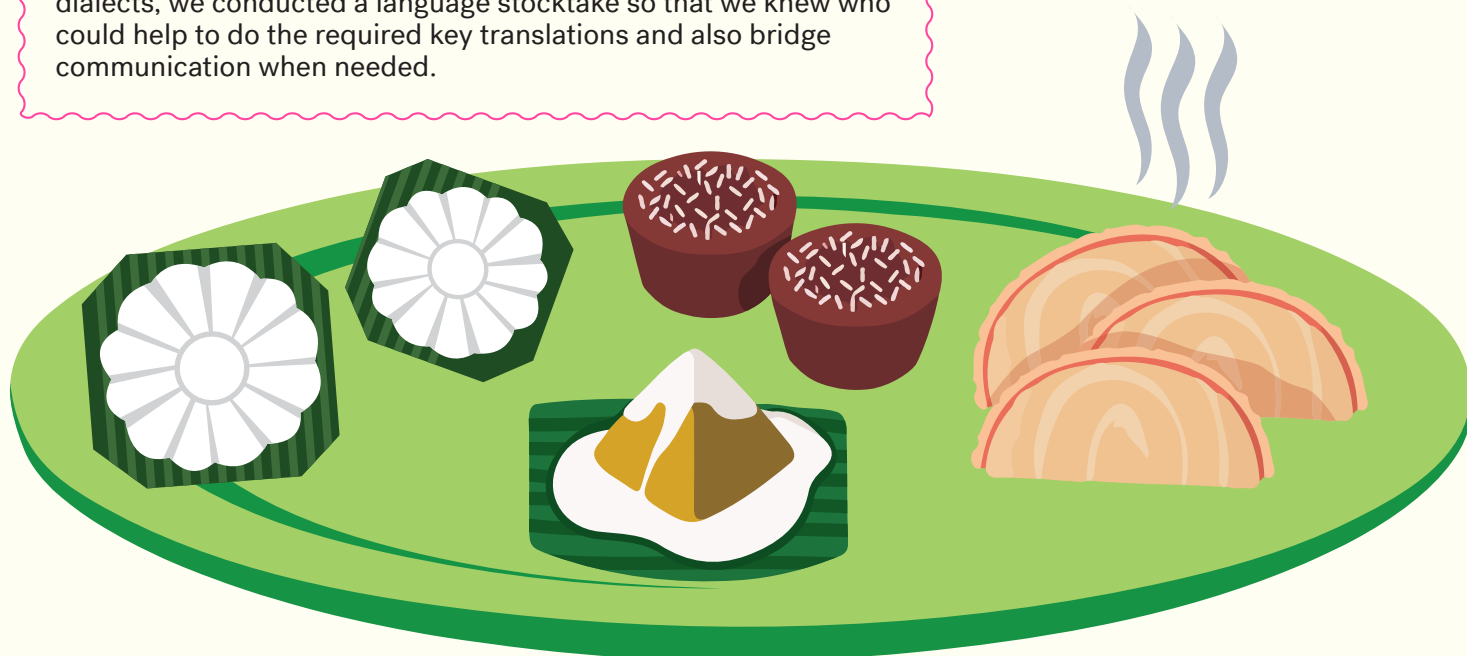
- **Language barriers**

As the facilitator was unable to speak all the required languages/dialects, we conducted a language stocktake so that we knew who could help to do the required key translations and also bridge communication when needed.



"Let's Hunt for Kueh-Kueh"

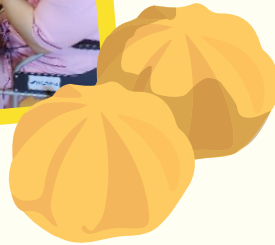
Putting a unique twist on a game of Bingo with pictures of delicious *kuehs* (traditional bite-sized snacks or desserts).





"Raya Together"

Identifying items commonly found during *Hari Raya Puasa* together on specially developed Picture Bingo cards.



Other Tips and Good Practices:

- Prior to the intergenerational activity, prepare the children by having them read a book about grandparents/seniors, and asking them questions to find out how they feel about engaging seniors.
- While educators and children can plan the intended activities to be carried out, it is beneficial to seek the insights of Community Care staff or the seniors themselves to maximise activity suitability.
- Plan activities with the participants' needs (e.g. physical, cognitive, social) and interests in mind so that they can be meaningfully engaged during the session in a relevant, safe and enjoyable manner.

"The activities helped foster an awareness of the people around us and inculcate in the children values such as respect, love, graciousness, and inclusiveness."

Ms. Priscilla Loh, Centre Principal

PCF Sparkletots Preschool @ Sengkang North Blk 262A

"I really enjoyed every session with the children. They brought a lot of joy to us. I always look forward to our next session!"

Mdm. Neo Meng Tew, Resident

Grace Lodge



Sucess Stories

Gain inspiration and implementation tips from these impactful intergenerational activities.

Nurturing Bonds and Heritage through Intergenerational Activities

Contributed by: NTUC My First Skool at Blk 676 Kampung Admiralty and NTUC Health Active Ageing Centre (Care) (Kampung Admiralty)



"The Legend of *Bukit Merah Skit*!"

Working together to put on a skit to promote the #buysinglit movement organised by the National Arts Council and the Singapore Book Council.



Since March 2018, NTUC My First Skool at 676 Woodlands Drive 71 (Kampung Admiralty) and NTUC Health Active Ageing Centre (Care) (Kampung Admiralty) at Singapore's first integrated retirement community hub have been engaging each other through an Intergenerational Programme which is woven into the children's curriculum.

Seniors and children (as young as 18 months to 6 years old) interact with one another through a range of activities planned by the intergenerational programme facilitators from our preschool and NTUC Health Active Ageing Centre (Care) (Kampung Admiralty).

These activities revolve around the theme of Singapore's heritage and culture, e.g. cooking, arts and crafts, outdoor time, games, storytelling, skits, song-and-dance, and celebrations. The intergenerational activities are supported by a range of community partners such as the National Arts Council, Singapore Book Council, and ActiveSG.



"All Smiles!"

Proudly showing off their crafts made from recycled materials.



Some of our most memorable initiatives include a skit on "The Legend of *Bukit Merah*", performed by seniors and children to families and members of the public in the community. The skit featured props made by the seniors and children using recycled materials and took only eight weeks from conception to fruition! During COVID-19, this effort did not take a pause, and the group pivoted to a series of virtual practices and performances.

Partnering with ActiveSG, the centre also organised year-end Appreciation Game carnivals with seniors as volunteers and families as participants. It was indeed a joy to see how the young and old could bring people together for meaningful causes.

Through these intergenerational activities and experiences, families and the community have shared how this journey has made a positive impact on their children's development.

Some challenges and how we overcame them:

- **Having the right momentum**

By working closely together during rehearsals and practices, both children and seniors were able to get to know and understand each other better. Building a relationship based on care and trust helped both groups achieve the right momentum.



Other Tips and Good Practices:

- Start with simple activities that participants are familiar with.
- Keep communication constant in order to develop and maintain a mutual understanding of each other's expectations and goals.
- After getting to know one another, tap on all participants' strengths and interests to widen the variety of activities – from simple storytelling sessions to skits, from simple hello-goodbye interactions to longer and deeper conversations.

"The young children in our preschools immediately responded affectionately to all the seniors whom they interacted with, reinforcing our thoughts that these children need the love that older generations can offer.

We want to make sure that the entire community can play a role in the development of our young children. It is also a great reminder for our seniors that we all have value regardless of our age... we all need this reminder from time to time, because we may forget this.

With our intergenerational programme, we aspire to grow this special circle of care, regardless of their ages."

Ms. Thian Ai Ling, General Manager

My First Skool

"Our seniors enjoy their weekly time together with My First Skool's children, sharing memories of life in the past, games and photos to enrich the children's learning. The seniors contribute to the sessions by working with teachers to prepare the session materials, showing their initiative, resourcefulness and dedication.

The interactions bring joy to both seniors and children, creating meaningful and fun experiences. We anticipate more fulfilment and smiles from the seniors and look forward to hearing the laughter and interesting conversations in future sessions."

Ms. Yurini Suryanto, Cluster Manager

NTUC Health Active Ageing Centre (Care)
(Kampung Admiralty)



Success Stories

Gain inspiration and implementation tips from these impactful intergenerational activities.

Fostering Relationships Across Generations

**Contributed by: Sunflower Kinderhub @ AMK Pte. Ltd.
and St Luke's ElderCare Kebun Baru Centre**



"It's Showtime!"

Kick-starting the activity session with a mini song-and-dance routine by the children.

Since 2018, Sunflower Kinderhub @ AMK has collaborated with St Luke's ElderCare Kebun Baru Centre for an intergenerational partnership. The objective is to create a learning environment for children to build their confidence and enhance their development. At the same time, it also provides opportunities for seniors and children to interact through reading, singing, and completing craft activities together.

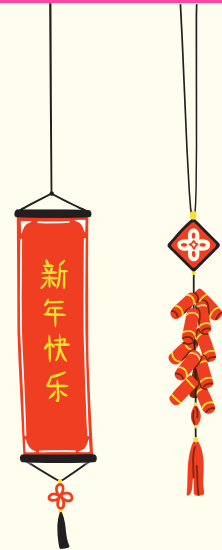
This collaboration involves regular scheduled visits (that take place at least once a month) to the senior care centre. Some of our activities are themed, for example, on festive occasions like Christmas, Chinese New Year and the Mid-Autumn Festival. During these sessions, seniors and children participate in activities over shared meals. The seniors also share stories and their experiences of these festive occasions with the children.

This collaboration has come a long way, and it would not have been possible without the strong partnership and open sharing between both our organisations.



"Getting To Know You"

Factoring in time after each activity for participants to interact with and get to know one another better.



Some challenges and how we overcame them:

- **Suitability of intergenerational activities**

To ensure that activities were inclusive and accessible for all participants, ideas were discussed between our organisations. This included sharing about participants' dietary considerations and the types of craft activities that would be suitable and enjoyable for them.

- **Provision of activity resources**

To ensure that all necessary logistics and resources were ready for the session, we appointed an activity liaison to coordinate these matters. This helped us to ensure that all resources (e.g. activity materials, microphones, television) were tested and ready for use.

- **Preparation of children prior to the visit**

Some children had limited experiences interacting with seniors. Preparing them was crucial so they would know what to expect of the session. A meeting with the Community Care Organisation helped us better understand the profiles of seniors whom the children were going to engage.

Part of our preparation included sharing age-appropriate information on medical conditions like dementia so the children would be more sensitive and responsive to the seniors' needs during the session. We also had a briefing session with parents so that they too could help prepare their children and we could also address any concerns they might have.

- **Facilitating effective communication between seniors and children**

"Children's Greetings" is the first step of the communication process. The children learned to greet seniors with a simple gesture like waving or singing to kick-off the session on an upbeat note and foster an enjoyable environment for all.

The children were also taught to use hand gestures to better express themselves when communicating with seniors. They were also reminded to be gentle and to speak to their educators if there was anything that they were unsure about.

Other Tips and Good Practices:

Organise quarterly meet-ups between the partnering organisations to exchange updates on the following points for sustained intergenerational programming:

- Identifying new participants for the sessions, factoring in language, temperament and any other related concerns (e.g. physical) that may affect their suitability for certain craft activities.
- Gaining an understanding of the partner's activity plans in order to avoid duplication.
- Addressing key activity considerations and concerns (e.g. dietary requirements, behaviours of concern).
- Sharing feedback from participants and other parties (e.g. facilitators) to improve sessions.

"The children of Sunflower Kinderhub @ AMK Pte. Ltd. have brought joy and laughter to the elders attending St Luke's ElderCare Kebun Baru Centre. This intergenerational bonding has added to the warm ambience of our community, and sweet memories across generations."

Ms. Decky Kwok, Assistant Manager
St Luke's ElderCare Kebun Baru Centre

"This collaboration has come a long way in fostering a strong community partnership and bi-directional learning across different generations."

Mr. Johnny Goh, Centre Director
Sunflower Kinderhub @ AMK Pte. Ltd.

Sucess Stories

Gain inspiration and implementation tips from these impactful intergenerational activities.

Spreading Joy through Thoughtful Connections

Contributed by: Little Seeds Preschool (Church of the Ascension) with Kwong Wai Shiu Hospital & Wan Min Community Services

In 2017, Little Seeds Preschool (Church of the Ascension), formerly known as The Ascension Kindergarten, partnered with Wan Min Community Services for an intergenerational initiative. We believed that this collaboration would encourage our Kindergarten 1 (K1) children to express kindness, empathy and concern for seniors whilst fostering meaningful relationships within the community.

During the session, the children put up song performances in English and Chinese while the seniors cheered and clapped along. Both the seniors and children also had fun working on arts and crafts activities together. It was a fruitful visit for both parties and subsequent visits have been planned yearly since.

In 2022, as Singapore was recovering from the COVID-19 pandemic, we thought of a new way to continue bringing joy to seniors while adhering to required safety measures. Together with two K1 classes, we organised a donation drive to collect useful gifts for Kwong Wai Shiu Hospital residents.

While we had initially planned for the children to gift the items to the seniors in person, the plan unfortunately had to be changed in the face of tightening COVID-19 measures. Thankfully, the children's parents agreed to be 'volunteer drivers' and helped transport these donations safely to a drop-off area at Kwong Wai Shiu Hospital with their children.

All in all, a total of 750 donations were made, accompanied with a handwritten card. Even though it was an unconventional form of intergenerational activity, we were heartened to be able to do something meaningful for the seniors amidst the pandemic.



"Delivering Joy"

Delivering gifts such as boxes of tissues and biscuits to Kwong Wai Shiu Hospital during heightened COVID-19 measures.



"Bonding Through Creative Fun"

Having lots of fun doing arts and crafts with the seniors of Wan Min Community Services prior to COVID-19.

Some challenges and how we overcame them:

- **Flexibility in plans due to unforeseen circumstances**

While we had preferred for the seniors and children to bond over intergenerational activities, a decision was made to switch to gifting the seniors with useful items when circumstances prevented in-person activities.

In this way, the children were still able to do something meaningful to show that they care and we could still continue with these intergenerational initiatives while still adhering to COVID-19 safety measures.



Other Tips and Good Practices:

- Gain a better understanding of the needs of the Community Care Organisation's seniors beforehand, so as to better address them during the visit.
- Invite the children to share about the activities they hope to do with the seniors in order to encourage a sense of ownership for the intergenerational sessions.
- When in doubt, seek the advice of the partnering organisation. For instance, the advice of Kwong Wai Shiu Hospital was sought on what best to donate (biscuits and boxes of tissues!) to seniors to maximise their joy.

"Our seniors were happy to receive the donation items as Christmas gifts, and they enjoyed the snack items."

Ms. Soon Gek Keow, Corporate and Community Relations Senior Executive

Kwong Wai Shiu Hospital

"We would like to remember and be a blessing to those around us."

Ms. Felicia Khoo, Senior Teacher

Little Seeds Preschool (Church of the Ascension)





Examples of Themed Intergenerational Activities



Examples of Themed Intergenerational Activities

Explore examples of intergenerational activities, including detailed steps, logistical information, and suggestions on modifying activities to make them more challenging or accessible.

In-person Activity: Exercise - Daily Chores

by PCF Sparkletots Preschool @ Punggol Coast Blk 602

Activity Duration:

(excludes preparation and set-up)

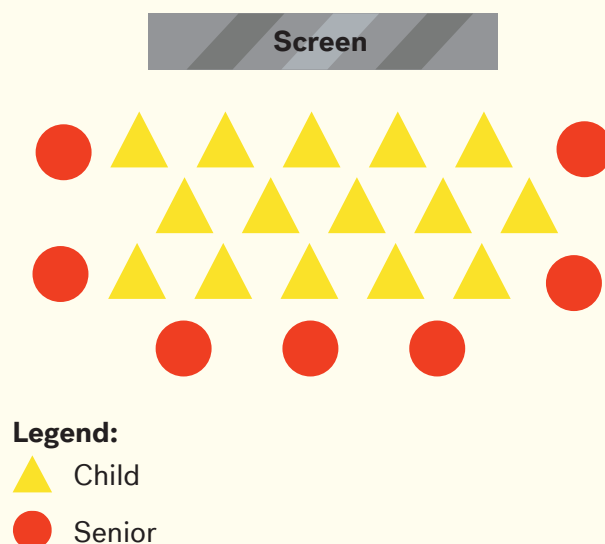
- 1 session (30 minutes)

Required Items:

General

- 1 large screening device (e.g. projector, projection screen, etc.)
- 1 laptop
- Stable Wi-Fi connection
- 1 set of speakers
- 1 wireless microphone set
- 1 set of PowerPoint slides with instructions on the Daily Chores exercise
- Music required: "This Is the Way" (<https://bit.ly/3wxTeu9>)
- Tables and sturdy chairs with back and arm support (as required)
- Name tags for seniors and children

Proposed Layout for Seniors and Children – At the Community Care Organisation:



Activity steps

Preparation:

Step 1: Discuss the proposed activity and space/seating requirements with the Community Care Organisation (CCO) before the session. Refer to the section on Activity Implementation Timeline - Before the Intergenerational Session on **Page 38** for a detailed guide to discuss and plan for the activity.

Step 2: Pack the required materials for the activity.

Step 3: Share the song with the CCO preferably 2-3 weeks prior to the session.

Step 4: The facilitator briefs the co-facilitators involved on the activity, the participants, preparation of items, necessary precautions and possible facilitation/gradations (simplify/challenge) required.

Step 5: Set up the space, all related equipment and furniture, ensuring to test all devices before the session.



During the Session:

Always observe good hand hygiene practices.

Step 6: The co-facilitators arrange the participants as per the proposed layout.

Step 7: The facilitator starts off the session with an introduction, providing a brief overview of the activity and inviting participants from both organisations to exchange greetings to break the ice.

Step 8: The facilitator invites the participants to interact with each other, prompting the children to start off by asking seniors about the household chores they used to do, and inviting the seniors to engage with the children.

Step 9: The facilitator seeks responses from the participants and shares the information with the larger group.

Step 10: The facilitator invites all participants to take part in warm-up exercises led by the children.

Step 11: The facilitator then requests for the children to sing the action-song "This Is The Way" and invites seniors to sing and perform the actions along with them.

Suggested actions include:

- Wiping the table
- Cleaning the window
- Mopping the floor
- Hanging the laundry
- Ironing the clothes

Step 12: The facilitator invites all participants to take part in cool down exercises led by the children.

Step 13: As the session draws to a close, the facilitator thanks all participants for their enthusiastic participation for the day and invites feedback about the session.

Step 14: The facilitator invites the participants to thank each other and to bid their farewells.

After the Session:

Step 15: The space is returned to its original configuration, ensuring that all materials and equipment are properly stored.

Step 16: The facilitators and co-facilitators discuss if any enhancements may be needed for future sessions. Consider gathering feedback via email, and document suggestions for continuous improvement.



If the activity is too challenging, **SIMPLIFY** using the following steps!

- Slow down the tempo of the song.
- Encourage participants to move at their own pace.
- Simplify movements (e.g. moving one side of the body, keeping arm movements to chest-level, repeating the same action for a longer period of time before moving to the next action).

If the activity is too easy, create more **CHALLENGE** by using the following steps!

- Sing and perform the actions in a faster mode.
- Sing the song again while incorporating more complex actions that involve the use of different joints and coordination of movements (e.g. swimming strokes, throwing actions, badminton movements, bouncing a ball, raising both arms and making a big heart shape, etc.).
- Invite the participants to suggest movements to be added to the routine.
- Randomise the sequence of movements.



Examples of Themed Intergenerational Activities

In-person Activity: Games - Singapore's Traditional Games (Standing Option)

by My First Skool at Blk 63 Telok Blangah Heights

Activity Duration:

(excludes preparation and set-up)

- 1 session (45 minutes)

Required Items:

General

- 1 large screening device (e.g. projector, projection screen, etc.)
- 1 laptop
- Stable Wi-Fi connection
- 1 set of speakers
- 1 wireless microphone set
- Tables and sturdy chairs with back and arm support (as required)
- A selection of different traditional games for the game stations (e.g. *Chapteh*, *Congkak*, Country Flag Eraser Game, Five Stones, *Kuti Kuti*, Pick-Up Sticks, Soccer, Zero Point [a braided chain made of rubber bands])
- Name tags for seniors and children
- Timer/Bell (optional)

Activity steps

Preparation:

Step 1: Discuss the proposed activity and space/seating requirements with the Community Care Organisation (CCO) before the session. Refer to the section on Activity Implementation Timeline - Before the Intergenerational Session on **Page 38** for a detailed guide to discuss and plan for the activity.

Step 2: Introduce traditional games to the children and gather their inputs on games to bring to the CCO.

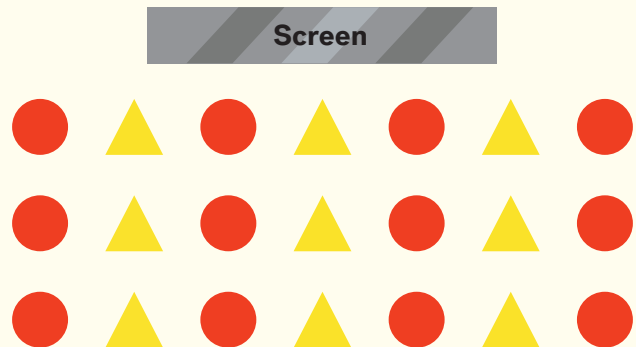
Step 3: Pack the traditional games for the game stations.

Step 4: The facilitator briefs the co-facilitators involved on the activity, the participants, preparation of items, necessary precautions and possible facilitation/gradations (simplify/challenge) required.

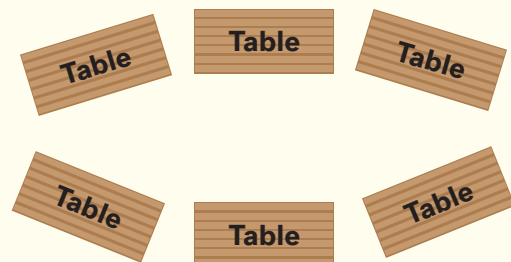
Step 5: Set up the space, all related equipment and furniture, ensuring to test all devices before the session.

Proposed Layout for Seniors and Children - At the Community Care Organisation:

For warm-up and sharing segment



For games segment



Legend:

- ▲ Child
- Senior



During the Session:

Always observe good hand hygiene practices.

Step 6: Seat the participants as per the proposed seating layout.

Step 7: The facilitator starts off the session with an introduction, providing a brief overview of the activity and inviting participants from both organisations to exchange greetings to break the ice.

Step 8: The session commences with a warm-up activity to help participants bond (e.g. an exercise routine) which is led by the children. Concurrently, set up the stations displaying the different games (this can also be done before the session).

Step 9: After the warm-up activity, the facilitator invites seniors to share with the children the games they used to play and their experiences.

Step 10: The facilitator invites the participants to explore the various stations and play the games together (e.g. *Chapteh*, *Congkak*, Country Flag Eraser Game, Five Stones, *Kuti Kuti*, Pick-Up Sticks, Soccer and Zero Point). Co-facilitators may assist, if required.

Step 11: At each station, the children take the lead in introducing/demonstrating how the game should be played. A timer/bell may be used to signal when it is time to move on to the next station.

Step 12: As the session draws to a close, the facilitator thanks all participants for their enthusiastic participation for the day and invites feedback about the session.

Step 13: The facilitator invites the participants to thank each other and to bid their farewells.

After the Session:

Step 14: The space is returned to its original configuration, ensuring that all materials and equipment are properly stored.

Step 15: The facilitator and co-facilitators discuss if any enhancements may be needed for future sessions. Consider gathering feedback via email, and document suggestions for continuous improvement.



If the activity is too challenging, **SIMPLIFY** using the following steps!

- For *Chapteh*, invite participants to hold on to stable furniture (e.g. table) before playing or use their palms instead of their foot to tap the *Chapteh*. (Alternatively, replace the *Chapteh* with a paper ball).
- For *Kuti Kuti*, participants who face challenges with fine motor skills can flip/nudge country flag erasers (which are bigger in size) instead.
- For Soccer, reduce the pace to that of walking or simplify it to a penalty shoot-out with the use of a larger goal post.
- For Zero Point, lower the rubber band chain to enable participants to cross over it easily.



If the activity is too easy, create more **CHALLENGE** by using the following steps!

- Have a mini competition at each station.
- For *Chapteh*, see who can keep it up in the air for 10 counts, or more!



Examples of Themed Intergenerational Activities

In-person Activity: Storytelling & Places of Interest - A Day at East Coast Park

by My First Skool at Blk 18 Marine Terrace

Activity Duration:

(excludes preparation and set-up)

- 1 session (60 minutes)

Required Items:

General

- Book titled "Timmy & Tammy: At The Beach" by Ruth Wan-Lau
- Wet wipes
- 1 portable microphone system
- Name tags for seniors and children
- Transportation for participants

Per Group

- 1 set of art materials (comprising canvas, paint, brushes, palettes, containers/cups, rags)

(It is recommended that each senior be paired with 2 children).

Activity steps

Preparation:

Step 1: Discuss the proposed activity and space/seating requirements with the Community Care Organisation (CCO) before the session. Refer to the section on Activity Implementation Timeline - Before the Intergenerational Session on **Page 38** for a detailed guide to discuss and plan for the activity.

Step 2: Arrange for a joint recce of the venue to ensure its suitability for all participants (e.g. sheltered drop-off, wheelchair accessible considerations).

Step 3: Pack the required materials for the activity.

Step 4: The facilitator briefs the co-facilitators involved on the activity, the participants, preparation of items, necessary precautions and possible facilitation/gradations (simplify/challenge) required.



During the Session:

Always observe good hand hygiene practices.

Step 5: Upon arrival at the sheltered drop-off point, the facilitator starts off the session by gathering the participants for an introduction and inviting participants from both organisations to exchange greetings to break the ice.

Step 6: The facilitator introduces the activities for the day, its duration and session outline which includes:

- Storytime
- Taking a walk along East Coast Park
- Painting a picture

Step 7: The facilitator reads the book, "Timmy & Tammy: At The Beach" to all participants.

Step 8: At the end of the story, ask the participants these questions:

"What did you like about the book?"

"What do you see at the beach?"

"What can we do at the beach?"

"Which part of the beach is your favourite?"

Step 9: Before moving on to the next activity, inform participants about the safety measures/ rules and pair each senior up with 2 children, if suitable.



Step 10: At the beach, encourage the participants to engage with each other (e.g. discuss the scenery, share their personal experiences at the beach, what activities they enjoy most at the beach, etc.).

Step 11: After the walk, stop at suitable locations (e.g. huts, table/benches) for the arts and crafts activity.

Step 12: The facilitator distributes the art materials to the participants and invites them to start painting on the canvas (e.g. paint their favourite scenery, paint their favourite activity at the beach, etc.). Co-facilitators may assist, if required.

Step 13: Invite the seniors and children to present each other with the canvas as a gift.

Step 14: As the session draws to a close, the facilitator thanks all participants for their enthusiastic participation for the day and invites feedback about the session.

Step 15: The facilitator invites the participants to thank each other and to bid their farewells.

After the Session:

Step 16: Ensure that the space is restored to its original state and all litter is properly disposed of.

Step 17: The facilitators and co-facilitators discuss if any enhancements may be needed for future sessions. Consider gathering feedback via email, and document suggestions for continuous improvement.

If the activity is too challenging, **SIMPLIFY** using the following steps!

- Provide templates or designs for participants to paint instead of painting freestyle.
- Invite participants to finger paint on the canvas instead of using paintbrushes.
- Invite participants to do leaf or rock printing.

If the activity is too easy, create more **CHALLENGE** by using the following steps!

- Invite the seniors to lead the storytelling session.
- Gather different materials (fallen flowers, twigs, fallen leaves, etc.) to make a collage on the canvas in addition to painting.
- Provide more materials and tools to allow for other forms of art such as 3D models, sculpture, etc.



Examples of Themed Intergenerational Activities

Virtual Activity: Arts – Lantern Making

by PCF Sparkletots Preschool @ Hong Kah North Blk 338

Activity Duration:

(excludes preparation and set-up)

- 1 session (45 minutes)

Required Items:

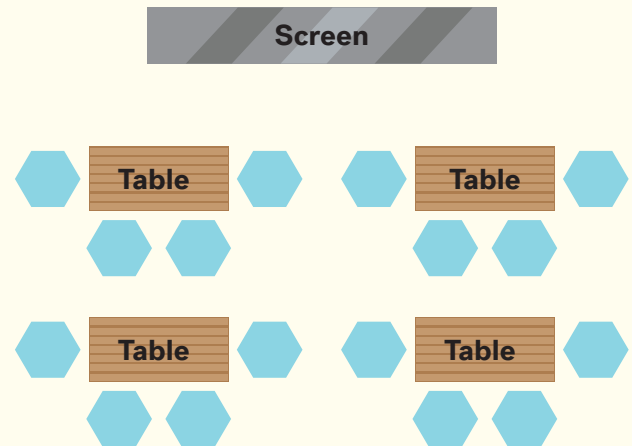
General (At the Respective Sites)

- 1 large screening device (e.g. projector, projection screen, etc.)
- 1 laptop
- Stable Wi-Fi connection
- 1 wireless microphone set
- 1 webcam (if laptop does not have a camera)
- 1 set of speakers
- 1 set of PowerPoint slides with instructions
- 1 pre-recorded instructional video of the lantern-making process
- Tables and sturdy chairs with back and arm support (as required)
- Name tags


Per Participant

- 1 pre-packed activity set (includes coloured print-outs of activity instructions, paper lanterns, sticky labels, decorative materials [e.g. googly eyes, assorted shiny foam shapes])

Proposed Seating Layout for Seniors and Children – At the Respective Sites:



Legend:

 Senior/Child

Note: Consider providing participants who are seated on the left or right side of the table with a lap tray for activities.



Activity steps

Preparation:

Step 1: Discuss the proposed activity and space/seating requirements with the Community Care Organisation (CCO) before the session. Refer to the section on Activity Implementation Timeline - Before the Intergenerational Session on **Page 38** for a detailed guide to discuss and plan for the activity.

Step 2: Prior to the virtual session, record the children making the lantern craft, ensuring that the steps are clear.

Step 3: Pack the required materials for the activity.

Step 4: Share the pre-packed materials and virtual session link with the CCO preferably 2-3 weeks prior to the session.

Step 5: The facilitator briefs the co-facilitators involved on the activity, the participants, preparation of items, necessary precautions and possible facilitation/gradations (simplify/challenge) required.

Step 6: Set up the space, all related equipment and furniture, ensuring to test all devices before the session.



During the Session:

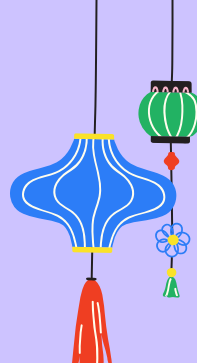
Always observe good hand hygiene practices.

Step 7: Seat all participants so that they are facing the screen as per the proposed seating layout at the respective sites.

Step 8: Dial in to the virtual intergenerational activity session and facilitate interactions between seniors and children to generate excitement among the participants.

Step 9: The facilitator starts off the session with an introduction, providing a brief overview of the activity and inviting participants from both organisations to exchange greetings to break the ice.

Step 10: The facilitator plays the pre-recorded instructional video and invites participants to decorate their lanterns after watching it. Co-facilitators may assist, if required.



Step 11: Invite the participants to share with the wider group their lantern design, the inspiration behind it and their thoughts and feelings about the activity.

Step 12: As the session draws to a close, the facilitator thanks all participants for their enthusiastic participation for the day and invites feedback about the session.

Step 13: The facilitator invites participants to thank each other and to bid their farewells.

After the Session:

Step 14: The space is returned to its original configuration, ensuring that all materials and equipment are properly stored.

Step 15: The facilitators and co-facilitators discuss if any enhancements may be needed for future sessions. Consider gathering feedback via email, and document suggestions for continuous improvement.



If the activity is too challenging, **SIMPLIFY** using the following steps!

- Remove the backing from the sticky labels to facilitate pasting.
- Provide materials that are larger in size for the decorations.
- Decrease the choices of decorative items available.
- Ask simpler, shorter questions during interactions.

If the activity is too easy, create more **CHALLENGE** by using the following steps!

- Include additional decorative items to paste onto the lantern.
- Incorporate other art techniques (e.g. stamping, painting, and drawing).
- Encourage those who have completed the step/activity to assist those who may require additional support.

Examples of Themed Intergenerational Activities

Virtual Activity: Food - Healthy Sandwich

by My First Skool at Blk 698C Jurong West Central 3



Activity Duration:

(excludes preparation and set-up)

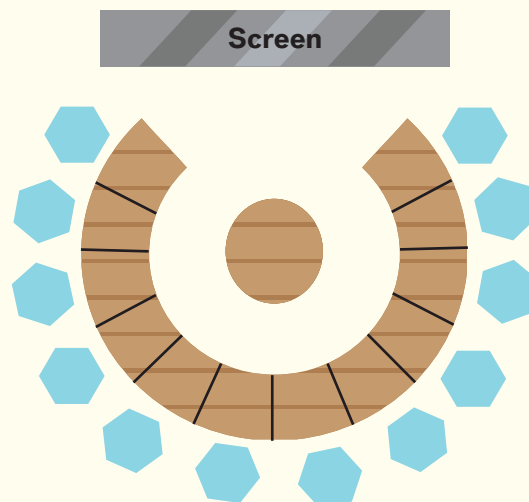
- 1 session (30-45 minutes)

Required Items:

General (At the Respective Sites)

- 1 large screening device (e.g. projector, projection screen, etc.)
- 1 laptop
- Stable Wi-Fi connection
- 1 wireless microphone set
- 1 set of speakers
- 1 webcam (if laptop does not have a camera)
- Music required:
 - "Let's Make A Sandwich Song" (<https://bit.ly/42KZhrz>)
 - "Goodbye To You!" (<https://bit.ly/3T6pxJz>)
- 1 knife (for use by co-facilitator only)
- Tables and sturdy chairs with back and arm support (as required)
- Name tags for seniors and children
- 1 masher (optional)

Proposed Seating Layout for Seniors and Children – At the Respective Sites:



Legend:

Senior/Child



Required Items:

Per Participant (Choose items with the Healthier Choice Symbol, where possible)

- Instruction sheet
- 2 disposable plates
- 1 pair of gloves
- 1 hair net/hair cover
- 2 spoons
- 1 mixing bowl
- 2 slices of wholemeal bread
- 1 tablespoon of margarine
- 2-3 tablespoons of canned tuna
- 3-5 tablespoons of mayonnaise
- 1-2 sliced or mashed hard-boiled eggs
- ½ tablespoon of diced tomatoes

Activity steps

Preparation:

Step 1: Discuss the proposed activity and space/seating requirements with the Community Care Organisation (CCO) before the session. Refer to the section on Activity Implementation Timeline - Before the Intergenerational Session on **Page 38** for a detailed guide to discuss and plan for the activity.

Step 2: Share the virtual session link with the CCO preferably 2-3 weeks prior to the session.

Step 3: The facilitator briefs the co-facilitators involved on the activity, the participants, preparation of items, necessary precautions and possible facilitation/gradations (simplify/challenge) required.

Step 4: Set up the space, all related equipment and furniture, ensuring to test all devices before the session.

Step 5: Prepare an individual set of ingredients for each participant, which includes:

- Sliced or mashed hard-boiled eggs.
- Diced tomatoes.
- Tuna and mayonnaise in a mixing bowl.
- Margarine on each slice of bread (not spread yet).

During the Session:

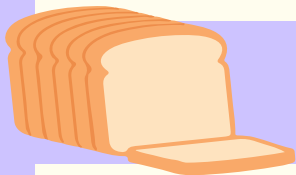
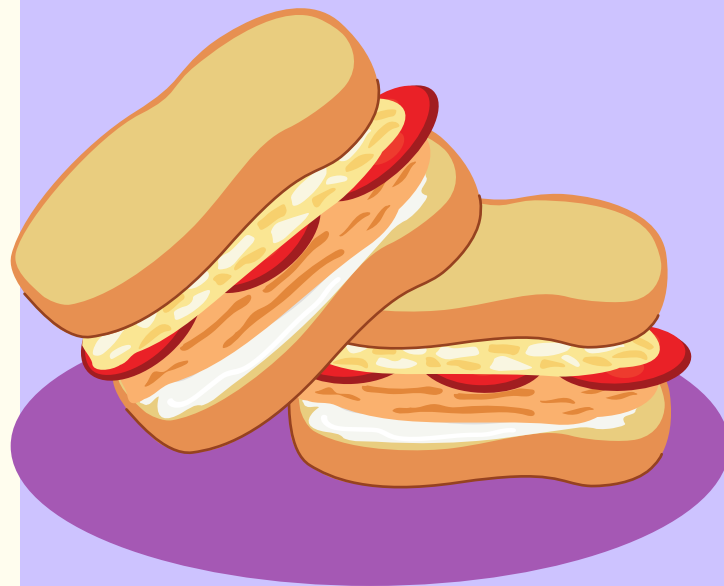
Always observe good hand hygiene and food handling practices.

Step 6: Seat all participants so that they are facing the screen as per the proposed seating layout at their respective sites.

Step 7: Dial in to the virtual intergenerational activity session and facilitate interactions between seniors and children to generate excitement among the participants.

Step 8: The facilitator starts off the session with an introduction, providing a brief overview of the duration of the activity and inviting participants from both organisations to exchange greetings to break the ice.

Step 9: The facilitator plays the "Let's Make A Sandwich Song" while inviting the participants to sing along and move to the music.



Step 10: The facilitator then asks participants to guess the activity they are going to do. Engage the participants by asking leading questions such as "Mmmm... do you smell something?" or "I think I am getting hungry. Shall we prepare something healthy together?" or "Does anyone want to make a guess what we are going to do today?"

Step 11: The facilitator prompts the co-facilitators at each site to distribute the required items and invites the children to share the activity instructions with the seniors.

Step 12: The facilitator demonstrates the activity with the following instructions, and invites the participants to join along:

- a. Put on gloves.
- b. Mix the tuna and mayonnaise in the mixing bowl. Set aside the tuna and mayonnaise mixture.
- c. Spread margarine onto two slices of wholemeal bread and place the bread slices on a plate.
- d. Spoon the tuna and mayonnaise mixture onto one slice of wholemeal bread.
- e. Layer the diced tomatoes on top of the tuna and mayonnaise mixture.
- f. Layer the sliced or mashed hard-boiled eggs on top of the diced tomatoes.
- g. Place the other slice of wholemeal bread on top of the diced tomatoes.

Co-facilitators may assist, if required.

Step 13: The facilitator encourages the children to interact with seniors with questions such as, "What is your favourite sandwich?", "Do you like more or less fillings or toppings for your sandwiches?" or "How would you like to make your sandwiches using these ingredients?"

Step 14: Share positive comments such as, "Wow, it looks like everyone is done making their sandwiches! Let's take a look at them, shall we? The grandpas and grandmas can go first. Show us your sandwiches and let's take a memorable group photo together!"

Step 15: All participants take a screen group photo with their sandwiches.

Step 16 : The facilitator invites the participants to try their sandwiches. If required, the co-facilitators may need to cut the sandwiches into smaller portions.

Step 17: Interview seniors and children while they are eating, to ask if they are enjoying their sandwich or if there is anything they would like to change about it.

Step 18: As the session draws to a close, the facilitator thanks all participants for their enthusiastic participation for the day and invites feedback about the session.

Step 19: The facilitator concludes the session by playing the "Goodbye To You!" song, inviting all the children to lead the singing and movements.

Step 20: The facilitator invites participants to thank each other and to bid their farewells.

After the Session:

Step 21: The space is returned to its original configuration, ensuring that all items and equipment are properly stored.

Step 22: The facilitators and co-facilitators discuss if any enhancements may be needed for future sessions. Consider gathering feedback via email, and document suggestions for continuous improvement.

If the activity is too challenging, **SIMPLIFY** using the following steps!

- Pre-mix the ingredients (mayonnaise, canned tuna and mashed hard-boiled eggs) prior to the activity.
- Pre-spread the selected ingredients on the bread (e.g. tuna and mayonnaise mixture).
- Use utensils with a bigger handle/deeper spoon for ease of scooping.
- Provide coloured instruction sheets with step-by-step guidance.

If the activity is too easy, create more **CHALLENGE** by using the following steps!

- Invite participants to take part in the ingredient preparation phase.

This can include:

- Boiling, peeling, and mashing the eggs.
- Dicing/slicing the tomatoes.
- Cutting the sandwich into halves or quarters.
- Distributing the individual set of ingredients to each participant.
- Invite seniors to give instructions to the children on what to do next.
- Invite participants to design their own sandwiches, cutting them into the shapes of animals by referring to a photograph (e.g. a bear-shaped sandwich).
- Invite participants to provide suggestions on the other types of sandwiches that can be made.



Examples of Themed Intergenerational Activities

Virtual Activity: Music - Musical Fun!

by PCF Sparkletots Preschool @ Pioneer Blk 661B

Activity Duration:

(excludes preparation and set-up)

- 1 session (45 minutes)

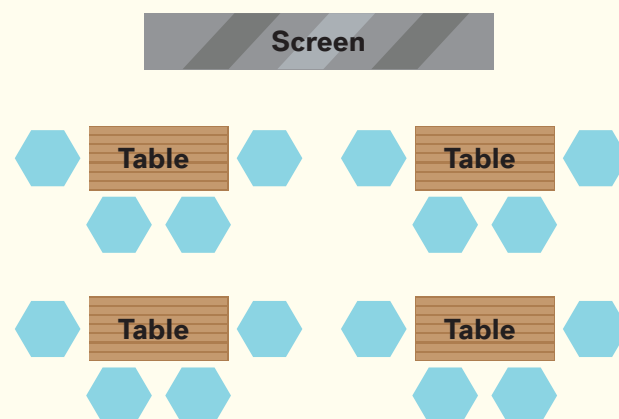
Required Items:

General (At the Respective Sites)

- 1 large screening device (e.g. projector, projection screen, etc.)
- 1 laptop
- Stable Wi-Fi connection
- 1 webcam (if laptop does not have a camera)
- 1 set of speakers
- 1 wireless microphone set
- Tables and sturdy chairs with back and arm support (as required)
- Name tags for seniors and children
- 1 set of PowerPoint slides with instructions
- A selection of musical instruments (e.g. *Kompang*, *Angklung*, Cymbals, Shaker, Triangle)
- Music required:
 - "Freeze Dance Music" (<https://bit.ly/4bCBOgc>)
 - "The More We Get Together" (<https://bit.ly/48Xt6GM>)



Proposed Seating Layout for Seniors and Children - At the Respective Sites:



Legend:

Senior/Child

Note: Consider providing participants who are seated on the left or right side of the table with a lap tray for activities.

Activity steps

Preparation:

Step 1: Discuss the proposed activity and space/seating requirements with the Community Care Organisation (CCO) before the session. Refer to the section on Activity Implementation Timeline - Before the Intergenerational Session on **Page 38** for a detailed guide to discuss and plan for the activity.

Step 2: Pack the required materials for the activity.

Step 3: Share the songs, pre-packed materials and virtual session link with the CCO preferably 2-3 weeks prior to the session.

Step 4: The facilitator briefs the co-facilitators involved on the activity, the participants, preparation of items, necessary precautions and possible facilitation/gradations (simplify/challenge) required.

Step 5: Set up the space, all related equipment and furniture, ensuring to test all devices before the session.



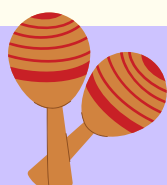
Tip: Visit <https://for.sg/aic-wellness-programme> for a song listing of the top English, Chinese, Malay, and Tamil songs from the 1950s to the 1990s.

Per Participant (Child)

- 1 DIY shaker using empty bottles filled with beans

Per Participant (Senior)

- 1 pre-packed activity set including:
 - 1 set of picture cards featuring musical instruments
- 1 DIY shaker using empty bottles filled with beans



During the Session:

Always observe good hand hygiene practices.

Step 6: Seat all participants so that they are facing the screen as per the proposed seating layout at their respective sites.

Step 7: Dial in to the virtual intergenerational activity session and facilitate interactions between seniors and children to generate excitement among the participants.

Step 8: The facilitator starts off the session with an introduction, providing a brief overview of the activity and inviting participants from both organisations to exchange greetings to break the ice.

Step 9: The facilitator starts the main activity of the day by inviting the children to introduce themselves and their musical instruments, demonstrating how it is played. The children with the musical instruments then exit the screen so that they cannot be seen for the next part of the activity while the facilitator invites seniors to take out the picture cards.

Step 10: The selected child then (while out of sight from the camera) plays the musical instrument, the facilitator invites the seniors to match its sound with the relevant instruments on the picture cards. This is repeated until all the instruments have been identified. (Remember to continue to encourage participants as they make their guesses!)

Step 11: The facilitator thanks all participants for their enthusiastic participation and introduces the next activity.

Step 12: Each participant is provided with a DIY shaker.

Step 13: The facilitator demonstrates the next activity which requires participants to both move and freeze to music.

Step 14: The “Freeze Dance Music” song is played, and participants are invited to move their shakers to the music but to freeze when the music stops.

Step 15: The facilitator concludes the session by inviting the children to sing the song “The More We Get Together” in different languages while using the shakers.

Step 16: As the session draws to a close, the facilitator thanks all participants for their enthusiastic participation for the day and invites feedback about the session.

Step 17: The facilitator invites the participants to thank each other and to bid their farewells by giving a “Good Job” clap (i.e. clap twice, followed by a thumbs-up gesture).

After the Session:

Step 18: The space is returned to its original configuration, ensuring that all materials and equipment are properly stored.

Step 19: The facilitators and co-facilitators discuss if any enhancements may be needed for future sessions. Consider gathering feedback via email, and document suggestions for continuous improvement.



If the activity is too challenging, **SIMPLIFY** using the following steps!

- Select musical instruments that participants may be more familiar with (e.g. drum, keyboard).
- Select music with simple rhythms and a slower tempo to replace “Freeze Dance Music” (some of the songs that are slower and easier in rhythm include Teresa Teng’s “The Moon Represents My Heart”, etc.).
- Use larger images of the musical instruments for the picture cards.
- Label the picture cards with the name of the musical instrument

If the activity is too easy, create more **CHALLENGE** by using the following steps!

- Increase the variety of musical instruments to guess.
- Invite the seniors to name the musical instruments in addition to showing the cards.
- Invite seniors to create their own rhythms.
- Provide the song lyrics for “The More We Get Together” and invite seniors to sing along with the children in the concluding segment of the session while using their shakers.
- Invite participants to follow the steps to a song with fast and slow tempo (e.g. “Chicken Dance” [Slow and Fast Tempo]). Visit the link: <https://bit.ly/3P8KoJS>
- Invite the seniors to make the sound of the instrument for the children to guess the name of the instrument.



Other Activities

Looking for more intergenerational activity ideas?
Scan the following QR Code:



<https://for.sg/aic-bridging-gen-activity>



Useful Templates

(e.g. Checklists, Activity Plans, Evaluation Forms, Standard Operating Procedures)

Discover templates such as checklists, activity plans and evaluation forms to support the implementation of intergenerational activities.

**Scan this QR code to access and download
editable versions of these templates:**



<https://for.sg/aic-bridging-gen-appendix>



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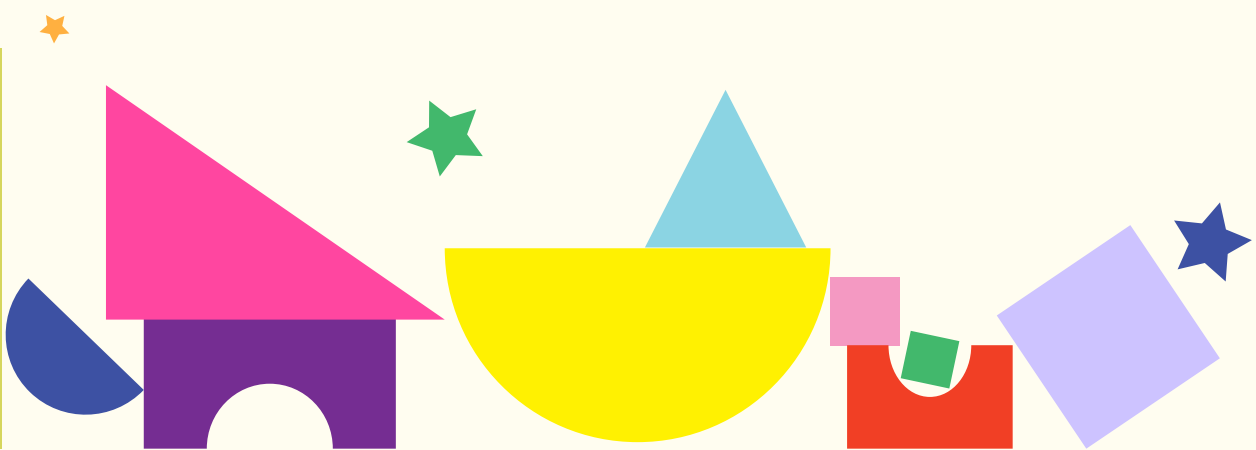
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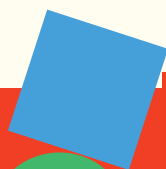
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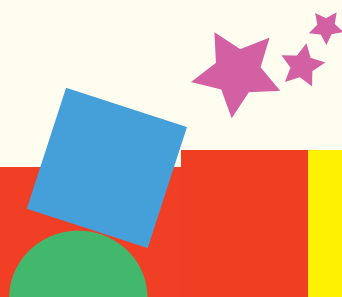
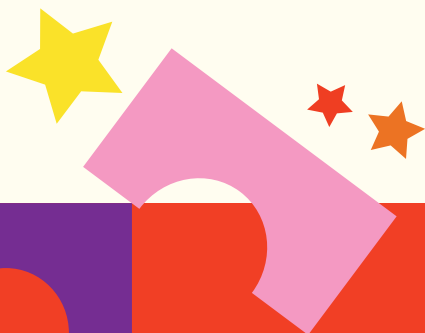
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Bridging Generations

Intergenerational Guide
for the Community Care and Early Childhood Sectors

To download a softcopy
of this guide, visit:



<https://for.sg/aic-bridging-gen-main>

For other activity
resources, visit:



<https://for.sg/aic-wellness-programme>

