SACHI₂
SHARING CHILDHOOD₂

Resumen principales resultados (1)

EQUIPO DEL PROYECTO "SACHI2"

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ÍNDICE

1. Revisión sistemática de programas intergeneracionales basados en la evidencia científica (UoP)

Num.	Project overview		Programme description	Key Findings
Source	Project title and design	Activities	Need | Type | Location | Participants | Delivery | Outcome measures	
1)Whiteland, 2016	Social contact theory – theoretical framework. Investigate the question, "Is there a positive correlation in children's attitudes toward older adults and aging after interacting together in an engaging intergenerational art activity." | contact theory (Allport, 1954)	Gifted and talented students partner with volunteering older adults from the community to create hand puppets, write scripts and dramatize personal stories dealing with the big idea of communication. | mixed methods approach for the case study planning to collect both qualitative and quantitative data. As primary investigator and participant observer I investigated the aging attitudes of a classroom of students toward aging and older adults who were working together to produce scripts and create hand puppets related to communication.	Goal: investigate how attitudes may change when older adults and children participate in an intergenerational art project. Type: art project. Location: Arkansas, USA, in an elementary classroom Components: workshop – Tuesdays, 45m during five weeks Target audience (Focus): gifted and talented (GT) students at a local elementary school | ten older adults 55 years of age and older committed to the script writing and puppet making workshop. Delivery: researcher Outcome measures: to better understand aging attitudes of children who have interacted with older adults in an engaging art activity. It was anticipated that results from the project would be meaningful to art educators and others interested in aging as they could better understand how intergenerational art activities may promote positive attitudes of young people toward aging and older adults.	Statistical analysis using t-tests did not show significant change in students' attitudes, yet there was evidence that students constructed new meaning toward their understanding of aging and older adults.
2) Jarrott, S. E. & Smith, C. L. (2010)	Trained observers using the Intergenerational Observation Scale (IOS) captured observations and recorded the predominant social behavior of target participants for the duration of each intergenerational activity.	We observed 59 elder and child participants from the two sites during intergenerational activities. Using the **Intergenerational Observation Scale**, we coded participants' predominant behavior in 15-s intervals through each activity's duration. We then calculated for each individual the percentage of time frames each behavior code was predominant.	Goal: We assessed whether a shared site intergenerational care program informed by contact theory contributed to more desirable social behaviors of elders and children during intergenerational programming than a center with a more traditional programming approach that lacks some or all of the contact theory tenets. Type: Intergenerational project Location: The theory-based program was located on a university campus (Blacksburg, USA), and the second site was the geographically closest comparable program, about 20 miles away. Components: Target audience (Focus): Children and older adults participating in intergenerational programming at one of the two shared site care programs consisting of a child development center and ADS. Data were collected from 59 participants (25 children and 10 adults at the theory-based setting; 20 children	Participants at the theory-based program demonstrated higher rates of intergenerational interaction, higher rates of solitary behavior, and lower rates of watching than at the traditional program. Implications: Contact theory tenets were optimized when coupled with evidence-based practices. Intergenerational programs with stakeholder support that promotes equal group status, cooperation toward a common goal, and mechanisms of friendship among participants can achieve important objectives for elder and child participants in care settings.

			and 4 adults at the traditional program). Children at the theory-based program ranged in age from 15 months to 5 years, and there were equal numbers of boys and girls. The adults were 50 years of age and older and were 80% men. At the traditional center, children ranged in age from 12 months to 5 years, whereas adults were 65 years of age and older. Males and females were equally represented at this site's children's and adults' programs. Given the rural Appalachian location of both centers, the majority of participants, both adults and children, were Caucasian. Delivery: researcher Outcome measures: social behaviors of elders and children during intergenerational programs	
3)Isaki, E. & Harmon, M. T. (2015)	Children and Adults Reading Interactively (CARI) IGP, this approach was used to give the school-aged children the opportunity to practice their reading skills in a safe environment with nonjudgmental communication partners.	The current exploratory study was conducted to determine the feasibility of using an IGP for two populations with communication disorders: school-aged children with language or reading concerns and older adults identified with mild dementia or neurocognitive impairment. The Mini-Mental State Exam, an adult mood and **communication questionnaire, and a questionnaire about the children's perceptions of older adult were administered.**	Goal: The current exploratory study was conducted to determine the feasibility of using an IGP for two populations with communication disorders: school-aged children with language or Reading concerns and older adults identified with mild dementia or neurocognitive impairment. Type: Reading focused IGP Location: USA – Arizona Components: 45 min weekly for 8 weeks in this IGP. Target audience (Focus): Six older adults with cognitive-communication deficits and 12 school-aged children, identified with language and reading concerns Delivery: Outcome measures: determine whether it affects mood and communication in older adults with mild dementia and neurocognitive deficits, and if it influences school-aged children's perceptions of older adults over time.	No significant findings were obtained from measures of the older adults. Significant findings were obtained for the school-aged children's perceptions of older adults. Changes in Reading behaviors were noted by the teacher and parents.
4)Gamliel, T. & Gabay, N. (2014)	Quantitative and qualitative data were collected at two large Hebrew-speaking primary schools in Tel Aviv in three program cycles during the 2007–2009 school years. Using closed-ended feedback questionnaires, quantitative data were collected from face-toface interviews with seniors and children at the beginning and the end of the program. Qualitative data were collected via two hours	The program pairs seniors and children in compute-room activities at primary schools and encourages both groups to benefit by learning from each other.	Goal: The study examines the effects of digital education on intergenerational empowerment and social interaction among participants in the Israeli Multigenerational Connection Program (MCP). Type: digital literacy Location: Tel Aviv - Israel Components: Target audience (Focus): Participating schools pair seniors (60+) and children (sixth graders). Children and seniors in both schools belonged to the lower-middle socioeconomic class. Their ethnic origin was a diverse mix of European and Middle Eastern. In all, 32 children (aged 11–12) and 29 seniors (aged 66–77) participated in the three program cycles. Delivery: researchers Outcome measures: Empowerment, knowledge exchange, attitudes	the MCP was successful in building an intergenerational bridge. The flexible structuring of the roles of teacher and pupil contributed to participants' satisfaction with the program, and the intergenerational knowledge exchanges empowered both groups and allowed them to reach out to each other. Implications for educators, both in the community and in mainstream schools, are discussed.

	per week of observations and unstructured interviews.			
5) Hewson, J., Danbrook, C. & Sieppert, J. (2015)	Two surveys consisting of closed and open ended questions were developed: one for the students and another for the older adult storytellers.	A five day Digital Storytelling course was offered to Social Work students, integrating a three day workshop with older adult storytellers who shared stories related to the theme stories of home. A course evaluation was conduc**ted exploring the Digital Storytelling experienc**e and learning in na intergenerational setting.	Goal: The purpose of this project was to facilitate an intergenerational Digital Storytelling course in the Faculty of Social Work at one Canadian University and assess the outcomes of the intergenerational experience for postsecondary students and older adult participants. Type: Digital storytelling Location: Faculty of Social Work at one Canadian University Components: five day Digital Storytelling course, integrating a three day workshop with older adult storytellers Target audience (Focus): seven older adults and seven of the eight students participated in a course evaluation. Delivery: Outcome measures: student experiences about learning Digital Storytelling and perceived value as a Social Work tool; students' perspectives about the intergenerational application with older adult story tellers; older adults' perspectives about sharing their stories in an intergenerational setting.	students' knowledge of and interest in Digital Storytelling and its application was enhanced. The intergenerational component was positive for students and older adults. Students identified the intergenerational component as a highlight of the course which improved their awareness of older adult issues and knowledge of working with aging populations. Older adult participants enjoyed working with the students which increased their understanding of younger generations.
6) Werner, D., Teufel, J., Holtgrave, P.L. & Brown S.L. (2012)	Children completed an age-appropriate survey instrument, the Active Generations survey (AGS).	The **AGS is a valid and reliable, self-administered, self-report, paper-and-pencil survey designed to assess knowledge, attitudes, and behaviors.** It was administered by trained volunteers on the first day and last day of the program. Constructs assessed included physical activity, nutrition, and media use.	Goal: The purpose of this study is to evaluate an intergenerational childhood obesity prevention project called Active Generations. Type: Preventing Childhood Obesity Location: USA (8 citys - out-of-school environments (after school and summer camps). Components: Approximately 760 children in third- to fifth-grade participated in Active Generations, a 10-lesson, intergenerational, childhood obesity prevention program. Target audience (Focus): Participants were children in third to fifth grades who completed the Active Generations program. Approximately 760 children, or about 75% of the child participants, completed the survey. Approximately 38% of participants were in third grade; 45% were in fourth grade; and 17% were in fifth grade. The median age was 9 years old. The percentage of male and female participants was about equal (53% female). Delivery: trained volunteers Outcome measures: identify if children change nutrition and physical activity knowledge and behaviors: if children changed fruit and vegetable consumption	to identify if the child's knowledge and understanding of nutrition changed over the course of the intervention |to identify physical activity behaviors and confidence to maintain healthy behaviors.	Students significantly increased their reported fruit and vegetable consumption post-program. Students were more likely to report reading food labels and greater confidence that they could participate in physical activity. They also significantly decreased their daily screen time.

7) Corrigan, T., McNamara, G. & O'Hara, J. (2013).	A mixed methods design provided the best opportunity to Provide a fuller and ore complete picture of he views of both the elder and younger participants. A quantitative strand was completed at the beginning of the study followed by a qualitative strand which was the major phase of the research	. the project was at first only concerned with providing learning opportunities for older people. A particular emphasis was placed on the 'digital divide', the way in which older people can be cut off from much of what is happening in society by being left behind by rapid developments in technology. To address this problem, formal lectures on new technology were provided by experienced academics. These were supported by one-to-one tutoring on the use of computer applications provided by current students. Overtime the information and communications technology (ICT) area, while remaining a key part of the project, has been supplemented by modules in many areas including the media, creative writing, genealogy, health and well-being and science.	Goal: The objective of the research was to collect and analyse the perceptions of the participants concerning their involvement in the project. Type: Intergenerational project Location: Dublin City University – Ireland Components: Target audience (Focus): 492 student participants in the project. 14 students were chosen in order to represent the various faculties of the University, from undergraduate and postgraduate courses and from Irish and overseas students who had taken part Delivery: Outcome measures: to assess the extent of the professional and personal development which emerged for the younger people while meeting and learning with older people. | to analyse the potential benefits in terms of intercultural and intergenerational understanding for the university students and for the wider community of engaging older and younger people in an intergenerational learning programme.	Firstly the students found that they gained knowledge, competences and skills which contributed to both their personal and professional development. Secondly the process proved to be an excellent means to foster intercultural and intergenerational solidarity.
8) Tam, M. (2014)	small-scale evaluative study was conducted on the group of students and elders who took part in the community service project, which is an integral part of the intergenerational service learning course in question.	The Intergenerational Learning Through Service With The Elderly course was piloted in the second semester of the 2011–2012 academic year.	Goal: This article shares the experience of the development, implementation, and evaluation of a service learning course that aims at promoting intergenerational learning between university students and older adults through engagement in community service. Type: Intergenerational learning Location: Hong Kong Institute of Education (HKIEd) Components: The Intergenerational Learning Through Service With The Elderly course was piloted in the second semester of the 2011–2012 academic year. The theoretical part was followed by 54 contact hours of community service in elderly community centers, where students engaged in teaching and learning activities or projects that involved the participation of elders. Target audience (Focus): 22 students, most of whom were first-year undergraduate students from the bachelor of education program in early childhood education. | Recipients of the service by students from the intergenerational service learning course were elders aged between 60 and 75. They were recruited to take part in various service learning projects on a voluntary basis. Delivery: Outcome measures: Feedback from the Students | Relationship-based Comments | Curriculum-related Comments| Time-related Comments |	students and the elders were learning collaboratively and happily together, resulting in intergenerational learning. In conclusion, intergenerational service learning was proven to be an effective way to engage the young and old generations in an experience that is mutually beneficial to all involved.

			Facilities-related Comments | Teaching and Learning-related Comments | Time-related Comments | Facilities-related Comments	
9) Surlis, M. (2012).	The curriculum of Living Scenes promotes quality by attaching value to the participants and their views. Because of the intergenerational nature of the group, the level of experiential learning is valued and promoted as core to the programme's function. In the context of curricular design, the programme is nontraditional and responsive in its planning and implementation process.	The programme is school-based, and is timetabled on the Transition Year timetable - thirty week period. The programme is facilitated by external facilitators who are not members of the school's teaching staff but who are trained by the University to deliver the modular content.	Goal: The aim of Living Scenes is to promote the sharing of culture, heritage, tradition and experiences between two diverse generations through a structured programme of work. Type: Intergenerational learning Location: Ireland Components: The programme is school-based, and is timetabled on the Transition Year timetable for a two and a half hour weekly session over a thirty week period. Target audience (Focus): schools, teenagers and older adults, working together within a community learning environment. Delivery: Outcome measures: sharing of culture, heritage, tradition and experiences between two diverse generations through a structured programme of work.	as a result of involvement in Living Scenes, participating schools have been reintroduced in their locale as community learning centers promoting social capital. The teacher's role is defined as a facilitator of learning rather than as the traditional didactic role. A new type of learning is occurring in the participating schools and a new level of reciprocal interaction has been forged between these schools and their local communities.
10)Cumming-Potvin, W. M. & Maccallum, J. A. (2010).	Drawing on situated learning theory and the concept of community of practice, the discussion examines benefits and limitations of intergenerational practice.	For a weekly period of one hour during school hours, mentoring sessions take place on the School site, generally in the library or a quiet area, where the mentor may assist the student with homework or simply engage in informal conversation during which both parties share their experiences and interests.	Goal: Aiming to elucidate the relationship between social capital and intergenerational practice within mentoring, this article presents data from a case study of the School Volunteer Program in Western Australia Type: Mentoring programme Location: School Volunteer Program in Western Australia. Components: weekly period of one hour during school hours Target audience (Focus): over 2000 registered mentors, who assist approximately 3500 young people from years K-12 in 217 schools, state-wide Outcome measures: benefits and limitations of intergenerational practice.	Results acknowledge the potential for intergenerational practice to build social capital for both mentees and mentors. However, further research is required to examine mentoring in school-based communities of practice where complex issues of power (see Bourdieu, 1985) may empower or restrict student voices.
11)McKee, L. L. & Heydon, R. M. (2015).	Study questions concerned how reading and writing were practiced within multimodal ensembles and what learning opportunities were afforded to the children while the participants worked through a chain of multimodal projects. Data were collected through ethnographic tools in the Rest Home where the projects were completed and in the children's classroom where project content	intergenerational sessions in a community room at a Rest Home	Goal: The study is designed to contribute to the nascent, yet growing, body of knowledge concerning print literacy practices and learning opportunities as conceptualized within multimodal literacy and intergenerational curricula. Type: print literacy practices and learning opportunities Location: rural southern Ontario, Canada Components: six times over four months (four intergenerational sessions and two classroom observations) Target audience (Focus): 13 kindergarten children (4 and 5 years) with seven elder companions | Participants also included one class of junior and senior kindergarten students (ages 3–5 years) (13 kindergarten students participated in the study1), six Grade 8 students who assisted in the class during one intergenerational session and elders who lived in the community and were recruited through the Rest Home for the project (7 out of 10 elders who participated in the intergenerational programme were also participants in the	The results indicate that the multimodality of the projects and the reciprocal intergenerational relationships forged in and through text-making afforded children opportunities to improvise and refine their print literacy practices as part of multimodal ensembles.

	and tools were introduced and extended by the classroom teacher. Themes were identified through the juxtaposition of field texts in a multimodal analysis.		study). Delivery: researchers worked with the teachers Outcome measures: how reading and writing were practised within multimodal ensembles and what learning opportunities were afforded to the children while the participants worked through a chain of multimodal projects.	
12)Zucchero, R. A. (2010)	The Co-mentoring Project (CMP) is an intergenerational service-learning project in which students enrolled in an undergraduate developmental psychology course are matched with older adult volunteers.	Over two meetings, students conduct a semi-structured life review for which they develop questions. These individual interviews, which typically last between 1 and 2 hours, are conducted in a mutually convenient place and time. Subsequently, students develop an academic paper describing their partners' life history that is grounded in developmental theory; a personal reflection is also included.	Goal: Using a focus group methodology, this study explored the experience of active older volunteers who participated in an intergenerational service-learning project with college students. Type: service learning Location: Ohio, USA. Components: semi-structured life review | academic paper describing their partners' life history Target audience (Focus): Older adult volunteers (11 women and 3 men, M age = 76.17 years, SD = 7.86, age range: 65–87 years) participated in the current study. Sixteen older adults agreed to participate; 14 attended a focus group session. These older adults volunteered for the CMP during the Spring 2008 (n = 1), fall 2008 (n = 3), or spring 2009 (n = 10) semester. Sites for initial recruitment of these older adults included a local senior center (n = 8) and the Catholic parish associated with the University (n = 6). Participants reported physical health concerns, ranging from 0 to 3, M = 1.46 (SD = 1.20). Delivery: Outcome measures: to increase student understanding of aging, older adulthood, and the process of development across the life span	Results indicated older adults positively experienced the project and found the relationships with their partners meaningful. They appreciated students listening to their life stories and documenting them through memoirs. The study shows that active older adults can benefit from an intergenerational service-learning experience.
13)Kalisch, H. R., Coughlin, D. R., Ballard, S. M. & Lamson, A. (2013)	All students enrolled in the course were required to engage in 12 hours of service-learning with older adults in the community.	Students (N = 102) engaged in 12 hours of service-learning with older adults that included writing structured reflection journals. Coding involved open, axial, and selective coding with common themes identified from the journals.	Goal: Analysis of student journals examined the effect intergenerational service-learning had upon undergraduate students' attitudes and perceptions of older adults. Type: Intergenerational learning Location: East Carolina University, Greenville, North Carolina, USA Components: 12 hours of service-learning Target audience (Focus): The combined sample from both semesters (N = 102) was predominantly female (n = 89), juniors (n = 32), and seniors (n = 54) and represented a wide variety of majors (e.g., child development and family relations, exercise science). The mean age was 21.5 years with 68% White, 24% African American, and 8% either Hispanic or Native American. The majority of participants (n = 65) had engaged in some form of community service within the past year. Delivery: Outcome measures: examine the role of intergenerational service-learning in an introductory gerontology course by pairing college students with older adults in their community and through analysis of student reflection journals; specifically	Results revealed a positive attitude shift toward older adults over the course of the semester, greater comfort with the idea of aging, and a propensity to describe the experience as being personally and professionally influential in their own lives. Students also reported increased course understanding and a desire to continue volunteering.

			focusing on the effect it had on students' attitudes and perceptions of the elderly.	
14)Clyne, M., Cordella, M., Schüpbach, D. & Maher, B. (2013).	This article reports on an inter-generational inter-cultural pilot project carried out in suburban Melbourne which supports the second-language acquisition of younger people and enhances the social inclusion of older people of migrant background. The pilot project, which was conducted in German, Italian and Spanish at Monash University, paired advanced or intermediate learners of languages with older volunteer first-language speakers of those languages, i.e. first-generation immigrants who are bilingual in their L1 and in English.	They met for at least an hour per fortnight during the second semester of 2008.	Goal: The aims of the pilot project were: (1) To give younger Australians the opportunity of encounters with healthy older people whose first language they are studying and to assess the effects of such encounters on the young people's language gains, and cultural knowledge. (2) To give healthy older Australians who are L1 speakers of the respective languages the opportunity of encounters with young Australians studying the language and assess the effects on the well-being and self-esteem, empowerment and feeling of belonging of the older bilingual Australians. Type: Intergenerational learning Location: suburban Melbourne. Australia Components: They met for at least an hour per fortnight during the second semester of 2008. Target audience (Focus): The younger participants were intermediate or advanced students of the respective language programmes at Monash University who had volunteered – 14 from Italian, 8 from German and 7 from Spanish. The older participants were approached through a language-specific welfare society, social club or church. Delivery: Outcome measures: Students: Perceived benefits to the students'	Empathy, understanding	Older participants: Achievements/perceived benefits	Perceived language gains of the students		In summary, the students' conversational skills have improved in the course of the pilot project, albeit to varying degrees. This is apparent in the more even distribution of turns and the more collaborative nature of the interaction. Nevertheless, the older participants performed most of the conversational work. Whether the improvements of the students' conversational skills are a sign of learning or are due to increased student confidence, to a more relaxed atmosphere and/or to increased familiarity and empathy between the interlocutors or to a combination of these factors cannot be determined from the data and remains a question to be pursued.
15)Krout, J.A., Bergman, E., Bianconi, P., Caldwell, K., Dorsey, J., Durnford, S., Erickson, M. A., Lapp, J., Monroe, J. E., Pogorzala, C. & Taves, J. V. (2010)	Courses from four departments (gerontology, psychology, occupational therapy, and health promotion and physical education) and one interdisciplinary clinical intervention for stroke patients (speech pathology, occupational therapy, and therapeutic recreation) were involved.	Service-learning activities were embedded in course curriculums and varied from semester-long activities in group settings to activities involving one-on-one contact for several hours.	Goal: This article provides an overview of the activities included in a 3-year, multidisciplinary, intergenerational service-learning project conducted as part of a Foundation for Long-Term Care Service Learning: Linking Three Generations grant. Type: Intergenerational learning Location: Ithaca College as part of the Foundation for Long Term Care's (FLTC) Service-Learning. Ithaca, New York, USA Components: Target audience (Focus): In total, eight faculty and 225 students worked with 148 elders and 12 different community organizations to plan and implement activities for 357 older adults. Delivery: Outcome measures: civic engagement questions for Students and satisfaction surveys for students and older adults and questions for community partners	Students and elders reported a high degree of satisfaction with the intergenerational activities and indicated that they learned from them and found them of value personally.

16)Faria, D. F., Dauenhauer, J. A. & Steitz, D. W. (2010).	The current study used qualitative measures to determine student learning outcomes collected through students' electronic journal submissions and is the focus of this article.	The course was hosted at a local, private, not-for-profit senior housing location where older adults were invited to actively participate in the course activities. Content and narrative analysis was conducted using text from a final structured reflective journal assignment.	Goal: This article describes the development and qualitative student outcomes of an intergenerational service-learning course designed to promote social work gerontological competencies. Efforts focused on creating a learning environment to actively promote learning opportunities for students and older adults. Type: Intergenerational learning Location: New York, USA Components: using a structured reflective journal completed during the final week of the semester. Target audience (Focus): A total of 37 undergraduate and graduate students completed the course. Delivery: Outcome measures: This analysis identified themes related to the "explicit" and "implicit" pedagogy of the course that details students' educational growth.	The results of this study indicate that intergenerational service-learning coursework may help foster geriatric competencies among graduate and undergraduate students. The benefits of utilizing social work gerontological competencies to guide course objectives, content, and student outcomes are discussed.
17)Ortiz, D. V., Cross, S. L. & Day, A. (2012).	This study defined infusion as incorporating gerontological content as well as intergenerational experiences with older adults into substantial portions of all coursework taught and assigned in the classroom.	Seventeen students met with older adults (ages 82–98) in the classroom and at an assisted living facility. The evaluation of this older adult infusion project was conducted through two questionnaires and by the review of reflection papers completed as a course assignment.	Goal: An intergenerational initiative was developed and implemented to enhance gerontology in the first course of the practice sequence. Type: Intergenerational learning Location: university in the Midwest, USA Components: Experiential learning included readings, classroom discussions, site visits to assisted living communities, and developing posters for presentation at the Careers in Aging Week research forum Target audience (Focus): Seventeen students met with older adults (ages 82–98)	The sample consisted of bachelor of social work (BSW) students enrolled in a social work practice course at the main campus of the school of social work at a university in the Midwest. Delivery: Outcome measures: The hypothesized result was that having an intergenerational approach demonstrating differences in older clients through experiential learning—mixed with course content— would increase knowledge and interest in aging among social work students.	Pre-post statistical analyses as well as qualitative analysis evidenced an increase in knowledge of the older adults' lives as well as a professional interest in aging. As a result of this experience, several of the students volunteered at the facility, interviewed residents, and requested gerontological placements.
18)Doiron, R. & Lees, J. (2009).	Our research involved a community-school literacy initiative where seniors visit elementary schools to read with children. As we considered the residual data in our study, we were led to explore an emerging school-community relationship – a web of connection – being created by senior	we organized six focus group sessions with 32 volunteers and five focus groups with 27 classroom teachers. We also talked with five student groups totaling more than 50 children from grades 1-6. Students were asked to respond orally to five open-ended questions and to make two drawings – one of themselves working with the volunteer and one of their	Goal: The major theme of this paper emerged in our residual data when we began to consider Project L.O.V.E.'s role in strengthening community-school relations. This led us to explore the existence of, and the school-community implications of, an increasing presence of seniors in North American schools and to link this with our sociocultural conception of literacy. The second theme of the paper was an intentional component of our research: a consideration of the schools' role in facilitating or restricting the involvement of senior volunteers. Type: Intergenerational Literacy Program Location: Prince Edward Island, Canada Components:	we noticed that schools integrated the Project L.O.V.E. program in ways that reflected their own culture and philosophy. Each school was different, but in every school, teachers expressed an overwhelming respect for senior volunteers and their willingness to spend time reading with children. We began to realize that the apparently simple activity of reading a book to/with a child was a powerful and meaningful way for seniors from the community to become part of the school culture. As we talked to volunteers,

	volunteers in the project. We discuss this aspect of our study in this article and consider the evolving role of senior volunteers in our society.	volunteer doing something she or he enjoyed outside school.	Target audience (Focus): Surveys about their experiences with Project L.O.V.E. were completed by 212 volunteers and 72 teachers. Focus groups were selected in each category to be representative of larger and smaller schools, urban and rural settings, and geographic distribution across the province. Teacher focus group participants and volunteer participants were drawn from different schools, assuring representatives with mixed experiences. Delivery: Outcome measures: We identify three characteristics of "elders" that emerge from several school literacy initiatives involving senior volunteers and consider how these are made evident in schools in our study. We also describe ways schools supported the project and suggest that these are important components of other school-community initiatives. We use the term "elders" rather than "seniors" to set our findings into the context of a long tradition of valued and valuable elder time.	teachers, and children, we also recognized that senior volunteers were extending the school culture back out into the community. Senior volunteers exemplified the idea that "it takes a village to raise a reader." They demonstrated their belief in the community's responsibility for children's education by their practice, and they created webs of connection to motivate and engage others. Jenks (2000) gives powerful expression to our emergent ideas: This elder time becomes a stage in life revered and honored by others and used powerfully in service and to help people do what is right for the benefit of future generations.
19)Chase, C. A. (2010)	This quasi-experimental study involved undergraduate college students paired with older adults for a six-week e-mail exchange. Student attitudes toward older adults were measured pre- and posttest with Polizzi's revised version of the Aging Semantic Differential (ASD). Students were assigned to an intervention group (n¼23) or a control group (n¼20).	The Aging Semantic Differential instrument was used as the pretest and posttest assessment tool.	Goal: to determine if the use of an older e-mail pal was an effective way to influence student attitudes. Using asynchronous technology to facilitate their interactions was also studied to determine if this was a useful form of communication. Type: Location: Michigan, USA Components: The pairs were instructed to send at least one e-mail weekly and to copy this to the researcher. The e-mails were based on assigned topics chosen to progressively increase in depth and level of sharing each week and designed to explore possible similarities and differences Target audience (Focus): The intervention group included 28 students, and out of those, 23 students (18 female and 5 male) completed the pretest, posttest and "e-mail pal" project. The mean age of this group was 21.17 years (SD¼2.25), with a range of 19–28 years. The control group included 29 students. Of those, 20 (15 female and 5 male) completed both the pretest and posttest. The mean age of this group was 20.70 years (SD¼2.25) with a range of 19–24 years.	The age range of the older adults was 65–85 years. Of the 34 older adults who participated in the e-mail project, 23 were female and 11 were male. Nineteen of the 21 older adults who provided educational background information had some type of post-high-school education. Delivery: Outcome measures:	The intervention group demonstrated significant improvement in attitude toward older adults as compared to the control group (F 14.694, p<.05). This educational approach holds promise for using readily accessible technology to connect the generations.

20)Mayer-Smith, J., Bartosh, O. & Peterat, L. (2009).	Based on the idea that eating is an environmental act, we designed an environmental education project where elementary school children and community elders work as partners to raise food crops on an urban organic farm. | In this article we draw on six years of empirical data and self-examination to present our learning about environmental education in practice. We discuss three iterations of our project to illustrate the ways in which our thinking about the practice of environmental education has evolved along with our efforts to advance environmental understanding and stewardship through intergenerational farming.	While at the farm the children work in groups of three or four with one or two farm friends. Whenever possible multi-generational groups are created that consist of one university student, one community volunteer, and three or four school children.	Goal: Our goal was to illustrate how eco-philosophies could be translated into educational programs that foster environmental consciousness and care, and to further the critical and systematic examination of environmental education initiatives. Type: Intergenerational Learning Location: margins of the University of British Columbia, Canada Components: Target audience (Focus): Each year three grade 4 to 7 classes and their teachers from three separate Vancouver schools participate in Intergenerational Landed Learning. They are greeted by their "farm friends," - adult volunteers from the community with gardening and farming expertise, or university students. Delivery: Outcome measures: the role an intergenerational approach could play in inspiring stewardship in children and the ways that the field experience in food growing could impact the health and wellbeing of the children and adults.	Our successive years of project development and research into the experiences of the children, volunteer adults, and teachers illustrate the challenges of adopting a disciplinary lens in environmental education. Although support for and interest in environmental education do exist, environmental education will remain marginalized in the existing education system unless schools can blur the disciplinary boundaries fortified by the existing curricula. Furthermore, teachers and environmental education providers need to work together on a regular basis to create curricular opportunities that build on experiential learning and integrate field and school experiences. Much of this work may entail teachers assisting and learning from each other. An action research approach to this work can be a very supportive strategy.
21)Shippee, T. P., Schafer, M. & Pallone, K. (2008)	Launched in 2003, the Bridge program involves graduate students residing in a retirement community for at least one academic year. The main goals of the program include: educating the students and the public about the aging process, recruiting future gerontologists, providing research opportunities for the Bridge students, and contributing to the retirement community.	Prior to the first student's arrival, the CCRC administration and gerontology graduate students outlined the Bridge program requirements. Bridge students were to live in one-bedroom apartments in the independent living section of the CCRC for at least one academic year. To foster intensive interaction, Bridge students were required to: (1) eat at least five meals a week in the facility's dining room, (2) attend two special events per month (e.g., evening music programs), (3) serve on at least one resident committee, and (4) carry out a research project. Ultimately, students were expected to be liaisons between the gerontology program and the residents by serving as a pipeline between	Goal: This paper presents a model of training called the Bridge program, which is based in experiential learning and incorporates some of the broader goals of service-learning. Type: Intergenerational Learning Location: West Lafayette, USA Components: live in one-bedroom apartments in the independent living section of the CCRC for at least one academic year. Target audience (Focus): gerontology students to work effectively with older adults Delivery: Outcome measures: Bridge students should be well-prepared to enter the world of aging research or policy-making after their intensive, hands-on experience with older residents.	Evaluation of the program reveals several critical issues for successful implementation. | After several years of existence, four potential benefits of the Bridge program have surfaced: educating students and the public about the aging process, recruiting future gerontologists, providing research opportunities to the students, and contributing to the retirement community. Although potentially challenging to implement effectively, we see the Bridge program as a contribution to the experiential-learning tradition and hope that other gerontology programs can build upon and improve this model.

		the university community and the retirement community.		
22)Tabuchi, M. & Miura, A. (2016)	Participants included 48 male adults aged 63–77 years. Each participant was assigned to either the condition of "wisdom from experiences of failure" or the "wisdom from experiences of success" condition. Participants expressed narratives to younger "listeners" or recipients, who were confederates and were instructed to respond either empathetically or neutrally.	Approximately a week prior to the experiment, we instructed the participants to prepare to tell young people about the wisdom gained from your experiences of failure (success) throughout your life. This allowed narratives to be prepared in advance. We allowed the old participants to bring any necessary memos or albums to reference throughout the experiment. Upon individually arriving at the laboratory, participants sat at the long side of a desk that was approximately 1.5 m × 0.8 m in length. They faced the young recipient (one of three confederates aged 18–22 years) at a distance of about one meter. Then the one-on-one narratives were conducted.	Goal: The purpose of this study was to examine the effects of young people's reactions to changes in older people's generativity when wisdom is transmitted to the younger people. Type: Intergenerational Learning Location: Nishinomiya, Japan Components: preparation and one-on-one narratives Target audience (Focus): Participants included 48 Japanes males between the ages of 63 and 77 (average age = 68.12 ± 3.78 years) who were recruited from the Nishinomiya city's senior center. This center was chosen because it was located near the experimental venue, and there was a potential population of 60 males who met the study inclusion criteria. Consent for participation was obtained.	younger "listeners" or recipients Delivery: Outcome measures: Young recipients' reactions	Generativity	Results showed that only in the "wisdom from experiences of failure" condition, generativity was promoted when young recipients responded in an empathic manner. Generativity decreased when the young recipients responded in a neutral manner. Based on these results, the differential effects of responses from younger individuals to older persons' transmission of stories about negative experiences are discussed.
23)Hegeman, C. R., Roodin, P., Gilliland, K. A. & Ó'Flathabháin, K. B. (2010)	Intergenerational Service Learning: Linking Three Generations, the project detailed in this article, had historical antecedents in service-learning work previously done by the Foundation for Long Term Care1 and others2 but differed in that it took on a truly intergenerational approach. The overarching goal of this project was to engage three generations: college students, Boomers, and retirees well past the Boomer age (including some old enough to be receiving services themselves) in joint service-learning projects. With this	In August 2006, the Foundation for Long Term Care (Albany, New York) received funding for a variant on service learning in elder care in which Boomers, other older adults, as well as college students would jointly engage in service-learning projects designed to address community needs in five different college towns and cities.	Goal: This article reviews the historical antecedents to this project describing how it evolved from service of youth for the benefit of elders to the conceptualization of intergenerational service learning as service with elders. This new conceptualization ties in with Erikson's concept of generativity and the rising interest in civic engagement among elders	This article discusses culminating evaluation findings on civic engagement, generativity, and satisfaction from participants at the five colleges in the project and describes challenges associated with evaluating outcomes of the diverse service-learning projects. Recommendations for future work are also discussed. Type: Intergenerational Learning Location: USA Components: Target audience (Focus): Over four semesters, college students (509) on five campuses throughout New York State participated in this project, along with 312 older adult volunteers and 1,472 service recipients. Delivery: Outcome measures: The outcome objectives for the project were to enhance services for the elderly to (1) develop IGSL programs at five college campuses and (2) enhance volunteer management at elder care agencies.	The unique conceptualization of IGSL adopted at the five colleges can serve others interested in modeling similar programs with young people in collaboration with older adults. Contributing to the community through service and volunteering is of growing importance in higher education. As Boomers age it is important to utilize this model to help develop programs that benefit older adults and local communities across the country. Moving from service "for" others to a truly intergenerational partnership in which old and young work together "with" each other for mutual benefit of the community is a demonstrable result of this work to date.

	project, service learning changed from students serving elders to students and elders serving together.			
24)Loe, M. (2013)	students and community-dwelling elders work together to create a short digital story honoring the elder's life	After two interview sessions, the pair works together to produce a 3- to 5-minute digital life story narrated by the elder. The resulting multimedia videos are then screened for the community at large at the end of the semester.	Goal: This article describes the Digital Life History Project, a 10-week "lab" linked to a course on aging, in which students and community- dwelling elders work together to create a short digital story honoring the elder's life. Type: Intergenerational Learning Location: Hamilton, New York, USA Components: two interview sessions (held outside of class), the pair works together over the course of 10 weeks to produce a 3- to 5-minute digital life story1 narrated by the elder. This life history video is then screened for the community at large at the end of the semester. Target audience (Focus): students and community-dwelling elders work together to create a short digital story honoring the elder's life Delivery: Outcome measures: making meaningful relationships, linking biography and history, learning to confront ageism, charting the next chapter, and community adoption.	Students and elders alike report long-term personal, interpersonal, and community-based effects from participating in the Digital Life History Project, including making meaningful relationships, linking biography and history, learning to confront ageism, charting the next chapter, and participating in community-wide education.
25)St John, P. A. (2009)	I was curious to examine how music-making across ages might facilitate new-found meaning for old people whilst simultaneously providing an opportunity for elders to contribute to the meaningfulness of musical experience for infants/caregivers.	The researcher-music teacher functioned as participant/observer. Six 1-hour music sessions were offered at an independent Music Center in the USA. The videotaped sessions were reviewed and coded using peer/adult awareness as guideposts. In particular, gesture and nonverbal communication was noted, proving to be helpful in following the trail of interactions and the quality of engagement. Participant journals and notes of informal conversations with caregivers and Sisters before/after the sessions were compiled as important complementary data to the videotaped sessions. Additionally, caregivers and Sisters completed a brief questionnaire at the end of the session inquiring about their experience.	Goal: I aimed to explore two unique populations actively participating in an intergenerational music experience: infants/caregivers and retired women religious.3 I was particularly interested in bringing these two groups together since the Music Center, specializing in early childhood music, is housed in the Sisters' residence. As a sponsored work of the religious community of which the Sister-participants are members, the Center reflects a common mission and philosophy consistent with the Sisters' ministry. Type: intergenerational music experience Location: New York, USA Components: Six hourly sessions were videotaped from 26 June 2007 through 31 July 2007. Target audience (Focus): seven infants/caregivers (ages 3–16 months) and eight retired women religious (ages 70–94). Delivery: Outcome measures:	The cycles of caring generated by this Intergenerational Music Programme continue to reverberate throughout the community, creating renewed life, hope and energy. Expanded ways of belonging were realised through collective music-making and reciprocal musical exchange. Each of us discovered common ground through shared musical experience. Participants formed bonds of affection; relationships have sustained on-going interest and enthusiasm. Growing together, a vibrant music learning community emerged, crafted by the dynamic interplay of communities in counterpoint.

26)Spiteri, S. (2016)	The study is based on a qualitative approach and employs the usage of focus groups.	The data collection involved extrapolating data from the students' record of work (logbook) once the placement had been completed. It also involved the use of focus groups with some of the day centres' attendees. Roughly 200 people participated in the study. For practical reasons, four day centres were selected (out of the twenty-two in Malta).	Goal: This study analyses what motivates older people to attend 'day centres' in Malta and what they believe that they derive from young people who carry out their placements at these day 'centres' Type: Intergenerational learning Location: Malta Components: Target audience (Focus): young people, who are aged 16–17, attend a vocational college in Malta and are studying health and social care. Delivery: Outcome measures: The research question that is presented in this study is: what do older people learn from the students, who are on placement, as part of their course of studies, at the day centers, which they (the older people) attend regularly? The focus of the study is on identifying and discussing the learning/educational implications (as opposed to 'care' implications) of attending a day center. It would be erroneous to believe that the research question simply concentrates on the learning that the older people derive when attending the day centers. This is because it also explores the systemic interaction between the older people and the younger people. Each learns from the other	The main findings are that the elderly see the students as helping them on an emotional level by giving them encouragement, and on a practical level, by offering them insights that help them in modern-day life.
27)Elbert, N. & Cumiskey, K. (2014)	The program provides students the opportunity to acquire the knowledge and skills necessary for success in the golf industry through extensive business studies and internship experience.		Goal: This paper describes an action learning simulation designed for a Professional Golf Management (PGM) program housed in a College of Business of a public university. Type: Location: USA Components: Target audience (Focus): elderly and students Delivery: Outcome measures:	The intensely competitive environment of the exercise added a lot to the class experience. Student feedback, guest feedback and observer feedback about this format has been overwhelmingly positive and it is strongly recommended to the other 18 PGA accredited programs
28)D'Abundo, M. L., Fugate-Whitlock, E., Fiala, K. A. & Covan, E. K. (2013)	Students selected two older adult participants that met the criteria for participation in the study. One older adult was assigned to the control group and one to the intervention group. A pre-Recycling Assessment (RA) was collected from both students and older adults. The control group completed the pre and post assessments. The intervention group	Surveys were conducted before and after participation in RM. Quantitative data were analyzed using SPSS. Specifically, means and standard deviations were calculated for all items excluding demographics. Paired sample t-tests were conducted for student data while two-way ANOVAs were conducted for the older adult data.	Goal: The purpose of this research was to assess the knowledge, attitudes and practices of both students and older adults that participated in a service-learning, environmental health education program called Recycling Mentors (RM). Type: Environmental Health Education Program Location: USA Components: Target audience (Focus): Many of the undergraduate students enrolled in GRN 440 or HEA 301 were Community Health Education majors or students minoring in Gerontology. However, the classes are open to all majors on campus. The students enrolled in GRN 540 were students pursuing a Master's	Pre/post surveys indicated older adult interaction effects were observed for several behaviors: recycling glass and cans outside the home and recycling cans inside the home. Students showed significant increases in the frequency of recycling behaviors for all recyclable items both inside and outside of the home, but no significant knowledge or attitude changes were revealed. Regardless of whether participants were in the intervention or control group, older adults' recycling knowledge increased. This increase likely indicates general raised awareness about recycling for older adults

	completed the pre and post assessments and also received recycling education and set goals.		degree in Gerontology. Inclusion criteria for older adult participants included being 60 years of age or older and living in New Hanover County, North Carolina. Each student was asked to locate two older adult participants. Delivery: Outcome measures: knowledge, attitudes and practices of both students and older adults	that could have occurred from completing assessments, interactions with students or self-directed learning. | Environmentally themed programs like RM seem to be mutually beneficial to students, older adults and the community. Students gained practical experience facilitating a community education program. Both older adults and students changed behaviors that will have a positive impact on the community and environment.
29)Reuveni, Y. & Werner, P. (2015)		Participants completed a structured questionnaire consisting of 52 items, which examined their attitudes, subjective norms, perceived behavioral control, past behavior, personal identity, and perceived moral obligation. Their willingness to volunteer with elderly persons was assessed using six vignettes, varying in the severity of the elderly person's health and functional conditions described. Additionally, the students' sociodemographic variables were examined.	Goal: The purpose of this study was to investigate the factors associated with teenagers' willingness to volunteer with elderly persons using an expanded model of the Theory of Planned Behavior (TPB). Type: Volunteer with Elderly Persons Location: Israel Components: Target audience (Focus): Participants were 258 9th grade students (54% males) in a large high school in the northern part of Israel. Ninth graders were selected because of their imminent participation in the Personal Duty Service program (at the beginning of the 10th grade), when they would need to choose their volunteering framework. Delivery: Outcome measures: teenagers' willingness to volunteer with elderly persons	Overall, students' willingness to volunteer with elderly persons was low; however, it increased when the elderly person in the vignette was described as relatively healthy. Statistically significant relationships were found between willingness to volunteer and personal identity, as well as between willingness to volunteer and attitudes toward volunteering with elderly persons. A statistically significant but moderate relationship was found between willingness to volunteer and subjective norms. Multiple regression analyses showed that attitudes, subjective norms, and personal identity were the main predictors of willingness to volunteer with elderly persons, explaining 58% of the variance. The expanded model of the Theory of Planned Behavior provided an appropriate framework for understanding the factors associated with teenagers' willingness to volunteer with elderly persons.
30)Hantman, S. , Oz, M. B., Gutman, C. & Criden, W. (2013)	The basic concept of the model is to create na alternative learning environment by including older persons as full participants in the classroom. As experts on old age, they provide social work students with a hands-on learning experience intended to facilitate their understanding of aging. The changing needs of this growing population place a complex and pressing burden on the social systems that provide services to older		Goal: This article describes an innovative model for teaching gerontological social work that has been introduced into the social work methods curriculum in the Department of Social Work at a college in northern Israel. Type: model for teaching gerontological social work Location: Israel Components: Target audience (Focus): The class comprised 28 3rd-year social work students and 10 older persons who were members of the local senior center. The majority of the social work students were age 23 to 30, whereas the older adults ranged from age 72 to 87; both groups consisted mainly of women. The older persons were all retired professionals (nurses, physical therapists, and social workers) living in nearby kibbutzim. Delivery:	Through word of mouth, more students are choosing to study the field of aging and are asking to be placed in agencies serving older adults. The number of students requesting this field has almost doubled since the course began in its present format. In a partial follow-up of graduates of the course, more than one half the students reported working with older persons.

	adults, and on the families that care for them. To meet these needs, it is predicted that there will be a substantial increase in the demand for social workers in the field of gerontology.		Outcome measures: number of students - demand for social workers in the field of gerontology.	
31)Xie, B., Druin, A., Fails, J., Massey, S., Golub, E. , Franckel, S. & Schneider, K. (2012)	As new technologies emerge that can bring older adults together with children, little has been discussed by researchers concerning the design methods used to create these new technologies. Giving both children and older adults a voice in a shared design process comes with many challenges.	In August 2007 we initiated our work with older adults and children. During the first day of the study we worked with each age group together (at a senior center) and then during the second day we worked separately in two locations (at the senior centre with older adults and a university lab with children). Six weeks later, we brought the older adults and children together again – this time in a university lab.	Goal: This paper details an exploratory study focusing on connecting generations through cooperative design (co-design) methods that can enable idea construction and elaboration to flourish. Design techniques were adapted that ranged from low-tech prototyping and sticky-note feedback to distributed collaboration. Type: cooperative design (co-design) methods Location: USA, Maryland Components: Pre-design preparation | Flexible co-design activities | Distributed collaboration | Return to co-located design activities Target audience (Focus): Our team consisted of six older adults (three male and three female) and seven children (four male and three female). Three of the seven children had at least one year of prior experience in code signing while none of the older adult participants had any prior co-design experience. Delivery: Outcome measures:	The critical finding in this research was that children and older adults need not only time together to start the collaboration but also time apart to further the collaboration at a distance. This case study research reports on how our methods evolved and how others can apply these methods for their own work
32)Chan, K. (2009)	Based on the service learning curriculum derived by us with local secondary schools, we will illustrate how "classroom in community" could facilitate students to learn from and learn for their community, and to act with the community to co-produce public goods. Examples of community based services for elderly people will be used to further elaborate how students could initiate community services through collective dialogues with the community, in these cases, to get connected with their community by serving the elderly		Goal: In this paper, we suggest to bridge this missing linkage with the concept "classroom in community" to connect students, and their learning, with the community. Type: "classroom in community" Location: Hong Kong, Japan Components: Target audience (Focus): students and elderly Delivery: Outcome measures: Based on the service learning curriculum derived by us with local secondary schools, we will illustrate how "classroom in community" could facilitate students to learn from and learn for their community, and to act with the community to co-produce public goods. Examples of community based services for elderly people will be used to further elaborate how students could initiate community services through collective dialogues with the community, in these cases, to get connected with their community by serving the elderly people and learning from them as senior citizens.	We observed that students are working collaboratively and happily with elderly people, both serve and both learn. To sum up, CIC to service learning is a way to facilitate students to initiate community services through collective dialogues with the community, in our cases, to get connected with their community by serving the elderly people and learning from them as senior citizens.

		people and learning from them as senior citizens.		
33)Lee, S., Hoerr, S. L., Weatherspoon, L. & Schiffman, R. F. (2008)	A quasi-experimental design with an additional qualitative component (mixed methods).	Students were randomly assigned to conduct a guided experiential assignment (dietary behavior change project) working with either an older adult (intervention, n 52) or a younger adult (comparison, n 48). Each student conducted 3 client interviews and completed a project report by responding to reflective questions about changes in beliefs, values, and self-efficacy in working with older adults.	Goal: Develop, implement, and evaluate an intervention (a guided experiential assignment) to improve nutrition students' attitudes toward working with older adults. Type: Location: A North Central land-grant university. Components: Target audience (Focus): 100 college students from an upper-level community nutrition course. Delivery: Outcome measures: The primary outcome was attitudes toward older adults as changed in reference to students' beliefs, values, and self-efficacy in working with other adults. Additional outcomes were knowledge of aging and interest in working with older adults.	The intervention group had significantly increased scores on attitudes toward older adults relative to the comparison group. This finding appeared as a result of changes in beliefs about older adults and the increased value and self-efficacy in working with this group by most students in the intervention group.
34)Anderson, S., Fast, J., Keating, N., Eales, J., Chivers, S. & Barnet, D. (2017)	This community participatory research project involved older adults as researchers as well as research subjects	. Individual semi-structured interviews were conducted by two trained interviewers with older adults (n = 15) and university students (n = 17).	Goal: This practice-based article examines the benefits of creating and performing ensemble-created plays to older adults' and university students' well-being and the key processes that promote well-being. Type: Arts Programming Location: Canada Components: Target audience (Focus): There were 32 participants in this study: 15 older adults (current, n = 13; former, n = 2) and 17 university students (current, n = 5; former, n = 12) participated in individual interviews. Participants were mainly Caucasian but from a variety of cultures. Delivery: Outcome measures:	Professional dramaturgical processes of storytelling, reminiscence, and playfulness were key elements in participants' generative learning. They augmented older adults' and university students' ability to understand their situations and try innovative solutions. Skills such as openness, flexibility, and adaptation transferred into students' and older adults' daily lives.	Conclusion. Participating in this intergenerational theatre group reduced ageism and improved intergenerational relationships. It increased older adults' and university students' well-being by building social networks, confidence, and self-esteem and developed a sense of social justice, empathy, and support for others.
35)Thompson, E. H. & Weaver, A. J. (2016)	A quasi-experimental research design examined the "images of aging" held by 944 students who grew up in neighboring towns and attend a regional high school. Participants completed brief questionnaire.		Goal: On the face of the shrinking opportunities for children and older adults to routinely interact with one another—sometimes the result of adolescent geographies, age-segregated and gated communities, families' geographical mobility— many communities have introduced intergenerational programs within the school curriculum. For more than a decade one Massachusetts community has maintained an intergenerational program that brings fourth grade students together with older adults. The question is, does students' involvement in an intergenerational program lessened ageist beliefs 5–9 years later. Type: Location: USA, Massachusetts	Separate regression analyses of positive and negative images of aging—controlling for students' frequency and self-reported quality of interaction with older adults, ethnicity, age, and gender—reveal a town difference in students' positive, but not negative, images of aging.

			Components: Target audience (Focus): The entire high school student population of Lincoln-Sudbury Regional High School in spring 2013 was eligible to participate. | Of the 1,600 students enrolled, 1,242 questionnaires were returned to the teachers and made available for the analysis. Twelve questionnaires were later discarded either because they were unfinished or a student completed the Likert scales using a lightening bolt pattern of responses or a single response option for all items Delivery: Outcome measures:	
36)Cohen-Mansfield, J. & Jensen, B. (2015)	Programs involving senior volunteers assisting children, or children participating in activities with older people were considered. Of the schools reached, 47% reported intergenerational programming. Thirty-three schools in the Tel-Aviv region participated in the study. | Assessments included program characteristics, program preparation, and perceived benefits and difficulties.		Goal: This study examined the prevalence, types, and perceived impact of intergenerational programs in schools. Type: intergenerational programs in schools Location: Israel. Tal Aviv Components: Target audience (Focus): Programs involving senior volunteers assisting children, or children participating in activities with older people were considered. | Data were collected from 85 seniors, 26 teachers, and 20 coordinators. Delivery: Outcome measures:	Both programs were reported to have beneficial effects for seniors and to benefit children in the academic, social, and emotional domains. However, programs appeared to attract different types of volunteers and different degrees of volunteer commitment. Findings suggest that there is a need to pay additional attention to both participants' specific requests and needs and to the allocation of resources to improve the design and implementation of intergenerational programs.
37)Skropeta, C. M., Colvin, A. & Sladen, S. (2014)	This mixed methods quantitative and qualitative design explored the benefits of participating in na intergenerational playgroup program IPP in aged care settings. The intervention is an intergenerational playgroup program (IPP) offered in the aged care facility where intergenerational socialization and interaction occurred between different generations. The SF36 and Geriatric Depression Scale (GDS) were used to collect pre-test post test data. The qualitative interpretive research		Goal: The objective of this study was to explore the benefits of participating in an intergenerational playgroup program IPP in an aged care facility. Type: intergenerational programs with elderly with dementia Location: Australia Components: Target audience (Focus): In this study a number of generations participated in the intergenerational playgroup intervention that included older people, child careers who were parents, grandparents or nannies and children aged 0–4 years old. Delivery: Outcome measures:	Results: The pre-test post-test results for the SF36 revealed a declining trend in one scale only energy/fatigue and no significant differences on the Geriatric Depression Scale GDS. The interview analyses revealed the following themes (1) intergenerational experiences, (2) two-way contributions, (3) friendships work, (4) personal growth, and (5) environmental considerations and nineteen subthemes were extracted to provide meanings. Conclusions: The IPP provided a successful innovative intergenerational program intervention where older people and people with dementia interacted and connected with a number of people from different generations. The IPP provided meaningful engagement for all participants considered important for self-esteem and the ability to participate fully in society. This allowed people to develop a sense of connectedness and friendships in a safe and secure environment. This increased

	approach used semi-structured interviews to develop the descriptive interpretation of the intergenerational playgroup experience. Interviews were conducted with aged care residents and child careers.			the dignity of older people and people with dementia within the community and increased public awareness about the existing care and support services available to them.
38)Murayama, Y., Ohba, H., Yasunaga, M., Nonaka, K., Takeuchi, R., Nishi, M., Sakuma, N., Uchida, H., Shinkai, S. & Fujiwara, Y. (2015)	We evaluated an intervention research project (Research of Productivity by Intergenerational Sympathy [REPRINTS]), in which volunteers >65 years old read picture books to children in a school setting.	The intervention group (REPRINTS) was recruited through intensive weekly training seminars for three months. The no-contact control group members were also recreated to participate in health checks and surveys for data collection purposes. Eventually, 26 participants in the intervention group and 54 in the control group were included for data analysis.	Goal: The aim of this study was to clarify the effect of an intergenerational program on elderly persons' symptoms of depressive mood and in improving their sense of coherence, which is an element for successful coping with stressors. Type: mental health Location: Japan Components: Target audience (Focus): Six public elementary schools, three kindergartens, and six child care centers participated in the project. Delivery: Outcome measures:	The age or gender was not significantly different between the intervention and control groups. A two-way repeated-measures ANOVA shows a time £ group significant interaction effects. Analyses of the simple main effects showed that sense of meaningfulness significantly increased for members of the intervention group at all terms, with no changes in the control group over time. Multiple mediation analysis revealed that participation in the intergenerational program was associated with a sense of manageability which was also significantly related to depressive mood. Conclusion: Intergenerational programs could serve as key health promoters among elderly people by decreasing the risk of social isolation and loneliness due to the greater sense of meaningfulness. However, given our limited sample size, generalizability was restricted and studies with larger cohorts are required to further validate our findings.
39)Wilson, N. J., Cordier, R. & Whatley, L. W. (2013)		Nine teenage boys (14–16 years) at risk of social exclusion participated in a weekly shared construction project with older male mentors (60–75 years) at a local Sydney school over one school term. A post-project focus group and individual interviews were conducted with six of the mentors pre- and post-project. Data were analysed using the constant comparative method of grounded theory; all authors developed themes individually and then collectively.	Goal: A novel intergenerational mentoring program was developed to bring these groups together through participation in meaningful occupation. This research aimed to investigate the mentors' experiences of the program, their views about the teenage boys and the structure of the program. Type: mentoring programme Location: Australia, Sydney Components: Target audience (Focus): Nine teenage boys (14–16 years) at risk of social exclusion	older male mentors (60–75 years) Delivery: Outcome measures:	Results: The core theme that emerged was a values-led male reconnection. Centred in themes of gendered valuing, respect, tradition and the handing down of life experience, occupational engagement was integral to bridging the generational gap and facilitating intergeneration discourse. Conclusion: Older males with a strong sense of generativity are a valuable resource in delivering such programs, and reported a sense of accomplishment and enhanced self-worth. Given the central role that occupational engagement played in fusing the project, this study highlights the untapped role of occupational therapy in developing programs aimed at promoting the health and wellbeing of Australian men.

40)Morita, K. & Kobayashi, M. (2013)	The subjects of this study were 25 older adults who participated in intergenerational programs with preschool children aged 5 to 6 years at an adult day care center in Tokyo. We used time sampling to perform a structured observation study	. The 25 older participants of intergenerational programs were divided into two groups based on their interaction style: performance-based IG program (children sing songs and dance) and social-oriented IG program (older adults and children play games together). Based on the 5-minute video observation, we compared changes in visual attention, facial expression, engagement/behavior, and intergenerational conversation between the performance-based and social-oriented IG programs.	Goal: The present study aimed to compare the changes in visual attention, facial expression, engagement/behavior, and intergenerational conversation in older adults brought about by a performance-based intergenerational (IG) program and a social-oriented IG program to determine a desirable interaction style for older adults. Type: Intergenerational programs Location: Japan Components: Target audience (Focus): 25 older adults | preschool children aged 5 to 6 years Delivery: Outcome measures:	Results: Constructive behavior and intergenerational conversation were significantly higher in the social-oriented IG programming group than the performance-based IG programming group (p<0.001). No significant differences were observed in frequency of smiles, however, when weighted smiling rate was used, smiles were significantly more frequently observed in the social-oriented IG programming group than the performance-based IG programming (p<0.05). The visual attention occurred between the generations was significantly higher in the performance-based IG programming group than the social-oriented IG programming group (p<0.05). Conclusions: Intergenerational programs with preschool children brought smiles and conversation to older adults. The social-oriented IG program allowed older adults to play more roles than the performance-based IG program. The intergenerational programs provide opportunities to fulfil basic human needs and reintegrate older adults into society. Further development of such beneficial programs is warranted.
41)Frieda, L. P., Carlson, M. C., McGilld, S., Seemane, T., Xue, Q., Frick, K., Tan, E., Tanner, E. K., Barron, J., Frangakis,C., Piferij, R., Martinez, I., Gruenewald, T., Martin, B. K., Berry-Vaughn, L., Stewart, J., Dickersin, K., Willging, P. R. & Rebok, J. W. (2013)	This trial incorporates principles and practices of community-based participatory research and evaluates the dual benefit of a single intervention, versus usual opportunities, for two generations: older adults and children.	Dual evaluations of (1) an intention-to-treat trial randomizing eligible adults 60 and older to volunteer service in Experience Corps™, or to a control arm of usual volunteering opportunities, and (2) a comparison of eligible public elementary schools receiving Experience Corps™ to matched, eligible control schools in a 1:1 control: intervention school ratio.	Goal: This paper presents the design and rationale for an effectiveness trial of Experience Corps™, an intervention created to address both these needs. This trial evaluates (1) whether senior volunteer roles within Experience Corps™ beneficially impact children's academic achievement and classroom behavior in public elementary schools and (2) impact on the health of volunteers. Type: health programme | Intergenerational programs Location: Baltimore, Maryland Components: Target audience (Focus): Delivery: Outcome measures: For older adults, the primary outcome is decreased disability in mobility and Instrumental Activities of Daily Living (IADL). Secondary outcomes are decreased frailty, falls, and memory loss; slowed loss of strength, balance, walking speed, cortical plasticity, and executive function; objective performance of IADLs; and increased social and psychological engagement. For children, primary outcomes are improved reading achievement and classroom behavior in Kindergarten through the 3rd grade; secondary outcomes are improvements in school climate, teacher morale and retention, and teacher perceptions of older adults.	For older adults, the primary outcome is decreased disability in mobility and Instrumental Activities of Daily Living (IADL). Secondary outcomes are decreased frailty, falls, and memory loss; slowed loss of strength, balance, walking speed, cortical plasticity, and executive function; objective performance of IADLs; and increased social and psychological engagement. For children, primary outcomes are improved reading achievement and classroom behavior in Kindergarten through the 3rd grade; secondary outcomes are improvements in school climate, teacher morale and retention, and teacher perceptions of older adults.

42)Jarrott, S. E. & Smith, C. L. (2010)		We observed 59 elder and child participants from the two sites during intergenerational activities. Using the Intergenerational Observation Scale, we coded participants' predominant behavior in 15-s intervals through each activity's duration. We then calculated for each individual the percentage of time frames each behavior code was predominant.	Goal: We assessed whether a shared site intergenerational care program informed by contact theory contributed to more desirable social behaviors of elders and children during intergenerational programming than a center with a more traditional programming approach that lacks some or all of the contact theory tenets. Type: Intergenerational program - Intergenerational Observation Scale Location: Virginia, USA Components: Target audience (Focus): Data were collected from 59 participants (25 children and 10 adults at the theory-based setting; 20 children and 4 adults at the traditional program). Delivery: Outcome measures:	Participants at the theory-based program demonstrated higher rates of intergenerational interaction, higher rates of solitary behavior, and lower rates of watching than at the traditional program.

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2. Revisión sistemática de programas intergeneracionales en Europa (UsO)

Systematic analysis of intergenerational programs in Europe

Num.	Project overview		Programme description	Key Findings
Source	**Project title and design**	**Activities**	**Need | Type | Location | Participants | Delivery | Outcome measures**	
1) Wilson, A, Hunter, K, Spohrer, K, Bruner, R and Beasley, A (2014)	**The Glasgow Intergenerational Mentoring Network (GIMN)** The GIMN is a project focused on young people living in the most disadvantaged areas of Glasgow who are interested in entering higher education but may not have access to the necessary knowledge and advice to realise this aspiration. The network recruits volunteer adult mentors to support, challenge and inspire the young people as they plan their futures. The project began in 2011 and is still ongoing	The GIMN was initially developed as a research and development process to produce a research-informed model of mentoring. Older adults were matched with young people in high schools who were seeking advice on their next move with regards to education and employment.	<u>Need:</u> Analysis of the data on school leavers in Scotland pointed towards a considerable inequality social mobility and access to higher education. Research has highlighted the reality of the inequality and the ways in which some young people struggle to engage with institutions compared to their more socio-economically advantaged peers who are more familiar and less intimidated by higher education, particularly with access to competitive courses such as medicine, dentistry and law. <u>Type:</u> Intergenerational project <u>Location:</u> Glasgow, Scotland <u>Participants:</u> A key dimension of the project was the unique intergenerational focus where young people could benefit from the knowledge and experience of older adults. All mentors were at or nearing retirement, had higher education qualifications and represented a range of different professions. These people have the experience and, crucially, the time to meet with the young participants. The project is ongoing with over 120 mentors operating in six schools in Glasgow (2017) Mentors and young mentees, high-school aged young people aged 16 or 17, were matched through discussion between the research team, the head teacher and the school's sixth year head. <u>Delivery:</u> Mentors and mentees met each other mostly on a weekly basis in one-to-one 40-60 minute sessions that took place in the school library. <u>Outcome measures:</u> To assess the extent of the professional and personal development of the younger people while building a relationship with older people. To analyse the potential benefits of mentoring and intergenerational learning on the young people and widening access in to higher education	To date, the project has has advanced the ways in which intervening in widening participation to higher education and supporting retention of these students whilst at University can be informed, developed and progressed through research. The positive results of the programme have illustrated that mentors have the capacity to act as catalysts in the process of supporting young people into higher education. The evidence also suggests that many of the mentors personally valued their role, reported the process as very satisfying and continued their mentoring in successive years with new mentees. This model of mentoring presents an affordable opportunity for intervening to support widening access to higher education.

2) The TOY Project Consortium (2014) Together Old & Young Toolkit. A Training Manual for Intergenerational Learning Initiatives, Leiden: The TOY Project	**Intergenerational Toy Library, Portugal** The Intergenerational Toy Library: 1,2,3…Let's play again? was a project launched as part of the European Project TOY (Together Old and Young) to promote intergenerational learning and relationships in the community by bringing children and older adults together to play and build games. The aim of the project was to promote happiness and well-being, intergenerational learning, communication and mutual understanding.	The initiative was planned by three facilitators and was carried out over 4 months – 2 months for design and planning and 2 months for implementation and assessment. Examples of the activities that took place were general activities such as board games and puzzles, 'hands on' games incorporating themes such as colours or animals and physical games to encourage exercise and improve motor skills.	Type: Intergenerational project Location: Aveiro, Portugal Participants: The activities were attended by a mixed group of children and older people. In total 88 children (between the ages of 3 and 6 years old) and 15 older people (between the ages of 74 and 96 years old) took part as well as 6 facilitators. Delivery: Each session lasted between 1 and 2 hours and took place in different rooms of a care home run by the CCPSPA (Centro Communitario Sao Pedro de Aradas, Aviero). Eight events took place on a weekly basis and were structured in sessions with three types of activities simultaneously. Outcome measures: Evaluation was carried out via questionnaire and one-to-one interviews, recordings and group discussions to assess the impact of games and toys as a tool for promoting intergenerational learning and relationship building.	The evaluation suggested that games and toys were empowering tools to enhance interaction between young children and older adults. Specific reported outcomes included an increase in happiness and well-being, mutual learning – e.g. the older adults learned how to use tablets and younger children learned how to play board games and communication and mutual understanding. Both groups appeared to enjoy finding ways to understand each other using verbal and non-verbal communication. Suggested improvements included more frequent sessions in smaller groups and more training for facilitators in mediating interactions and nourishing relationships
3) European Map of Intergenerational Learning (EMIL) Case study	**Kindergarten for All Ages, Spain** In 2010, OFECUM, a small non-for-profit association based in Granada,	The project focussed on 4 main areas for groups of children of different ages to work with older adults: Songs and Lullabies, Cookery, Embroidery	Need: The project aimed to increase opportunities for older adults to become more active and get involved with volunteering within the community. However a need was also identified within the kindergartens that intergenerational contact and building relationships beyond the family was an important part of education for children in early childhood.	The project was deemed a success by all involved, however both institutions agreed that intergenerational approaches in kindergartens needed more time than just a couple of years; therefore they initated plans to

	Southern Spain, devoted to promoting active and productive ageing practices among older people, launched a partnership with the *Granada Educa* Foundation, who focus on educational policies and programmes for children 0-6 years old. The Foundation is responsible for running four kindergartens located in different neighbourhoods in Granada. The aim of the programme was to demonstrate how kindergartens, initially associated only with teachers, children and their parents, could gain a multigenerational flavour through the participation of older people. The programme challenged the local community to think of kindergartens as places for all ages, within multi and inter-generational contexts, instead of just being a service for children.	and Gardening	Type: Intergenerational project Location: Granada, Spain Participants: Participants in this project were children between 1 and 6 years old and older volunteers between 50-70 years old. From January to April 2010 100 children and 9 older volunteers took part in the project which was run in 2 local kindergartens. Recruitment of older volunteers was completed mainly through word of mouth: OFECUM has been running intergenerational activities since 2002 and had experience in the field and a wide group of older people interested in volunteering. Delivery: Groups met every week for four weeks to conduct the workshops Outcome measures: Evaluation of the project was structured through three different strategies: Periodic evaluation meetings with older volunteers Periodic evaluation meeting with kindergarten teachers Diaries kept by older volunteers throughout the duration of the project	continue the project and to expand it to four more local kindergartens dependent on funding.

4) Finn, C and Scharf, T (2012)	**Mahon Intergenerational Photography Group, Ireland** The Mahon Intergenerational Photography Group was a project lead by the Mahon Community Development Project (CDP). Older adults and younger participants met on a weekly basis with a digital photography tutor, a development worker for older people and a youth worker.	The groups came together and learned digital photography skills and put together a thematic exhibition called 'Young and Old', which was displayed publicly. The medium of digital photography was chosen as a general subject of interest that can be applicable to any group without being gender or age specific.	<u>Need:</u> The need for such a project in the community became apparent through discussions between a youth worker and development worker for older people that there was very little interaction taking place between the two generations. Through ageism workshops in the schools and youth groups, workers became aware of ageist attitudes and stereotypes among some young people. It also became apparent that some older people had stereotypical views on younger people, and in fact some older people had fears in relation to younger people. The two age groups were brought together to begin some interaction between the generations with a view to tackling these opinions. <u>Type:</u> Intergenerational project <u>Location:</u> Galway, Ireland <u>Participants:</u> Four older people and four younger people took part in the project. This was further broken down into four female and four male participants to create a gender balance. The younger people ranged in age from 16-18 years and the older people from 63-70 years. All participants had an interest in developing their skills in the area of digital photography. <u>Delivery:</u> Before the larger digital photography group came together, the younger and older participants met separately. This facilitated session aimed to establish and record any existing attitudes and prejudices. A mid-point review was also held at which stage both groups were reminded of their original comments. This was an opportunity to observe if there was any difference in opinion. <u>Outcome measures:</u> There was a midpoint review of the project with participants which was filmed for future use. Participants were reminded of their comments at the beginning of the project and were given the opportunity to give their current views having spent a number of months together. The evaluation aimed to assess if the stereotypical views had changed and if any postive relationships had developed.	Participants reported that they enjoyed the project immensely and had changed their opinions having spent time together. Participants also commented that they would like to get involved in similar projects in the future. These comments and opinions were recorded on DVD as a learning resource. Both age groups were able to contribute in a meaningful way to the group as a whole but also on an individual level whereby, in one particular case, one of the younger people assisted an older man with operating his camera, in return, the same man gave the younger person a brief history on the subject of his photograph, which was of an old manor house in the area. Positive relationships were established which has led to a reduction in the divide between the age groups. Through completing an initial session before both age groups met and also a mid-point review, researchers able to identify and tackle traditional stereotypes that exist between the generations. The group were given the opportunity to engage with people that they would not ordinarily have met. The community and wider area

				benefited from being able to view the public exhibition, which was held in the City Library. The exhibition contained the images and a description of the image and a profile of each participant. The public left comments commending the exhibition and were pleased to observe that intergenerational work was taking place. The project also garnered national press coverage of this initiative, in conjunction with coverage of international intergenerational training that Mahon CDP had implemented.
5) Atkinson, T and Bray J (2013)	**Dementia Awareness & Intergenerational Exchange in Schools England UK** A Pioneer Project supporting Dementia Friendly Communities, England UK	As part of the Prime Minister's Challenge on Dementia, an intergenerational exchange pilot project, involving 22 schools, to trial different approaches for improving awarenss and understanding of dementia amongst school pupils was launched. Schools adopted a wide variety of approaches, resulting in bespoke projects using a variety of approaches of differing scale and extent, including short projects over a few lessons within a single subject area; Peer-to-peer	Need: Prevalence of dementia increases with age and as we are facing an ageing global population, the impact of dementia has become a national and interational concern. Type: Intergenerational project Location: England, United Kingdom Participants: Over 2000 pupils were directly involved in the projects in 22 schools. Delivery: Each school undertook different activities but examples of delivery and direct intergenerational interaction included Inviting people with dementia and their carers in to talk to pupils – in groups or as part of an assembly, forming links with local care homes and arranging visits and organising Q&A sessions with family members of those with dementia. Outcome measures: Questionnaires intended to be administered before (baseline) and after (follow-up) the key interventions were designed, which for ease are referred to as pre- and postcurriculum intervention questionnaires. These were designed around the four main KPIs.The questionnaires were designed for self-completion by pupils in secondary schools or colleges and for a circle time style teacher-led evaluation at	Key benefits reported by schools participating included: increased awareness of dementia, reduced stigma and fear, a recognition of the importance of learning about dementiain schools, an appreciation of the role of carers and the challenges and negative attitudes that older people face. Additional impact included the developement of transferable skills amongst pupils including enhanced confidence, leadership and interpersonal skills and altered persceptions of older people more globally.

		learning between schools; A whole school project across all subjects. This included learning theoretical knowledge about dementia and technologies to support people with dementia alongside the practical component which gave pupils the opportunity to meet someone living with dementia and their carers.	primary level to measure knowledge and attitudes towards people living with dementia before and after the project completion.	
6) European Network for Intergeneratio nal Learning	**Meeting of the Generations, Germany** A project created by a high school teacher in Erlenbach and a manager of a red cross care home which involved 25 different activities.	Within the project various activities were planned and carried out including visits to care homes, mobile phone and internet courses for older adults, intergenerational theatre groups, gymnastics classes, movie visits, room renovations, art classes, cooking classes and an intergenerational choir.	Need: Due to the ageing population in Germany, a need was identified to tackle the perceived lack of contact between young and old and the issue of loneliness in older adults Type: Intergenerational project Location: Erlenbach, Germany Participants: The project involved 70 pupils from Hermann-Staudinger-Gymnasium in Erlenbach between the ages of 9 and 13, and 16 partners including 3 care homes, one counselling centre and an office for Senior Citizens. Delivery: Each activity was carefully planned over a range of weeks and months. Pupils of the school experienced first-hand the life stories of the elderly adults and in return the older adults were introduced to the modern world of communication technologies.	The project reported that both groups of children and adults developed an interest and understanding for the concerns of the other generation to get to know about traditions and values of others. The project resulted in the opening of the school to a wide range of subjects including Art, Music, Sport, German, Religion and ICT. The younger participants also learned to be more reliable with their timekeeping during the project.

7) The European Network for Intergenerational Learning	**Seniors, Always Fashionable Poland** Co-ordinated by the University of Economics and Humanities in Lodz, the project used fashion as a common theme for older people to share life experience and knowledge with the younger generation and younger people to teach the older people how to perform in a global world.	The project was an opportunity for students at the university studying a BA, MA or PhD to come together with students from the University of the Third Age within the University to discuss the changes in fashion in recent years and create a platform for mutual understanding of different dress codes. Several workshops were held including: Intergenerational Communication, Modern Fashion and advertising, History of Fashio, Fashion Magaziens and Jewellery workshops.	Need: A need was identified to provide a framework for older and younger people to create mutual understanding in the fields of verbal and non-verbal communication through a share interest in fashion. Type: Intergenerational project Location: Lodz, Poland Participants: Not known Delivery: The project lasted six months and participants met several times during this period at the University of Humanities and Economics in Lodz. There were two co-ordinators from the University and two lecturers involved and one trainer from the Creativity and Entrepreneurship Centre. Outcome measures: The project aimed to assess what the main barriers were between generations and how to overcome them and evaluate if the two generations could come together to work as a team.	The project reported that long-term relationships were built between the two generations, both generations learned how to collaborate with each other, changed their original perspectives and attitudes and rejected stereotypes they had at the start. The older adults particularly felt that they had been useful to the younger people and enjoyed working with them as a team. Many participants expressed an interest to participate in similar projects again n the future.
8)	**Lire et faire lire (Read and make read), France** This programme was set up to develop a pleasure for reading and intergenerational solidarity for children in Primary Schools and other educational facilities	*Lire et fait lire* developed out of project in Brest in the 1980s, where local retirees volunteered for running the Nattier school's library. The project has been running since 2002. Now volunteers spend some of their spare time with children reading to them, sharing stories just for the sake of pleasure.	Need: Type: Intergenerational project Location: Country-wide, France Participants: Volunteers are retirees and aged 50+. Children, in turn, are in primary school age or younger. Currently, more than 12,000 volunteers work with over 250,000 children in schools and places such as libraries or child care facilities in France, while the majority of events take place in primary schools. A dedicated committee, partner organisations or the volunteers themselves recommend books and stories for reading.	The project has demonstrated many postive outcomes including, improved relationships between the generations, improved self-esteem and behaviour of the children through reading, an increased interest in reading, improved mental health of the volunteers, improved emotional health of the volunteers including reduced feelings of isolation and depression and an increase in happiness and self-worth.

| | | The programme seeks to develop a love of reading and foster the bond and the solidarity between generations. | Delivery: The volunteers meet the children once a week or even more often in the course of a school year, each session lasting for half an hour. Children who wish to take part are organised in groups of two to six and listen to stories they like. During the session, the participating children share their own experiences or ask questions, and the volunteers react and behave as they would do with their own children or grandchildren while reading a story to them. | |

References:

1) Wilson, Alistair, Hunter, Katie, Spohrer, Konstanze, Bruner, Richard and Beasley, Anna (2014) Mentoring into higher education: A useful addition to the landscape of widening access to higher education? *, Scottish Educational Review, 46* (2), 18-35.

2) The TOY Project Consortium (2014) Together Old & Young Toolkit. A Training Manual for Intergenerational Learning Initiatives, Leiden: The TOY Project

3) http://www.emil-network.eu/wp/wp-content/uploads/EMIL-Case-Study-Kindergarten-for-All-Ages.pdf

4) Intergenerational Programmes in Ireland: *An Initial Overview Caroline Finn and Thomas Scharf Irish Centre for Social Gerontology*, National University of Ireland Galway February 2012

5) Atkinson, T. & Bray, J. (2013) *Dementia Awareness & Intergenerational Exchange in Schools: A Pioneer Project supporting Dementia Friendly Communities*, Association for Dementia Studies & Coventry and Warwickshire NHS Trust.

6) E N I L – European Network for Intergenerational Learning: Report on Intergenerational Learning and Volunteering, http://www.enilnet.eu/Dossier_ENIL_EN2.pdf

7) E N I L – European Network for Intergenerational Learning http://www.enilnet.eu/CaseStudies/ENIL_Poland_case%20study.pdf

8) Lire et faire Lire: http://www.lireetfairelire.org/

3. Cuestionarios de actitud

3.1. Cuestionarios que valoran las actitudes en relación a las personas mayores/seniors (UIB)

Num	Base Datos	Reference	Design /Goal / Target	Key Findings
101	WOS	Hwang, H. L., Wang, H. H., & Lin, H. S. (2013). Effectiveness of supervised intergenerational service learning in long-term care facilities on the attitudes, self-transcendence, and caring behaviours among nursing students: A quasi-experimental study. *Educational Gerontology*, *39*(9), 655-668.	Design: quasi-experimental study Target: university students, junior college nursing program in Taiwan Evaluation methodology: performed a questionnaire survey before the intervention and two surveys after the intervention to comprehensively evaluate outcomes. Results: After 16 months of the intervention, scores of nursing students' caring behaviour and attitudes toward elders were significantly higher	Aseguran que al comparar pretest y postest la mejora de las actitudes es significativamente mayor Hwang, Wang y Lin (2013). METODOLOGÍA: - Students' Caring Behavior Scale (SCBS), a modified version of the Elders' Perceived Caring Scale (EPCS) - 22-item Revised Kogan's Attitudes toward Old People Scale (R**KAOP**S) measures attitudes toward the elderly using a seven-point Likert-type format (Hilt & Lipschultz, 1999) - 15-item Self-Transcendence Scale (STS) measures intrapersonal, interpersonal, temporal, and transpersonal self-transcendence on a four-point scale (Reed, 2008)
102	WOS	Nochajski, T. H., Davis, E. L., Waldrop, D. P., Fabiano, J. A., & Goldberg, L. J. (2011). Dental students' attitudes about older adults: do type and amount of contact make a difference?. *Journal of dental education*, *75*(10), 1329-1332.	Target: university Students (Dental studies) Evaluation methodology: this group was evaluated using the Aging Semantic Differential. Results: Teniendo en cuenta el mayor número de contactos tanto dentro de la clínica como fuera de los estudiantes con los senior, sólo se han podido comprobar una mejora de las actitudes en el contexto clínico. Refuerza la importancia de la socialización de los profesionales con los colectivos que deben trabajar.	METODOLOGÍA - Especifica las preguntas y tipo de respuesta que permite (variables independientes y evaluación de tipo y cantidad de contacto con personas mayores). - Cuestionario: **Aging Semantic Differential (ASD)**, a thirty-two-item scale developed by Rosencranz & McNevin (1995).
103	WOS	Turan, E., Yanardag, M., & Metintas, S. (2016). Attitudes of students of health sciences towards the older persons. *Nurse education today*, *36*, 53-57.	Target: students of health sciences in Turkey Evaluation methodology: Data were collected with a questionnaire (a form giving socio-demographic information and the Turkish version of **Kogan's Attitudes Towards Old People Scale (KAOP)**	Forma parte del conjunto de cuestionarios que evalúan las actitudes hacia los sénior de los estudiantes y profesionales de ciencias de la salud.

104	WOS	Thompson, E. H., & Weaver, A. J. (2016). Making connections: The legacy of an intergenerational program. *The Gerontologist*, *56*(5), 909-918.	Design: quasi-experimental research Goal: The question is, does students' involvement in an intergenerational program lessened ageist beliefs 5-9 years later. Target: (Massachusetts community has maintained an intergenerational program that brings) **fourth grade** students together with older adults. Evaluation methodology: Participants completed brief questionnaire. . Results: the high school students from one community with ongoing intergenerational programming hold a more positive image of older adults.	Levy, Kasl, and Gill's (2004) 18-item **Images of Aging Scale (IAS)** Intervention program: Sudbury has a long-standing intergenerational program for fourth graders. Bridges Growing Together has existed for more than 20 years, and since 2000 it has been integrated into the fourth grade curriculum in Sudbury Public Schools (Weaver, 2014) and involved 300–325 students annu-ally. www.bridgestogether.org	
105	WOS	Yamashita, T., Kinney, J. M., & Lokon, E. J. (2013). The impact of a gerontology course and a service-learning program on college students' attitudes toward people with dementia. *Journal of Applied Gerontology*, *32*(2), 139-163.	Target: Estudiantes universitarios que realizan aprendizaje – servicio. Eval. Methods: pretest/posttest + análisis de diarios de trabajo. **SAIL service-learning evaluation questionnaire (Pillemer & Schultz, 2002)**. Results: positive	3 dimensions of students' attitudes including attitudes toward older people, community service for older people, and working with People With Dementia.	
106	WOS	Vélez Ortiz, D., Cross, S. L., & Day, A. (2012). Insightful learning of life's lessons with older adult guests in the classroom. *Educational Gerontology*, *38*(12), 854-866.	Target: university students Eval. Methods: action of this older adult infusion project was conducted through two questionnaires and	Procedure - demographic questions - a qualitative question about what they liked most in the class. - a 20-item true=false response questionnaire, used to assess the gerontological attitudes, knowledge, and self-assessment of skills in working with older adults among students in a clinical practice course. The **Facts on Aging Quiz, standardized by Palmore (1981) and revised by Miller and Dodder (1980)**,>	
110	WOS	Furunes, T., & Mykletun, R. J. (2010). Age discrimination in the workplace: Validation of the Nordic Age Discrimination Scale (NADS). *Scandinavian*	Goal: Discriminación por edad entre trabajadores/empleados. El estudio valida una escala para valorar la discriminación por edad en contextos de trabajo Target: Edadismo entre las propias personas mayores evaluado en países del norte de Europa		

		journal of psychology, *51*(1), 23-30.	Eval. Methods: **Nordic Age Discrimination Scale (NADS)**. One item was formulated for each of the following aspects: (1) promotion, (2) training, (3) development, (4) development appraisals, (5) wage increase, and (6) change processes.	
200	SCOPUS	Luo, B., Zhou, K., Jin, E. J., Newman, A., & Liang, J. (2013). Ageism among college students: A comparative study between US and China. *Journal of cross-cultural gerontology*, *28*(1), 49-63.	Goal: It is often assumed that Chinese people tend to have a more positive attitude toward aging and old age than Americans, due to the cultural generalization of collectivism versus individualism. This study aimed to critically examine this assumption Target: university students in China and U.S. Eval. Metods: standardized surveys and in-depth focus group interviews.	Attitudes toward older people were measured using the **Fraboni Scale of Ageism (FSA),** which allows a multidimensional assessment of ageism (Fraboni et al., 1990) + Independent variables.
201	SCOPUS	Zambrini, D. A. B., Moraru, M., Hanna, M., Kalache, A., & Nuñez, J. F. M. (2008). Attitudes toward the elderly among students of health care related studies at the University of Salamanca, Spain. *Journal of Continuing education in the health professions*, *28*(2), 86-90.	Target: university students (health care related) Eval. Methods: **Aged Semantic Differential (ASD)** entre diferentes carreras. Results: las mujeres y c. psicología tienen más consciencia	
202		Belgrave, M. (2011). The effect of a music therapy intergenerational program on children and older adults' intergenerational interactions, cross-age attitudes, and older adults' psychosocial well-being. *Journal of music therapy*, *48*(4), 486-508.	Goal: to examine the effect of participation in a music-based intergenerational music program on cross-age interactions and cross-age attitudes of elementary-age children and older adults, and older adults' psychosocial well-being. Target: North Florida, children in the 4th grade (elementary-age children) and older adults Eval. Methods: Standardized measures: attitudes children ←→ elderly - Demographic data for child and older adult participants were obtained from the pretest measure. Responses pertained to age, gender, ethnicity, and interactions with grandparent or grandchild.	- Pretest and Posttest Measures *for Older Adult Participants* **Older adults' attitude towards children. The Age Group Evaluation and Description (AGED) Inventory** (Knox, Gekoski, & Kelly, 1995) was used to measure older adult participants' attitudes towards children. - *Older adult's psychosocial well-being.* Older adult participants' psychosocial well-being was assessed with the **Loyola Generativity Scale (LGS; McAdams & de St. Aubin, 1992)** and the **Rnsenberg Self-Esteem Scale (Rosenberg, 1965)**.

203		Gonzales, E., Tan, J., & Morrow-Howell, N. (2010). Assessment of the refined aging semantic differential: Recommendations for enhancing validity. *Journal of gerontological social work*, *53*(4), 304-318.	Análisis y propuestas de actualización del **Aged Semantic Differential (ASD)**	Instrumento de evaluación
204		Harris, P. B., & Caporella, C. A. (2014). An intergenerational choir formed to lessen Alzheimer's disease stigma in college students and decrease the social isolation of people with Alzheimer's disease and their family members a pilot study. *American journal of Alzheimer's disease and other dementias*, *29*(3), 270-281.	Utilizan cuestionarios para estudiantes y grupos de discusión para personas con Alzheimer y sus familiares. Resultados positivos.	Puede ayudar en cuando a ideas de estructura y conceptos, aunque está enfocado a personas con Alzheimer.
205		Oguzoncul, A. F., Aygen, M., Acik, Y., Deveci, S. E., Demirbag, B. C., & Pirincci, E. (2015). Opinions of high school students in central elazig about elderliness. *Clinical interventions in aging*, *10*, 821.	Se pide opinión a los estudiantes de secundaria de Turquía sobre la vejez. En una tabla aparecen los conceptos utilizados.	Modelo para estudiantes
206		Stahl, S. T., & Metzger, A. (2013). College students' ageist behavior: the role of aging knowledge and perceived vulnerability to disease.	Mide la percepción de los estudiantes adultos hacia las personas mayores. Utiliza 3 cuestionarios: 1) Datos personales 2) Percepción de sufrir enfermedades 3) Comportamiento hacia la gente mayor mediante el instrumento de 20 ítems: **Relating to Old People Evaluation (ROPE;**	Modelo - Buenas ideas sobre como pedir preguntas a estudiantes - Instrumento a tener en cuenta para su evaluación

		Gerontology & geriatrics education, *34*(2), 197-211.	**Cherry & Palmore, 2008**	
207		Hegeman, C. R., Roodin, P., Gilliland, K. A., & Ó'Flathabháin, K. B. (2010). Intergenerational service learning: Linking three generations: Concept, history, and outcome assessment. *Gerontology & geriatrics education*, *31*(1), 37-54.		Es necesario revisar la parte de evaluación puesto que no aporta mucha información
301	CORDIS	Vauclair, C. M., Hanke, K., Huang, L. L., & Abrams, D. (2017). Are Asian cultures really less ageist than Western ones? It depends on the questions asked. *International Journal of Psychology*, *52*(2), 136-144. http://cordis.europa.eu/project/rcn/100016_en.html	Attitudes to old age were measured both as meta-perceptions (the perceived normative context) and personal attitudes in regard to the cognitive, affective and behavioural components of ageism. The importance of distinguishing between the normative context and personal attitudes as well as the different components of ageism is highlighted by the present findings. <u>Sample</u>: university students .	Tipos de preguntas
401	EBSCO	Alcock, C. L., Camic, P. M., Barker, C., Haridi, C., & Raven, R. (2011). Intergenerational practice in the community: A focused ethnographic evaluation. *Journal of Community & Applied Social Psychology*, *21*(5), 419-432.	<u>Method:</u> analysis ethnographic	Not relevant for us
402		Ligon, M., Ehlman, K., Moriello, G., Russo, C., & Miller, K. (2014). Validation of the	Validación cuestionario	Revisar la revisión bibliográfica que incluye

		Attitude-Older Adult and Aging-Visual Analogue Scales (At-OA). *Educational Gerontology*, *40*(8), 572-583.		
501	Dialnet	Guerra López, M. D. (2014). La reducción de la estereotipia y el prejuicio sobre hombres y mujeres mayores en alumnado de educación secundaria: moduladores y líneas de actuación.	Tesis doctoral.	**CENVE** (Cuestionario de Estereotipos Negativos hacia la vejez, Sánchez Palacios 2004) Portrait Values Questionnaire (**PVQ**) (Schwartz, Melech, Lehmann, Burguess y Harris, 2001) con el fin de medir los 10 valores básicos de la teoría de Schwartz.
601	-------	Sanders, M. J., O'Sullivan, B., DeBurra, K., & Fedner, A. (2013). Computer training for seniors: An academic-community partnership. *Educational Gerontology*, *39*(3), 179-193.	Not relevant information for our project	Not relevant information for our project
602	-----	Sanders, M. J., O'Sullivan, B., DeBurra, K., & Fedner, A. (2013). Computer training for seniors: An academic-community partnership. *Educational Gerontology*, *39*(3), 179-193.	Personal goals and level of skills, and they completed the **Attitudes Toward Computer Questionnaire (ATCQ)** and the Loyola Generativity Scale as pre- and posttests	
701		Cummings, Sherry M., Mona M. Williams, and Rodney A. Ellis. 2002. Impact of an intergenerational program on 4th graders' attitudes toward elders and school behaviors. *Journal of Human Behavior in the*	This study examined the impact of an intergenerational program on children's attitudes toward elders and on their school-based behaviors. Eighty-one 4th grade children enrolled in an inner-city school participated in the study. Forty-one children, with matched seniors partners, engaged in activities based on the 4th grade core curriculum within an outdoor classroom environment, while the remaining 40 children participated in usual core curriculum activities.	- **CATE Scale** - especifica todo el método de evaluación - Destinatarios: escolares.

		Social Environment 6(3): 91-107.	Evaluation Method.: a) Children's attitudes: **CATE Scale (Jantz, Seefeldt, Galper & Serock, 1980)** b) Childrens' behaviors: Behavioral scores consisted of the behavioral grades assigned to the 4th grade students by their teachers according to the school's normal grading procedures for the reporting period during which the intergenerational program took place. c) Childrens' perceptions of elderly: Children were questioned regarding the images of older persons they encounter in the popular media and the level of their attraction to these images. Three items asked children the frequency with which they encountered older persons on TV, in the movies and in the books that they read. Children rated the frequency on a 3-point Likert scale (1 = not much and 3 = a lot). Three additional questions, using the same Likert rating scale, asked "how much do you like the elderly people" presented in the TV programs and movies they viewed and in the books they read. c) Other quantitative measures: Single item pre-test measures asked children about their exposure to older adults. These items included "How much do you see your grandparents" (3-point scale), "How many of your grandparents are living," "How many of your grandparents are healthy," and "How many of your grandparents are sick?" Target: Ta for use with children three through 11 years old .	
702		Vauclair, C. M., Hanke, K., Huang, L. L., & Abrams, D. (2017). Are Asian cultures really less ageist than Western ones? It depends on the questions asked. *International Journal of Psychology*, *52*(2), 136-		Consultar los criterios y demás ítems. Posible tipología de preguntas.

		144.		
800	otros	Sarkisian, C. A., Steers, W. N., Hays, R. D., & Mangione, C. M. (2005). Development of the 12-item expectations regarding aging survey. *The Gerontologist*, *45*(2), 240-248.	QÜEST / expectativas de salud mental y física con la edad	Reducción a 12 ítems de la escala **Expectations Regarding Aging Survey (ERA-38)**, a 38-item survey measuring expectations regarding aging.
801		Meshel, D. S., & MCGlynn, R. P. (2004). Intergenerational contact, attitudes, and stereotypes of adolescents and older people. *Educational Gerontology*, *30*(6), 457-479.	Not relevant information	Not relevant information

3.2. Cuestionarios de actitudes (UIB)

Num	References	Description	Instrument & Observation
001 (202) (701)	- Fernandes, K. E. (1981). Children's attitudes toward the elderly. Iowa State U. Altres referències: - Jantz, R., Seefeldt, C., Galper, A., & Serock, K (1976). *Test manual: **The CATE, children's attitudes toward the elderly**.* College Park, MA: University of Maryland, Center on Aging and the University of Maryland, College of education. - Jantz, R. K., Seefeldt, C., Galper, A., & Serock, K. (1980). The CATE: Childrens' Attitudes Toward Elderly. Test Manual. College Park, MD: University of Maryland (ERIC Document Reproduction Service NO. PSO 12399). - Jantz, R. K. (1976). Children's Attitudes Toward the Elderly. Final Report.	Used to measure child participants' attitudes towards older adults. This evaluative scale consists of 10 bi-polar adjectives (good-bad, happy-sad, right-wrong, wonderful-terrible, pretty-ugly, friendly-un-friendly, clean-dirty, rich-poor, healthy-sick, and helpful-harmful) rated on a 5-point scale, with 1 being the most negative and 5 being the most positive, that best describes the way they feel about older people. Scores of the adjectives are added together for a total score. Target: **children** in nursery school through sixth grade (3 through 11 years old). Evaluation goal: measure child participants' attitudes towards older adults Plus: (Before disseminating the scale to the children participating in this study, the school principal engaged the students in an exercise to develop a common reference point for the concept of "old" people.)	**The CATE, children's attitudes toward the elderly:**
002 (202)	Knox, V. J., Gekoski, W. L., & Kelly, L. E. (1995). **The Age Group Evaluation and Description (AGED) Inventory**: A new instrument for assessing stereotypes of and attitudes toward age groups. *The International Journal of Aging and Human Development*, *40*(1), 31-55.	The AGED inventory assesses the three components of attitudes across four subscales; two of which are evaluative in nature, goodness and positiveness, and two of which are descriptive, vitality and maturity. This measure contains 28 bipolar adjectives rated on a 7-point Likert-type scale, with 1 being the most negative and 7 being the most positive. One pair of adjectives was removed from the assessment measure as it was deemed to be an inappropriate measure for young children (sexy/sexless). Scores of the adjectives are added together for a total score for each subscale. Evaluation goal: measure older adult participants' attitudes towards children. Target: elderly.	**The Age Group Evaluation and Description (AGED) Inventory**

003 (101)	Hilt , M. L., & Lipschultz, J. H. (1999). Revising the **KOGAN scale**: A test of local television news producers' attitudes toward older adults. Educational Gerontology, 25(2), 143–153.	Test a revised and shortened Kogan Attitudes Toward Old People Scale. Evaluation goal: Older adult participants' psychosocial well-being. Target: undergraduates-adults. Other questionnaires relevant: (https://www.mededportal.org/publication/10325)	Forma parte del conjunto de cuestionarios que evalúan las actitudes hacia los sénior de los estudiantes y profesionales de ciencias de la salud. Parece que el Cuestionario de Kogan está desactualizado/ desfasado y se han creado muchas versiones intentando acortarlo y actualizarlo, contextualizándolo a diferentes contextos: se critica la debilidad de la validez de todos ellos.
004 (106)	Palmore, E. (1980). The facts on aging quiz: a review of findings. *The Gerontologist*, *20*(6), 669-672. Palmore, E. (1977). **Facts on aging: A short quiz.** *The Gerontologist*, *17*(4), 315-320. Miller, R. B., & Dodder, R. A. (1980). A revision of Palmore's Facts on Aging Quiz. The Gerontologist, 20, 673–679. Palmore, E. B. (1981). **The Facts on Aging Quiz.** The Gerontologist, 21(4). 431–437. Harris, D. K., & Changas, P. S. (1994). Revision of Palmore's Second Facts on Aging Quiz from a True-False to a Multiple-Choice Format. *Educational Gerontology*, *20*(8), 741-54.	a 20-item true=false response questionnaire, used to assess the gerontological attitudes, knowledge, and self-assessment of skills in working with older adults Evaluation goal: O Target: among students in a clinical practice course.	NO relevant for us (motive: university students) versions: FAQ1 y FAQ2 y FAMHQ
005	Fraboni, M., Saltstone, R., & Hughes, S. (1990). **The Fraboni Scale of Ageism (FSA)**: An attempt at a more precise measure of ageism. *Canadian Journal on Aging/La revue canadienne du vieillissement*, *9*(1), 56-66.	The Fraboni Scale of Ageism (FSA) is introduced in this study with reports of its factor structure, internal consistency reliability, and its relationship to The Acceptance of Others Scale, The Facts on Aging Quiz, and The Marlowe-Crowne Social Desirability Scale (N = 231). The FSA construct is derived from Butler's (1978) definition of ageism, and is intended to measure the affective component of attitude to supplement the cognitive aspect measured by other instruments. The FSA was found to have adequate construct validity and high internal reliability. Relationships to the other constructs measured supported the uniqueness of the FSA and revealed a lack of influence from social desirability. Sex was found to account for some variance in FSA scores.	Proponen que de sebe utilizar de forma complementaria a otros test, aunque no indica la edad de implementación Solicited

006 (102) (201) (203)	Rosencranz, H. A., & McNevin, T. E. (1969). A factor analysis of attitudes toward the aged. *The Gerontologist*, *9*(1), 55. Gonzales, E., Tan, J., & Morrow-Howell, N. (2010). Assessment of the refined aging semantic differential: Recommendations for enhancing validity. *Journal of gerontological social work*, *53*(4), 304-318.	A thirty-two-item scale developed by Rosencranz and McNevin (1995). Target: university students.	**Aging Semantic Differential (ASD)** Cuestionario (diferenciación semántica): antiguo y largo. Reducido por Ganzales. Salen los ítems.
007 (104)	Levy, B., R., Kasl, S.V., & Gill, T.M. (2004). **Image of Aging Scale**. *Perceptual and Motor Skills*, 99, 208-210.	Cita: Palmore, 1998 (estud. univ.) and Sarkisian, et al.; 2002 (expectativas de los adultos sobre su envejecimiento). Exposes that: an age-stereotype scale for systematically assessing both the positive and negative perceptions of old people is absent. Result: 9 conceptual categories (Pag. 209) rated 0-6. Targets: young (paper 104) and old.	Creación y validación de una escala **(IAS)**. 9 categorías +←→ - : actividad, cognición, muerte, dependencia, personalidad, salud física, relaciones interpersonales, deseo de vivir.(con los dos adjetivos pertinentes en el artículo. Ítems en pag 109) **4th grade**
008 (006) Recp UoP	Active Generations Survey (AGS)	The AGS is a valid and reliable, self-administered, self-report, paper-and-pencil survey designed to assess knowledge, attitudes, and behaviors. Assessed knowledge, attitudes, and behaviors by self-report and was a self-administered paper-and-pencil survey an abridged version of the Coordinated Approach to Child Health (CATCH) Kids Club survey, also called the After-School Student Questionnaire (ASSQ), Targets: third- to fifth-grade. Designed to be completed by children in grades 3-5 in about 20 minutes.	No Based on nutrition
009	CENVE 2004 Sánchez Palacios, C. (2004). Estereotipos negativos hacia la vejez y su relación con variables sociodemográficas, psicosociales y psicológicas.	Target: elderly	

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