

Appendix A: Warm-Up Activities

F.I.I.V.E. Session Warm-Up Activities

While these activities are not required, we recommend having your group complete one of these activities prior to rolling up their sleeves and beginning the volunteer work you have planned for the day. You may also want to consider ending your

volunteer work with one of these activities, or consider one of the shorter activities to do during a break. Search “team building” activities on the internet for additional examples of activities that your group can do together.

AGE LINE

In this activity group members share their feelings about their own age and aging in general.

OBJECTIVES

- ~ Group members will share their perceptions about aging.
- ~ Group members will discuss age related issues and how stereotypes are sometimes inaccurate.

STEPS

1. Have everybody place themselves in a line or semicircle from the youngest to the oldest member of the group.

2. Taking turns, have each person state their age and how they feel about their age.
3. Now invite group members to find a new place in line, but this time, suggest they may move up or down in age.
4. Taking turns, have each person state their desired age and why they chose to be that age. Ask the group: What does it mean to be that age? What do you think you could do at that age that you can't do now?

CONSIDERATIONS

One theme that usually comes out in this activity is that each age has its advantages

and disadvantages. In other words, no one age-group is inherently better or worse than other age-groups. Another powerful theme is how there are similarities across age-groups, such as how we all enjoy

socializing with other people. For reflection, ask the group to discuss how physical cues or abilities are accurate or inaccurate in judging someone's age.

GREETING GAME

This activity allows group members to “break the ice” in a playful, expressive, and safe manner, using theater techniques.

OBJECTIVES

- ~ Group members will meet one another and begin developing a sense of rapport.
- ~ Group members will participate in physical movement.

STEPS

1. Form intergenerational pairs. Have each person stand back-to-back, a few feet apart from one another.
2. Call out different emotions (e.g., overjoyed, scared, curious), each time suggesting different greetings. When the direction is given, have the pairs of individuals turn and greet one another. *Examples: Two old friends who meet suddenly after a long separation and are overjoyed to see*

each other. Other examples include an angry meeting, aloof, afraid, sad, or humorous greetings. One person may be aloof, the other angry, etc.

Each small scene begins with the pairs back-to-back, turning to one another for the greeting, and then, when each meeting is over, turning back around.

3. End the exercise by having pairs greet each other as they really are in the present.

CONSIDERATIONS

With group members that have limited mobility, this exercise can be done as though the pair is on the telephone. The greeting can be varied by having greeters sing it, sign it, or mirror each other's movements.

For reflection, ask the group to discuss how young people and older adults use different or similar greetings.

DATA MATCH

In this activity group members answer simple questions about their lives and look to find others who share their experiences.

OBJECTIVES

- ~ Group members will learn how people of different generations often share interests and life experiences.
- ~ Group members will have an opportunity to engage in casual conversation.

STEPS

1. PREPARATION:

Ahead of time, print copies of sheets of paper with the following questions written on them with a blank on each side of the question (or two blanks to one side). Additional questions can be added.

YOU		OTHER
	Favorite Color	
	Birth Month	
	Favorite Food	
	# of Siblings	
	Birth City	
	Birth Order	
	# of Pets	
	Favorite Movie	
	First Name Starts with which Letter	
	Favorite Place to Vacation	

2. ACTIVITY:

Provide each group member with one sheet and ask them to fill out the answers to the questions under the YOU column so that one side will be filled in. Once everyone has answered the questions, have them move around the room and look for people who share the same answers. For example, group members will want to find people born in their same month, people who have the same number of pets or who are also a middle child. Once everyone is done, the group should sit down again and share some of the things that they learned.

CONSIDERATIONS

Have young and older adult group members who have much in common pair up for the rest of the day as your group works on the volunteer activity.

M&M COMMUNITY GAME

One of the things that young people and older adults have in common that is often overlooked is that they live together in the same community. The “M&M Game” is designed to encourage group members to express their views about their shared community.

OBJECTIVES

~ Group members will learn about the community concerns of people in other age-groups.

~ Group members will learn that although they may be in different age-groups, they have some of the same concerns regarding the communities they live in.

STEPS

1. Break into mixed-age-groups of three to six people.
2. Give a bag or bowl of multicolored M&Ms to each group.
3. Ask group members to take turns selecting M&Ms from the bag or bowl (without looking). For each



M&M they choose, have them say something about how they feel about their neighborhood based on the color they choose.

Red:

Say something that you dislike about your neighborhood.

Light Brown:

Say something that you like about your neighborhood.

Green:

Say something about what you like to do in your neighborhood.

Dark Brown:

Say something about your neighborhood that you would like to change.

Orange:

Say something about your neighborhood that you fear.

Yellow:

Say something about the world that you would like to change.

4. Continue the activity until group members tire or run out of M&Ms.

CONSIDERATIONS

You can use any multi-colored candies and assign colors accordingly. Using small squares of multi-colored paper works perfectly as well.

CONCENTRIC CIRCLES

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

OBJECTIVES

- ~ Group members will build rapport with one another.
- ~ Group members will learn to recognize and appreciate other people's experiences.

STEPS

1. Arrange the chairs in two concentric circles. The inner circle faces the outer one.

2. Ask the older half of the group members to sit in the inner circle and the younger half to sit in the outer one facing them (or vice versa). Everyone should have a partner.
3. Ask a question for each pair to discuss. When they've had just enough time for each partner to speak (usually about 3–4 minutes), ask either the younger group member or the older group member to move one seat to the right. Now everyone has a new partner. Ask a new question. Continue this for at least four rounds. Some sample questions include:
 - ~ What is the best and worst thing about being your age?



- ~ What makes you proud of being a member of your cultural group?
- ~ What are you most eager to learn about from people in other age-groups?
- ~ What is the most important thing an elder has taught you?
- ~ What is your favorite childhood memory?

- ~ What is your favorite kind of music?
- ~ How do you feel about the neighborhood in which you live?

CONSIDERATIONS

If mobility is difficult for some group members, consider having just one circle move while the other remains stationary.

WATER QUIZ

Group members learn how people of different generations think about water conservation values and behaviors. This activity also encourages participants to pay more attention to what they could do personally to help conserve water.

OBJECTIVES

- ~ Group members will engage in critical discussion about the importance of water conservation.
- ~ Group members will learn how people from other generations view environmental conservation issues.

STEPS

1. Ahead of time, print copies of sheets of paper with the following questions written on them. Additional questions can be added.
 - ~ Do you keep the water running while brushing your teeth?
 - ~ If you help with the laundry, do you wash clothes in whole loads?

- ~ If you help with cleaning the dishes, do you only run the dishwasher when you have a full load?
- ~ Do you always make sure the water faucet closed tightly without leaking after using it?
- ~ Do you run the faucet continuously while washing dishes?

2. Break into mixed-age-groups of three to six people, or create intergenerational pairings.
3. Provide each pair or group with one water quiz and have each pair or group discuss the quiz questions together.
4. When everyone is finished, come together as a whole and facilitate a group discussion using the following questions or discussion prompts:

- ~ Do young people and older adults have different values and behavior in terms of water conservation?
- ~ Ask group members to share any water conservation tricks that they use at home now or have used in the past.
- ~ Ask the older adults to share their insights about how, over the past



30/40/50+ years, people have changed the way they think about and use water.

CONSIDERATIONS

There are various follow-up activities that can be done at the family level to promote awareness about water conservation. Encourage your group members to do the following activities at home.

Time how long each family member runs the water while taking their daily shower. Add these times up and multiply that total by 7. This is the total number of gallons of water your family uses in a normal day for showering.

Have family members think about how they can lower water consumption or waste. *Examples: checking leaky faucets, taking shorter showers, doing only full loads of wash, etc.*

TWO TRUTHS AND A LIE

This light-hearted activity encourages playfulness and cohesion between group members.

OBJECTIVES

~ Group members will build rapport and learn something new about another group member that they did not know before.

STEPS

1. Create intergenerational pairings or small groups of up to four group members. Have each person state his or her name.
2. Inform group members that they are to come up with three statements about themselves; two are to be truths and one is to be a falsehood.
3. Each person gets a turn saying his or her three statements followed by a period in which their partner(s) have

to guess which of the three statements is a falsehood.

4. Reconvening in a large group, ask group members how well they did distinguishing between fact and falsehood. Invite group members to share particularly interesting or funny occurrences with the larger group, if desired.

CONSIDERATIONS

Some group members may feel too shy and have trouble coming up with what to say. Begin by modeling the activity for your group members to ease their anxiety.

Although this activity does not reference the intergenerational component directly, by having participants joke around with each other, they get a chance to experience a fundamental similarity that transcends age, i.e., humor. In addition, some of the truths may be surprising to members of both generations and therefore help to dispel generational stereotypes.



GETTING TO KNOW YOU CARD GAME

This card game is designed to provide group members with a fun way to find out more about each other's lives.

OBJECTIVES

- ~ Group members will learn how different age-groups often have varying perspectives that cause them to think, act, and relate differently than people of their own generation.
- ~ Group members will build rapport by learning about one another in a personal way.

STEPS

1. PREPARATION:

Copy the “Getting to Know You” card sheet on the next page, and cut out individual cards.

2. Have group members introduce themselves: As they state their names, have them share something they are doing in school or in the community, a favorite hobby, or some item such as a photo that tells something about themselves.

3. PLAY CARDS:

Use the “Getting to Know You” cards to stimulate more information sharing. Have group members take turns picking up cards and asking questions of each other. If someone doesn't want to answer a question, that's fine—just go on to the next question or next card.

4. At the end of the session, ask group members to share a few words about similarities and differences between their own lives and those of their other-aged friends.

THE “GETTING TO KNOW YOU” CARDS

THE “GETTING TO KNOW YOU” CARDS		
About School What subjects do/did you like the most? What were some of the school rules? Did you have homework? What was your school day like?	About Family How many people are in your family? Where were you in the family (oldest, youngest)? Did you live in one place or move around? What did you like most about your family?	About Growing Up What was life like when you were younger? Did you have any problems? How did you solve them? What is your favorite childhood memory?
Recreation What did people do for fun when you were growing up? What did you do as a family? Did you have hobbies? Did you collect anything?	Clothes What is your favorite color? Have you ever worn a hat? What do/did people wear to school? To religious services? What is/was in fashion?	If You Had a Million Dollars How would you spend it? How would your life change?



<p>Wild Card: Question of Your Choice</p> <p>Ask any question you like. (Remember the other person does not have to answer!)</p>	<p>Humor</p> <p>Ask someone to tell a joke, a riddle, or a funny story.</p>	<p>Food</p> <p>What is your favorite food?</p>
<p>Describe how your favorite food tastes.</p> <p>What was the first food you learned to cook?</p>	<p>Candy</p> <p>What is your favorite candy? Describes how it tastes. How do your teeth feel after eating a lot of it?</p>	<p>Travel</p> <p>Where have you traveled? Where would you like to travel and why?</p>
<p>Pets</p> <p>Do you have any pets? What are their names? What is your favorite kind of pet and why? Do you think people look like their pets?</p>	<p>Good Health</p> <p>What is "good health"? What are three things people can do to improve their health?</p>	<p>Television</p> <p>Do you watch TV? If so, what is your favorite show? How do you feel about TV?</p>
<p>Ocean</p> <p>Do you have any special feelings when you think about looking out over the ocean? Which ocean do you think about when you think of the ocean? Have you ever been fishing? Did you catch anything? Have you ever swum in the ocean?</p>	<p>Music</p> <p>What is your favorite kind of music? What is your favorite song? How do you feel listening to your favorite music?</p>	<p>Hiking</p> <p>Have you ever gone hiking? If yes, where did you go and how did you feel about it? Where would you like to go hiking?</p>
<p>Summer</p> <p>Which would you rather be—too hot or too cold? What do you like to do during the summer?</p>	<p>Dancing</p> <p>Do you like to dance? What dances do you know? Which, if any, dances would you like to learn?</p>	<p>Holidays</p> <p>What is your favorite holiday? What other special days do you celebrate?</p>

DANCING IN THE MIRROR

This activity is a gentle movement icebreaker conducted in intergenerational pairs.

OBJECTIVES

- ~ Group members will build rapport.
- ~ Group members will have an opportunity to engage in physical movement, with an emphasis on stretching.

STEPS

1. Create intergenerational pairs.
2. Ask one member to volunteer to be the “leader.”
3. The partners stand or sit close together, facing one another.
4. The leader starts a slow movement of hands, shoulders, head, etc., while

the other group member mirrors the leader’s movements.

5. After a time, the other member of the team becomes the leader and the process is repeated.
6. The result is a synchronized dance of movement that can be effective in lightening the mood, creating laughter, and helping group members relax.

CONSIDERATIONS

Although this activity does not reference the intergenerational component directly, by having participants do shared movements and have fun with these movements, they get a chance to experience a fundamental similarity that transcends age.

SLANG CHART GAME

Group members explore the different slang expressions used by children/youth, young and middle-aged adults, and senior adults to describe the same items or ideas. This activity can be conducted with small, medium, and large groups, as long as there is a mixed-age group.

OBJECTIVES

- ~ Group members will have a heightened awareness of how written and spoken language has changed over the past 10 to 60/70 years.

~ Group members will learn how to engage in effective intergenerational communication.

STEPS

1. With all group members sitting together as one large group, introduce the activity by saying a few words about slang words. Perhaps share one or two of your favorite slang words.
2. Then ask the group to give slang words for “wonderful.” Note how people from different generations tend to use different slang words.



3. Begin creating a “slang chart.” Write “slang chart” on top of a blackboard or poster paper, list several topics on the left side followed by blanks for the group members to fill in additional topics, and, depending on age of group members, make categories for age groups (e.g., young

people, young adults, and older adults).

CONSIDERATIONS

Be alert to the possibility that a group member might find some slang terms offensive, even if the offense is unintentional.

HAVE YOU EVER?

This game gives group members an opportunity to share an assortment of personal experiences.

OBJECTIVES

- ~ Group participants will have an opportunity to build rapport by sharing memories.

STEPS

1. Break group members up into mixed age groups.
2. Have a person from each group volunteer to be the first topic leader. This person will begin by asking their group, “Have you ever..... [complete this sentence with one of the topic ideas below].” The leader should choose a topic that he or she has a personal story to share.

3. After the leader has shared his or her story, other group members can share stories of the same topic. When no one else has a story to share about the topic, a new topic should be presented by a new topic leader.

Here are some topic ideas:

Have you ever....

- ~ seen a circus?
- ~ received a bad grade in school?
- ~ traveled overseas?
- ~ moved to a new house?
- ~ played an instrument?
- ~ driven/ridden in a convertible?
- ~ won a prize?
- ~ made something you were really proud of?
- ~ broken a bone?

CONSIDERATIONS

An alternative to verbal storytelling is to have each group member draw a picture that tells a story.