

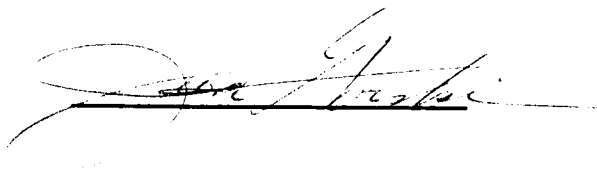
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Mary Dale Blanton, Major Professor

We have read this thesis  
and recommend its acceptance:

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THE EFFECTS OF AN INTERGENERATIONAL RECREATIONAL PROGRAM  
ON CHILDREN'S ATTITUDES  
TOWARD THE ELDERLY

A Thesis  
Presented for the  
Master of Science  
Degree  
The University of Tennessee, Knoxville

Diane S. Livermore  
August 1990

Dedicated to

Jordan

Thank you for being my son, and for teaching me the only important things that life has to offer. I pray that your knowledge of the sacrifices involved in my journey will someday give you the courage to pursue your own. I will love you always.

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## ABSTRACT

The purpose of this study was to investigate and determine what effect an intergenerational recreational program has on children's attitudes toward the elderly. The subproblems addressed were:

1. To develop an intergenerational recreational program to meet theoretically based objectives.
2. To determine what effect the developed intergenerational recreational program has on children's attitudes toward the elderly.

The research involved an intergenerational recreational program between four-and five-year old pre-schoolers at First United Methodist Church, Oak Ridge, Tennessee and elderly individuals enrolled in a geriatric day-care program entitled Keystone Eldercare located at the same church facility. The sample consisted of 21 children and 12 elderly participants.

The week prior to the implementation of the program, all 21 of the children were administered a modified version of the CATE Semantic Differential-Old People, a test developed at the University of Maryland in 1976 to be used with children between the ages of 3 and 11. This same test was administered one week following the completion of the program. After the administration of the pre-test, 11 of the pre-schoolers were randomly assigned to the experimental group and the other 10 were assigned to the control group.

The experimental group received the intergenerational recreational

program twice a week for 6 weeks for thirty minutes a session. The control group functioned normally without change in the pre-school curriculum. Recreational activities between elders and pre-schoolers included activities such as singing, dancing, storytelling, games, parties, crafts, and drama.

An independent t-test with an alpha level set at  $p < .05$  was used to analyze both pre-test scores and post-test scores for between-group comparisons. Because of random sampling, pre-test scores were not significantly different between experimental and control groups.

Upon post-testing of the pre-schoolers, there was no significant difference between the experimental and control groups' attitudes toward the elderly. Therefore, the null hypothesis that there will be no significant difference in children's attitudes toward the elderly following a six-week intergenerational recreational program was not rejected.

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## CHAPTER I

### INTRODUCTION

Over the last several decades, Americans have seen a shift in the family structure from an extended age-integrated family to a nuclear age-segregated family (Newman, 1985). When the family was an extended one, children interacted naturally with both middle-aged and elderly in such a way that aging was a natural and accepted part of life. One could view the whole spectrum of life from birth to death (Peacock & Talley, 1985). The major developments of life became predictable (Neugarten, 1977). Today, that has all changed. Most activities with our fellow sojourners are age-related and age-segregated. Peacock and Tally (1985) summarize:

This segregation starts early in life with the school; it is here that eight year olds learn to play only with eight year olds, twelve year olds with other twelve year olds, and so on. Similarly recreational activities are very much age graded. The changing family structure and increased mobility of society isolate the generations so much that some children of mobile families have literally no acquaintance with elderly people. The elderly, too, move into an isolated world of housing for the aged or into institutions, as an alternative to living alone or moving in with their children. (p. 14)

Because of the growing separation of the elderly in our society,

children as well as the middle-aged have developed a set of negative stereotypes about aging. Butler (1969) coined the word "age-ism" to describe the prejudices to old age that result from ignorance, myths, and half-truths.

"Age-ism" reflects a deep seated uneasiness on the part of the young and middle-aged--a personal revulsion to and distaste for growing old, disease, disability; and fear of powerlessness, "uselessness," and death. (p. 243)

The stereotyping of the elderly, as with any minority group, is dangerous. It makes one afraid of one's own aging; and hence, cuts one off from one's own human potential. Ruth Benedict (1976) says:

A concerted effort should be made to stop perpetuating the view of the aged as "them" and of the young as "us." Every person ages. The aged are not an exotic minority group, toward whom some people can feel detached but sympathetic. The aged are all of us. (p. 139)

This is especially relevant in view of the fact that the future of our own aging is one that is becoming more probable for all Americans. The U.S. is quickly becoming an older society. The elderly population, people 65 years of age or older, has grown steadily since the turn of the century. In 1900, the elderly comprised about 3 million people (4% of the population). As of 1987, there were 29 million elderly, accounting for more than 12% of the population. By the year 2030, seniors will number over 65 million and comprise

more than 21% of the U.S. population (AARP, 1987).

One of the best ways to help alleviate age-ism is by developing effective intergenerational programs, programs whereby young and old can join together and benefit in mutually satisfying ways from each other (Tice, 1985). The first program that was designed intentionally to unite old and young was the Foster Grandparent Program (FGP) which began in 1965 under the auspices of the Department of Health, Education, and Welfare (Saltz, 1984). As of 1984, the FGP has served over 65,000 children and involved over 19,000 foster grandparents (Saltz, 1984). The results of research studies have shown that both foster grandparents and foster grandchildren benefit greatly from the program (Saltz, 1984). It has been one of the most effective intergenerational programs and is still in existence today.

The Foster Grandparent Program was followed by The Retired Senior Volunteers Program (R.S.V.P.) which encouraged volunteers to tutor in schools (Tice, 1985). In the early 1970's, the Administration on Aging provided some money to start a few programs and the federal government continues to play a role (Tice, 1985). Local communities are also intimately involved and are ultimately the ones responsible for successful implementation and completion of programs.

Today, programs that bring young and old together can be found in all 50 states (Tice, 1985). Carol Tice (1985), the President of New Age, Inc., a Center in Support of Intergenerational Education,

Service, and Research in Ann Arbor, Michigan, sent questionnaires to governors, commissioners on aging, and state superintendents of schools requesting data on services which linked young and old. Forty-five states replied and indicated that a wide range of activities were taking place. The activities included tutorial endeavors, education enrichment activities, artistic efforts, historical and cultural projects, and health and human service endeavors. In May, 1985, New York and California held statewide conferences to plan for justice and quality of life including work and leisure (Tice, 1985). The underlying assumption behind all these programs is that intergenerational activity provides a healthy, realistic view of life. Children begin to see their own aging as part of the human spectrum, a life-stage that is becoming more of a reality for all Americans.

#### Statement of Problem

The purpose of this study was to investigate and determine what effect an intergenerational recreational program has on children's attitudes toward the elderly. The subproblems addressed were:

1. To develop an intergenerational recreational program to meet theoretically based objectives.
2. To determine what effect an intergenerational recreational program has on children's attitudes toward the elderly.

### Hypothesis

The following hypothesis was tested statistically in order to answer the subproblem of this study: there will be no significant difference in the attitudes of children toward the elderly in the experimental intergenerational recreational program and the children in the control group following a six-week recreational program.

### Definitions of Terms

For the purpose of this study the following definitions were used:

Age-ism: Discrimination against the elderly based on negative stereotyping.

Attitudes: Those perceptions that are learned and that affect life decisions. They have a cognitive, affective, and a behavioral component.

Children: Pre-schoolers who are 4 and 5 years old and who will begin kindergarten in Sept., 1990.

Elderly Person: Any individual over the age of 60.

Intergenerational Activity: The interaction of elderly persons and pre-school children in a recreational program for 40 minutes twice a week for 6 weeks at First United Methodist Church, Oak Ridge, Tennessee.

Positive Aging Attitudes: Attitudes that help to promote

the over-all health of the individual as measured by the CATE after the completion of a six-week recreational program.

Recreational Activities: Those activities chosen by individuals primarily for the sake of the activity which involve mental, physical, social, or emotional actions and which contribute to the total development of the individual by meeting such basic human needs as belonging, achievement, status, or approval. Recreational activities used in the program included dance, crafts, storytelling, drama, parties, singing, games, and entertainment.

#### Basic Assumptions

This study was organized according to the following basic assumptions:

1. The children were honest in their responses.
2. The data obtained from the Semantic Differential is interval.
3. Working with children and elders in a six-week inter-generational recreational program provided reliable and valid measures for indicating differences between subjects in the two groups.
4. The activities, once validated by a jury of experts, contained activities essential to fostering positive attitudes in children toward the elderly.

### Delimitations of the Study

This study was delimited to the following parameters:

1. Twenty-four pre-schoolers enrolled at First United Methodist Church pre-school, Oak Ridge, Tennessee during the 1989-1990 school year; 10 eldercare participants enrolled in Keystone Eldercare at First United Methodist Church, Oak Ridge, Tennessee; and 2 senior volunteers from the same church facility.
2. To include selected recreational activities and experiences.
3. For a period of six weeks, twice a week for 40 minutes.

### Limitations

This study's findings were limited by several factors:

1. The results of the study were limited by the health and vitality of the elderly population that was chosen.
2. There was no attempt to control other intergenerational programs in which the children might be involved.

### Need/Purpose of This Study

The survey of the literature indicated that a significant amount of research exists about children's attitudes toward aging and older persons (Hickey, Hickey, & Kalish, 1968; Seefeldt, Jantz, Galper, & Serock, 1977; Fillmer, 1984; Dobrosky & Bishop, 1986).

Most of the studies have shown that children do indeed mirror society's negative stereotypes of the elderly (Hickey, Hickey, & Kalish, 1968; Seefeldt, Jantz, Galper, & Serock, 1977; Fillmer, 1984; Dobrosky & Bishop, 1986).

Within the last 20 years, numerous intergenerational programs have been developed (Tice, 1985). The primary intention of all such programs was to allow young and old to come together to share the support and resources that each could offer the other. It was shown that some programs were beneficial to children in fostering positive attitudes about the aged and their own aging (Newman, 1985; Allen, Allen, & Weekly, 1986; Saltz, 1984; Allred & Dobson, 1987). It was also shown that some programs were beneficial to elders as well (Saltz, 1984; Newman, 1985). By allowing seniors to interact in meaningful ways with children, some studies indicated that elders experienced increased life satisfaction, greater self-esteem, and improved health.

However, actual research on the benefits of intergenerational programming for both young and old is scarce. Few have documented the therapeutic value, if any, for participants. Hence, there is a real need to further document how intergenerational programming could be effective in fostering healthy attitudes in children about the aged and their own aging.

Although the literature contained some description of actual intergenerational programs in the field of recreation (Metal-Corbin, Corbin, & Barker, 1986; Carson & Ostrow, 1986; Lindner

& Harpaz, 1983), it was void of research on how intergenerational recreational programs could be used to affect children's attitudes toward the elderly.

Therefore, it was the purpose of this study to explore the effect of an intergenerational recreational program on children's attitudes toward the elderly. It is the belief of the researcher that the field of recreation is a diverse and rich medium that would provide numerous situations for effective and meaningful ways of uniting young and old. The researcher hopes that data gathered from this research will provide additional direction for future intergenerational initiatives in the field of recreation.

## CHAPTER II

### REVIEW OF LITERATURE

This study examined the effects of an intergenerational recreational program on children's attitudes toward the elderly. This chapter is a review of the literature compiled in the following manner: (a) children's attitudes toward age and aging; (b) documented intergenerational programs; (c) key components of an effective intergenerational program; (d) children's attitudes toward age and aging: measurement instruments.

#### Children's Attitudes Toward Age and Aging

In 1968, the first study on children's attitudes toward the elderly was initiated by Hickey, Hickey, and Kalish (1968). Prior to that time, all of the research involving young persons' attitudes toward the elderly involved either an adolescent population or a young-adult population (Tuckman & Lorge, 1953; Kogan & Shelton, 1962; Kastenbaum & Durkee, 1964; Lane, 1964).

The purpose of this study (Hickey et al., 1968) was to explore the reactions that children have toward the elderly. The population consisted of 208 third graders representing four different schools: (a) one upper income public school, (b) one upper income Catholic school, (c) one lower income public school, and (d) one lower

income Catholic school. In each of the four schools, the teachers assigned an in-class paper to be written about an "old person." The suggestion "like your grandparents" was made. Nothing further about the assignment or old age was mentioned. The responses of the children were broken down into two major categories, Physical Characteristics and Social Characteristics. Physical Characteristics included the following categories: (a) ambulatory, (b) visual and auditory, (c) hair and beard differences, (d) skin and complexion changes, and (e) general feebleness. Social Characteristics included: (a) kindness, (b) meanness, (c) poverty, (d) loneliness, and (e) eccentricity or senility. The Physical Characteristics which were more commonly perceived of older people by the children were ambulatory and general feebleness. Over 33% of the high income students reported ambulatory differences while over 40% of the low income students reported ambulatory differences. In the category of general feebleness, 33% of the high income students thought this was a characteristic while 25% of low income students reported this finding. Inspection of Social Characteristics revealed one optimistic finding: perception of the elderly as kind or friendly occurred three times as often as mean or unfriendly. Children from wealthy homes (83%) rated the elderly as kind more often than children of poorer families (58%). The following picture emerged; children from wealthy homes anticipated that old age will bring more leisure time, loneliness, eventual feebleness but not senility, and that they will be kind and friendly. Children

from poorer homes anticipated that in old age they will not be lonely, will not have increased leisure, might be senile, and might become mean and unfriendly. In conclusion, Hickey et al. (1968) stated that eight-year-old children have already begun to develop concepts of old age and attitudes toward old people.

Nine years later, Seefeldt, Jantz, Galper, and Serock (1977) explored children's attitudes toward the elderly and examined the educational implications of such attitudes. The subjects, 180 children were randomly selected. Twenty children at each age (from ages 5 to 11) were selected from a school district outside of Washington, D.C.; and twenty three- and four-year olds were chosen from a neighboring pre-school. Children's attitudes were assessed by the CATE, a test which was developed by Jantz, Seefeldt, Galper, and Serock (1980) to measure the cognitive, affective, and behavioral components of children's attitudes toward the aged. The CATE consists of four independent subtests.

Seefeldt et al. (1977) found children's attitudes to be generally negative and stereotypic, i.e.: (a) only 39 children were able to identify an older person whom they knew outside of the immediate family; (b) the majority of the children reported that they preferred to be with young people not old; (c) the majority of the children viewed the physical characteristics of old age with horror; and (d) the children expressed disgust at growing old themselves. However, Seefeldt et al. (1977) also indicated two positive findings: (a) most children had positive affective

feelings toward the elderly indicating that their limited contact with them had been enjoyable; and (b) as children aged, their perceptions of the elderly became more realistic and positive. In conclusion, Seefeldt et al. (1977) suggested that one goal for educators would be to increase children's contact with older adults.

Fillmer (1984) also found that children expressed a preference to be with younger people. The purpose of this study was to determine if children in the fourth, fifth, and sixth grades would respond differently to photographs of adults of varying ages. The population consisted of 74 boys and 70 girls in the fourth, fifth, and sixth grades of a university laboratory school. Pupils were shown a picture of a young man, an old man, a young woman, and an old woman. They were to indicate on the answer sheet whether the person was sick/healthy, ugly/attractive, rich/poor, happy/sad, or friendly/unfriendly. Answers were on a five point scale. Fillmer (1984) then asked five questions to assess the attitudes of subjects toward the person pictured:

(1) If you saw this person on the street, would you say  
"Hello" to him or her?

(2) Would you like this person to be your friend?

(3) Would you like this person to sit next to you on a bus?

(4) Would you like this person to watch you play?

(5) Would you like this person to help your teacher? (p. 102)

The results were as follows: (a) in describing photographs, higher mean ratings were given to the older adults; but, (b) in answering

questions, pupils indicated that they would prefer to be with younger people ( $F = 28.26$ , at  $p = .001$ ). Fillmer suggested that it is perhaps safer to describe old people than associate with them; particularly since research (Seefeldt et al., 1977) has indicated that children have limited contact with the elderly and hence, may feel uncomfortable in their presence. In conclusion, Fillmer (1984) found that young people do stereotype the elderly.

Dobrosky and Bishop (1986) conducted a similar research study to that of Hickey, Hickey, and Kalish (1968). The purpose of this study was to replicate, in part, the original Hickey et al. (1968) research but to eliminate as much biasing stimuli from the research instrument as possible. The intent of the study was to provide a total range of children's cognitions about the elderly, as well as to report the distribution of responses.

Three hundred seventeen fourth and fifth grade students from two Midwestern schools were chosen as the sample: one of the schools was located in a wealthy suburb and the other in a low- to middle-income community. The research instrument consisted of a single question: "What kinds of things do you think about when you hear the phrase, 'an old person'?" (p. 432). The data were collected as an inclass assignment for the children. The phrase "like your grandparents" was omitted from this study as the researchers thought that it might bias the results.

The essays were analyzed to develop an exhaustive list of cognitive categories. Each category had two sub-headings "negative"

or "non-negative." Negative responses were those that were not necessarily stereotypical, but those that any ordinary person would not want to possess. The various categories included psychological and emotional elements, social characteristics, behavioral responses, physical descriptions, dependency issues, and references to age.

The results (Dobrosky & Bishop, 1986) included the following: (a) children had a limited knowledge of old people; (b) children in the lower-income group referred to old people in terms of physical problems more than the students in the higher-income group; (c) children were three times as likely to see elders' behavior as positive rather than negative; (d) children from the higher-income group were twice as likely to see elders' behavior as positive; and (e) students from the lower-income school who also saw older adults as more positive, were much more likely to refer to relatives when talking about old people. If this was true, then students who had more contact with older adults were more likely to see them in positive ways (Dobrosky & Bishop, 1986).

It was apparent in summarizing these four studies from the literature review that children are learning stereotypical attitudes about the elderly. The following picture emerged: (a) children had little contact with the elderly; (b) children's knowledge of the elderly was limited; (c) children preferred to be with young people rather than with old people; (d) growing old was perceived primarily as a physical process with little understanding of what

occurs intellectually and emotionally as one ages.

### Documented Intergenerational Programs

Since its beginning in 1965, the Foster Grandparent Program (FGP) is one of the oldest and one of the most successful intergenerational programs still in existence today (Saltz, 1984). In 1966, a longitudinal experimental study was initiated in Detroit, Michigan (Saltz, 1984) to study the effects of a FGP on both children and foster grandparents. Forty low-income elderly were assigned as foster grandparents to children and infants under 6 years of age in a Detroit area institution for orphaned children.

The intellectual and social development of 81 infants and children were assessed over a 4 year period before and after they had experienced foster grandparent care. Another group of children who resided in a similar institution in Baltimore, Maryland served as the control group. IQ tests were given to all the children before the institution of FGP (mean average of 1 year) and then were compared with the scores after the FGP was in operation (after 1 year, 2 years, 3 years, and 4 years). The IQ scores of the children in the Michigan institution tended to increase from low-average to average levels after the institution of FGP. In contrast, the IQ scores of the children in the Maryland institution declined with length of residence.

The Vineland Social Maturity Scale was used on both groups

to measure social competence. Most children reared in social institutions scored extremely low on this standardized test (Goldfarb, 1943). The children in the FGP had average scores on this test over the entire time of residence.

The next part of the study (Saltz, 1984) assessed the effect that the program had on the foster grandparents. The assessment method used was a standardized interview schedule conducted orally on a one-to-one basis (Troll et al., 1976). The interviews were conducted before, during, and after each older person had participated in the FGP. The same assessments were given to a control group. The FGP role appeared to meet major life satisfaction themes that elders had hoped the program would meet for them, the most consistent of which was the deep emotional need of giving love to children who, in turn, needed their love. Other benefits to participating seniors included increased financial satisfaction.

Since 1965, many other intergenerational programs have been developed (Tice, 1985); however, research on such programs is scarce. Most of the research involving intergenerational programs has been done in the field of education.

Sally Newman (1985), director of Generations Together, an organization that develops and implements intergenerational programs in schools and communities, conducted two evaluative research studies to answer three questions. Newman (1985) answered two questions in the first study:

- (1) What is the effect of the consistent presence of older

volunteers in classrooms on children's learning?

- (2) What is the impact of intergenerational programs on older persons' feelings of life satisfaction? (p. 2)

Newman (1985) collected information about one of the center's programs entitled the Senior Citizen School Volunteer Program (SCSVP). This program used senior volunteers in schools to interact with students on a weekly basis. The SCSVP collected information each year on the program's impact through the use of questionnaires and logs. In 1980-1981, findings from 99 teacher logs and questionnaires revealed the following: (a) 91% of the teachers indicated that the senior citizen volunteers contributed to students' academic growth, and (b) 95% indicated that the volunteers contributed to pupils' social growth. Of senior citizen volunteers, 65 reported the following concerning the impact of the program on their lives: (a) 97% believed participation in the program improved their feelings of self-worth, (b) 20% reported improved health, and (c) 25% said they learned new skills.

The second study by Newman (1985) was designed to answer the question "What is the impact of consistent interaction with older volunteers on children's views toward older persons?" (p. 2). Two hundred fifty-six children from grades four, five, and six from four public schools in Western Pennsylvania participated in the study. One hundred ninety of the students were participants in SCSVP as well. The instrument used was an original survey entitled "Children's Views on Aging." A measure of change in

attitude was determined by a change in scores administered 8 months apart. Groups 1 and 2 (SCSVP participants) showed more positive attitude changes than Group 3 (control group). The attitudes of children who were participants in SCSVP for 1 and 2 years were then compared. The children who had been in the group for 2 years reported more positive attitudes than those who had been in the group for only 1 year.

The union of gifted students with seniors was shown to be beneficial as well. Two teachers of gifted students and a psychologist (Allen, Allen, & Weekly, 1986) did an experimental study to determine the impact of a practicum on aging and reminiscence on gifted students' attitudes toward the elderly. Forty-nine gifted seventh and eighth graders from 2 middle schools in Topeka, Kansas participated in the practicum on aging; thirty-eight of them completed an attitude test (13 items rated on a 7 point Likert scale). The attitude tests were administered at the beginning and the end of the experiment.

For 3 weeks a seminar was conducted to inform the students about issues concerning aging in our society. During the next 2 weeks students prepared to reminisce with an elderly person about significant events in his or her life by developing interview questions. During the final four weeks the students conducted the interviews with seniors in the community. All seniors were relatively healthy and active senior citizens. Interviews were taped; oral histories and reminiscence books were prepared; copies were given to interviewed seniors.

The initial administration of the test revealed some negative mean (mean = 4.00;  $p < .005$ ) scores in the following categories: (a) active-passive ( $m = 3.14$ ); (b) healthy-ill ( $m = 3.42$ ); (c) strong-weak ( $m = 3.42$ ); (d) accepted-alienated ( $m = 3.5$ ); and (e) independent-dependent ( $m = 3.83$ ). However, mean ratings on some scales were highly positive such as (a) wise ( $m = 6.69$ ), (b) interesting ( $m = 6.28$ ), and moral ( $m = 6.17$ ). To assess attitude change, a 2 (sex of student, factor A) X 2 (before-after time interval, factor B) X 13 (item, factor C) ANOVA was computed. The ANOVA showed that overall attitudes changed in a positive direction. Because 13 simple main effects were analysed, a conservative test of significance was employed for the individual tests ( $\alpha = .005$ ). In general, most change occurred for the items showing the most negative initial attitudes. By the completion of the project, students viewed the elderly as more joyful, accepted, strong, and active. All scores were above the mean. Allen et al. (1986) stated that one reason why such positive results were obtained might have been because of the reliance on healthy, active seniors.

Other areas of research emphasized children's visits to nursing homes. Seefeldt (1987) focused on the following questions:

- (1) Do preschoolers' visits to infirm elders in a nursing home promote positive or negative attitudes toward the elderly and their own aging?
- (2) How do visits affect the elders in the nursing home? (p. 228)

From each of two child care centers, NH Center I and Center II, 30 four-and five-year old children were randomly selected. Sex and age for both groups were equal.

The director of NH Center I arranged for the children to visit a nursing home once a week for the entire year. The program consisted of children singing as a group to the residents, sharing toys as a group, or doing finger plays as a group. Little or no actual one-on-one contact took place between residents and children. The other center (Center II) had no planned contact with elders during the day care program.

The CATE (Jantz et al., 1980) was used to measure children's attitudes toward the elderly. It was administered to both groups after the experiment. Because of the elders' infirmities, the effects of the children's visits on elders were determined through the use of interviews with nursing staff.

After a year of weekly visits, the preschoolers of NH Center I held more negative attitudes about their own aging than did the children of Center II. The children of Center II rated young people more positively ( $M_n = 46.4$ ) than the children of NH Center I ( $M_n = 37.3$ ), ( $p < .01$ ). Children in NH Center I rated old people as more terrible ( $M_n = 4.5$ ) than did children in Center II ( $M_n = 3.9$ ), ( $p < .05$ ); as more unfriendly ( $M_n = 4.5$ , NH Center I;  $M_n = 3.9$ , Center II), ( $p < .05$ ); and as sicker, ( $M_n = 3.5$ , NH Center I;  $M_n = 1.5$ , Center II), ( $p < .001$ ). The staff, however, agreed unanimously that the visits were of immense value to both children

and adults. In conclusion, Seefeldt (1987) reported that children exposed to elders in nursing homes should also be exposed to healthy, active elders to give children a more balanced picture. The fact that there was not much intimacy between elders and children may have had an effect on the results as well.

Likewise, Allred and Dobson (1987) did an experimental study which was designed to determine whether there was a change in children's attitudes toward aging after intergenerational contact with nursing home residents. Their results were more positive than those of Seefeldt (1987). Allred and Dobson (1987) used the concept of intergenerational remotivation therapy, a concept that involves the "pairing of children with older adults to discuss topics of mutual interest, such as entertainment or food" (p. 217). The sample consisted of 15 sixth grade volunteers in a small, southwestern public school who were paired with 15 elderly nursing home residents. Before meeting with nursing home residents, the students were involved in two one-hour training sessions with the school counselor. The first training session involved seeing and discussing a film which explained intergenerational remotivation techniques. In the second session, physical and psychological changes that occur with aging were explained. Next, the 15 children were paired with 15 elderly volunteers and randomly assigned to one of three remotivation groups. Each group met for 30 minutes immediately after school once a week for 10 weeks at the nursing home. In 10 sessions the four steps of the intergenerational

remotivation program were covered: (a) climate of acceptance; (b) bridge to the world; (c) discussion of the world; and (d) climate of appreciation (Bridges & Thralow, 1981). The Analysis of Attitudes of Students (Lane, 1964) was given before and after the experiment.

Results showed that increased contact with the elderly resulted in a slight improvement in children's perceptions of them. Several factors could have influenced these results: (a) children learned that elders were diverse and interesting; and (b) children bonded with elders because of the one-to-one contact with them (Allred & Dobson, 1987).

The relatively new field of geriatric day care has incorporated intergenerational activities in its programs. Kuehne (1988) studied the behaviors of members of a small intergenerational group during nine weeks of observation.

The population involved in this study consisted of seven adult day-care clients and seven pre-school, day-care children. The program's coordinators included one recreational therapist from the adult day care and the pre-school teacher. These fourteen participants met once a week for approximately one hour. The researcher was present weekly to observe the interactions.

Kuehne (1988) recorded all interactions as either positive, negative, or ignored comments. The positive interactions were recorded in one of nine categories: helping, instructing, agreeing, giving affection, complimenting, playing, encouraging, silently

cooperating, building group solidarity. Negative interactions were either categorized as aggression or rejection. The number of interactions between children and adults was overwhelmingly positive. There were 462 positive interactions recorded; 14 instances of negative interactions; 16 instances in which comments were either ignored or not heard. The coordinators' roles were recorded in 1 of 3 categories: direction/encouragement (84.6%); control/authority (4.2%); group/solidarity building (11.2%).

The group succeeded for the following reasons: (a) expectations were not high for the group in terms of in-depth personal sharing; (b) those who chose not to participate in the group verbally were not ostracized and hence, did not threaten group stability; (c) positive attitudes contributed to group solidarity; (d) program coordinators directed each meeting to minimize conflict; and (e) older adults were able to control children's behavior without becoming an authority figure by assuming a grandparenting style common in our culture. Kuehne (1988) concluded by stating that intergenerational programs can be social situations in which significant positive experiences can be shared by members of two distinct age groups.

Although actual research on intergenerational programs is scarce, there are many programs in existence today (Tice, 1985). The Foster Grandparent Program set the tone in 1965 and was shown to be a positive experience for both young and old.

Although all programs reported varying degrees of success

in creating positive experiences for children and elders, some programs were more effective than others in actually producing a change in any negative stereotyping that the children might have had toward the aged and their own aging (Newman, 1985; Allred & Dobson, 1987; Allen, Allen, & Weekly, 1986). One program actually increased children's negative attitudes toward the elderly (Seefeldt, 1987). In conclusion, research findings were inconsistent. It seems that contact between generations may not always result in changing children's negative attitudes toward the elderly.

#### Key Components of an Effective Intergenerational Program

Given the inconsistent research findings, programmers should examine the research on what constitutes an effective intergenerational program. In 1969, Amir, an Israeli psychologist, wished to evaluate studies of the effect of intergroup contact on the changing of attitudes and ethnic relations. Because the population in Israel is segregated along ethnic lines, Amir was especially concerned about developing positive intergroup contact among children and youth in Israel. He also was concerned about whether programs between blacks and whites in the U.S. could be designed in such a way that hostility and tension would be reduced between the two groups and positive attitudes and relationships would develop. Amir (1969) found that contact between people--the mere fact of their interacting--is not likely to change beliefs.

After evaluating the literature on this topic, Amir (1969) developed his contact hypotheses or conditions which must be present in order for contact between diverse groups to result in positive outcomes. Seefeldt (1985) summarized that for positive results, the following conditions must be met:

- (1) There must be equal status between the members of the two groups.
- (2) If the members of the group are from a majority and a minority group, the members of the minority group must be of an equal or higher status.
- (3) The contact is of an intimate, rather than casual nature.
- (4) Contact is pleasant and rewarding for both groups.
- (5) There is a functional interaction taking place, with both groups involved in setting goals, and participating in important activities. (p. 3)

Seefeldt (1985) summarized the unfavorable conditions which have been related to negative attitude development and increased hostility and prejudice between groups as:

- (1) When the contact produces competition rather than cooperation.
- (2) The prestige or status of one group is lowered as a result of the contact or situation.
- (3) The members of one group are, or the group as a whole is, in a state of frustration.
- (4) The groups in contact have moral or ethnic standards

which are objectionable to one another.

- (5) If, in the case of contact between a majority and a minority group, when the members of a minority group are of lower status or lower in any relevant characteristic than the members of the majority group. (p. 3)

Given the fact that both young and old are minority groups in our culture, that negative stereotyping exists between young and old, and that children have limited contact with the elderly, Amir's contact hypotheses would be appropriate when developing and implementing intergenerational programs. Intergenerational programs should be developed to: (a) insure the prestige of elders as well as children; (b) guarantee activities that result in little or no frustration for both children and adults; (c) promote interaction that is pleasant and rewarding; and (d) promote intimate rather than casual contact (Seefeldt, 1985).

Carol Tice (1985), the President of New Age, Inc., a Center in Support of Intergenerational Education, Service, and Research in Ann Arbor, Michigan, believes that in planning for intergenerational programs the following should be considered: (a) everyone should benefit from the program so that one group does not exist simply to serve the other; (b) the group should have a sense of its own history, including individual member's respective histories; (c) if there are multicultural differences, these should be shared and celebrated; and (d) programs should not compete with each other but should be unique in meeting local needs.

Society then needs to structure the ways that it brings the generations together if it is to unite young and old in positive ways. Every resource programmers have should guide them in their design and implementation of activities. The sensitivity with which individuals unite young and old will affect the results they wish to achieve.

### Children's Attitudes Toward Age and Aging:

#### Measurement Instruments

There are only a few instruments available that measure children's attitudes toward the elderly. Some of the instruments are designed for adolescents and young adults and later adapted for younger samples. Measurement instruments in the literature include the following: Analysis of Attitudes of Students (Lane, 1962); Kogan's Attitude Toward Old People Scale (Kogan, 1961); Kamenir Tool (Kamenir, 1983); Children's Perceptions of Aging and Elderly (Rick, Myrick, & Campbell, 1983); Children's Assessment of Old People Scale (Carstenson, Mason, & Caldwell, 1983); Allen, Allen, & Weekly Tool (Allen, Allen, & Weekly, 1986); and Children's Attitudes Toward the Elderly (CATE) (Jantz, Seefeldt, Galper, & Serock, 1980).

#### Analysis of Attitudes of Students

This tool was developed by Lane (1964) to measure 400 high school and college students' perceptions concerning the aged.

It was an adaption by the author of the Tuckman-Lorge (1953) Old People Questionnaire. The test was also used in a study by Allred and Dobson (1987) on 15 sixth grade students. The scale was designed to investigate the perceptions of young people toward the elderly by measuring their responses to 40 positive and negative statements about old age. Reliability of the scale was found to be within acceptable limits. Further usage of this test was not found in the literature.

#### Kogan's Attitudes Toward Old People Scale

Kogan (1961) developed this tool to measure 482 college students' attitudes toward the elderly. The test was also used by Trent and Glass (1985) to measure 360 adolescents' attitudes toward the elderly. The scale was designed such that there were 17 matched positive-negative pairs of statements expressing sentiments about old people. Reliability ranged from .66 to .85 with a trend toward greater reliability for the OP- as opposed to the OP+ scale. Further usage of this test was not found in the literature.

#### Kamenir Tool

Kamenir (1983) developed this test to assess third-graders' perceptions of the elderly and the aging process. The test was a questionnaire consisting of 19 items about old people. Test validity and reliability were not reported. Further usage of the test in the literature was not found.

#### Children's Perceptions of Aging and Elderly

This test was designed by Rick, Myrick, and Campbell (1983)

to test 99 third-graders' perceptions of the elderly and the aging process. The instrument contained 20 items with each item on a Likert-type scale. A Pearson product moment correlation was calculated at  $r = .73$ . No further usage of the test was found in the literature.

#### Children's Assessment of Old People Scale

The CAOPS was developed by Carstenson, Mason, and Caldwell (1983) to test the attitudes toward the elderly of 26 boys and girls between the ages of 6 and 9. The CAOPS was a 20-item questionnaire. Test-retest reliability was .76. No further usage of the test was found in the literature.

#### Allen, Allen, and Weekly Tool

Allen, Allen, and Weekly (1986) designed an instrument to assess the attitudes toward the elderly of 38 gifted seventh and eighth graders. All 13 items were rated on a seven-point Likert scale. Pearson product moment correlation was rated at  $r = .69$ . No further usage of the test was found.

#### Children's Attitudes Toward the Elderly (CATE)

The CATE was developed by Jantz, Seefeldt, Galper, and Serock (1980) at the University of Maryland. It was developed for children between the ages of 3 and 11. The test consists of four independent subtests. The first subtest is a Word Association test in which open-ended questions are utilized to generate responses depicting the affective, physical, and behavioral components of children's attitudes toward the elderly. The second subtest is a Semantic

Differential which consists of 10 items on a 5 point bi-polar scale rating the two concepts "young people" and "old people." The third subtest is a Picture Series which assesses children's attitudes toward the elderly when presented with specific examples of older and younger people. The fourth subtest is a Piaget-based Concept of Age test which measures the child's cognitive development level with regard to concepts of age. Reliability and validity have been verified by the authors. The use of the CATE was found extensively throughout the literature.

Research involving children's attitudes toward the elderly can be measured in a variety of ways. The instrument most widely used and most appropriate for young children is the CATE.

## CHAPTER III

### PROCEDURES

The purpose of this study was to investigate and determine what effect an intergenerational recreational program has on children's attitudes toward the elderly. The subproblems addressed were:

1. To develop an intergenerational recreational program to meet theoretically based objectives.
2. To determine what effect an intergenerational recreational program has on children's attitudes toward the elderly.

The procedures for this section are presented as follows:  
(a) identification of the population, (b) identification of the sample, (c) determination of the instrument, (d) criteria for determining selected recreational activities, (e) selection of the jury, (f) administration of the instrument, (g) experimental recreational program, and (h) analysis of the data.

#### Population

The population of the present study consisted of three groups:  
(a) four-and five-year old pre-school children enrolled in a pre-school program during the 1989-1990 academic year at First United Methodist Church, Oak Ridge, Tennessee; (b) elderly individuals

enrolled at the same church facility in a geriatric day-care program entitled Keystone Eldercare; and (c) senior citizen volunteers who assisted in the same Eldercare program. There were 48 children enrolled in the four-and five-year old pre-school program at the church, 17 elderly individuals enrolled at the geriatric day-care center, and 4 senior citizen volunteers who assisted in the Eldercare program.

#### Identification of the Sample

The pre-school sample consisted of 24 (2 classes of 12) four- and five-year old children enrolled in the Tuesday/Thursday program at First United Methodist Church, Oak Ridge, Tennessee. The senior sample consisted of two groups: (a) 10 eldercare participants enrolled in the Tuesday/Thursday program at Keystone Eldercare; and (b) 3 senior volunteers in the Eldercare program.

Twenty-four letters of consent were distributed to the parents or guardians of the 24 children involved in the two Tuesday/Thursday pre-school classes requesting permission for the children to participate in the experimental program. (See Appendix A for sample letter.) Of the 24 letters distributed, 21 parents gave consent for their children to participate in the experimental program. Children were randomly assigned to both the treatment and control groups. The treatment group received the experimental recreational program; the control group received no program.

Attendance was considered essential in the treatment group to determine the influence of the program on children's attitudes toward the elderly. Only those scores for students who participated in at least 75% of the program sessions were considered in the analysis of the data.

### Determination of Instrument

A complete review of the literature was done to determine what measuring instruments are available to the researcher to measure children's attitudes toward the elderly. Considering the population to be tested, the Children's Attitudes Toward the Elderly (CATE), was selected. The CATE was developed at the University of Maryland in 1976 by Jantz, Seefeldt, Galper, and Serock for children between the ages of 3 and 11. The CATE measures the cognitive, affective, and behavioral components of children's attitudes toward the aged by a series of four independent subtests: (a) Word Association; (b) Semantic Differential; (c) Picture Series; and (d) Concept of Age. The subtests are easy to administer and score with a high degree of reliability.

The CATE Semantic Differential-Old People was the subtest selected as the measurement instrument for this study. It consists of 10 bipolar adjectives rated on a five point scale: good/bad, happy/sad, right/wrong, wonderful/terrible, pretty/ugly, friendly/unfriendly, clean/dirty, rich/poor, healthy/sick, and helpful/

harmful. In assessing attitudes toward the elderly, this subtest has been used successfully in several research studies (Kogan, 1961; Seltzer and Atchley, 1971; Thomas and Yamamota, 1975). Polarity of scales is rotated so that half are in one direction and half in another. (See Appendix B for sample test.) Each scale has a range of 5 points and the score for each scale can be 1 to 5. Hence, the highest possible score is 50 indicating very positive attitudes toward the elderly, and the lowest possible score is 10 indicating very negative attitudes.

The CATE Semantic Differential-Old People was modified by the researcher in the following ways: (a) the adjective pair "right/wrong" was replaced with the adjective pair "fun/boring"; (b) the word "attractive" was substituted for the word "pretty"; and (c) each adjective pair was given 7 response categories with total scores on the test ranging from 10 to 70 instead of 5 response categories with total scores ranging from 10 to 50. (See Appendix B for modified test.)

The adjective pair "right/wrong" was replaced with the adjective pair "fun/boring", because "fun/boring" was an attitudinal change the researcher was trying to make in the study. The word "attractive" was substituted for the word "pretty", because it was thought the word "pretty" was not appropriate in describing male elders. Each adjective pair was changed from five response categories to seven response categories representing equal units along the adjective-opposites continua. The semantic differential, a test

which was originally developed by Osgood, Suci, and Tannenbaum (1957), was designed on a seven-scale convention rather than a five-scale convention so that responses could be scored in such a way that the validity of the instrument would not be adversely affected. In using the five response categories as designated in the CATE Semantic Differential, the child who rated old people as a "little bad" received the same score as the child who rated old people as a "little good". In the modified CATE, using the seven-point scale allowed the child who rated old people as a "little bad" to receive a lower score than the child who rated old people as a "little good". This modification increased the validity of the CATE.

#### Criteria for Determining Recreational Activities

A list of objectives and criteria for implementing the intergenerational recreational program was based on research, the researcher's experience, and recommendations of professionals in pre-school education, aging education, and recreation. Lesson plans were generated by the investigator (see Appendix C for lesson plans), and a jury of professionals in the fields of aging, pre-school education, and senior recreation approved them.

#### Selection of Jury

The jury was composed of four professionals who have knowledge,

experience, and understanding of the population under study.

Jury members were chosen from the fields of aging, pre-school education, and recreation. Jury members included Carolyn Whitaker, director of First United Methodist Church pre-school, Oak Ridge, Tennessee; Vicky Williams, director of Keystone Eldercare also located at First United Methodist Church, Oak Ridge; Dr. Bill Wallace, professor in the Department of Health, Leisure, and Safety, UTK, an expert in the field of health education and gerontology; and Sue Stuhl, recreation coordinator for the John T. O'Connor Senior Citizens' Center. Jury members reviewed lesson plans and made the following recommendations based on their areas of expertise:

1. The dice game in lesson one involved too many verbal skills for both elders and children. This game was replaced with a discussion about what things both elders and children think are fun to do; and a book illustrating fun things for pre-schoolers was read and discussed.

2. All objectives stated in lesson plans should be stated in behavioral terms.

3. Any time a special guest was to come for the program, the children were informed of this ahead of time.

4. Dancing the "limbo" and playing games such as Candy Land, Blockhead, Fish, and Cootie were considered too difficult for the elderly population. These 2 lesson plans were replaced with an extra session of drama with Lib Rike and an alphabet bingo game.

### Administration of the Instrument

The researcher administered the CATE (1976) one week prior to the experiment and the week after the experiment concluded. The students were taken individually to a quiet, secluded room where the researcher and student were present. Each child was told by the researcher that he/she will be asked questions about older people. He/she was told that there are no right or wrong answers to the questions, but he/she was to answer as honestly as possible so that he/she can help the researcher learn about what children think about old people.

Pictures of "old" and "young" people were then shown to the pre-schoolers. The researcher discussed the concepts of "old" and "young" with the children by pointing to the pictures that represented first "old" and then "young". Then the pictures were shuffled and the child was asked to choose a picture that showed an "old person". This was done to insure that the child had a proper frame of reference for what is meant by the term "old person".

The modified CATE Semantic Differential - Old People was administered orally to each child. Each child was asked each set of bipolar adjectives in the same order as they occur in the test. For instance, on the first set of bipolar adjectives, the researcher asked the child, "Are 'old people' good or bad?" If the child responded that "old people" are good, then the researcher followed with the question, "Are they very good, good, or a little good?"

The researcher then assigned a number to each response: 7 = very good, 6 = good, and 5 = a little good. If the child said that "old people" are bad, then the researcher followed with the question, "Are they very bad, bad, or a little bad?" The researcher then assigned the following numbers: 1 = very bad, 2 = bad, 3 = a little bad. If a child was neutral on a given response, he/she was assigned the number 4 for that particular adjective pair.

Each child was given 30 seconds to respond; and if there was no response, the researcher moved on to the next question. Each child was assigned a pupil number to guarantee subject anonymity.

The tabulations on each child were then made. Each child was given a score that consisted of adding the child's total number of points on the responses. The post-test administered one week after the experiment was executed in an identical fashion.

#### Experimental Recreational Program

Recreational programming for the treatment group was conducted by the researcher for a period of six weeks, twice a week, for the duration of 30-40 minutes. The control group received no treatment program.

Recreational activities for this group included: (a) singing, (b) crafts, (c) dance, (d) drama, (e) storytelling, (f) parties, (g) games and (h) entertainment. The recreational program met the following program design objectives:

1. To develop intimacy and friendship between elders and children.
2. To foster a spirit of cooperation rather than competition between elders and children.
3. To make children aware that some activities that are begun in childhood can be continued throughout the life span.
4. To make children aware that both children and elders need exercise to stay healthy.
5. To provide an opportunity for elders and children to socialize with each other.
6. To make children aware that children and elders have much in common.
7. To make children aware that elders can be helpful.
8. To make children aware that elders are diverse and interesting.
9. To make children aware that elders can be loving.
10. To make children aware that elders can be fun.

### Analysis of Data

Data analysis was done by the researcher on the Texas instruments TI-60 calculator. Descriptive statistics showing means, standard deviations, and variances on sums of scores for both the control and experimental groups on both pre-and post-tests were computed.

A t-test was done to determine if significant differences existed between pre-test scores. A t-test with an alpha level

set at  $p < .05$  was used to analyze this data. Since no significant differences existed on pre-test scores, a t- test was done upon post-testing of The CATE between the experimental and the control groups (alpha level set at  $p < .05$ ).

This data was used to either support or reject the null hypothesis: that there was no significant differences in the attitudes of children toward the elderly in the experimental intergenerational recreational program and the control group, following a six-week intergenerational recreational program.

## CHAPTER IV

## ANALYSIS OF DATA

The purpose of this study was to investigate and determine what effect an intergenerational recreational program has on children's attitudes toward the elderly.

The data collected consisted of pre-test and post-test scores--from experimental and control groups--obtained by the administration of a modified version of the CATE Semantic Differential-Old People. The CATE was developed at the University of Maryland in 1976 to be used with children between the ages of 3 and 11. The modified version of the CATE Semantic Differential-Old People was administered to all pre-school participants one week prior to the implementation of the experimental intergenerational recreational program and the week after the conclusion of the experimental program.

The statistical procedures utilized in the analysis of the data were an independent t-test with an alpha level set at  $p < .05$ . The data were analyzed on a TI-60 calculator.

The procedures for this section are presented as follows:

- (a) participant profile, (b) between group comparisons, and
- (c) discussion.

### Participant Profile

The participants in this study were 21 four-and five-year old pre-schoolers at First United Methodist Church, Oak Ridge, Tennessee and 12 elderly (60+) individuals enrolled in a geriatric day-care program located at the same church facility. Of the 21 pre-school participants, 11 (6 girls, 5 boys) were randomly assigned to the experimental group. The remaining 10 (6 girls, 4 boys) became the control group.

### Between Group Comparisons

#### Pre-test

Table 1 presents the pre-test means for the experimental and control groups and the corresponding t-value,  $t(19) = .1853$ ,  $p < .05$ . The t score indicated no significant difference in the children's attitudes toward the elderly.

#### Post-test

The experimental group's post-test scores were not significantly higher than the control group's scores,  $t(19) = .2713$ ,  $p < .05$ . Between-group comparisons are presented in Table 2. (All raw scores are presented in Appendix D).

This result does not allow the rejection of the null hypothesis which predicted that there will be no significant difference in children's

Table 1

Between-Group Comparisons of Experimental and Control Group  
Pre-test Scores on the Modified CATE  
Semantic Differential-Old People

| Pre-test     |    |       |       |       |
|--------------|----|-------|-------|-------|
| Group        | n  | m     | sd    | t     |
| Experimental | 11 | 54.18 | 12.73 |       |
| Control      | 10 | 53.2  | 11.37 | .1853 |

a t-value of 1.729 is necessary for significance at the .05 level  
 $df = (n_1 + n_2) - 2$

Table 2

Between-Group Comparisons of Experimental and Control Group  
Post-test Scores on the Modified CATE  
Semantic Differential-Old People

| Post-test    |    |       |       |       |
|--------------|----|-------|-------|-------|
| Group        | n  | m     | sd    | t     |
| Experimental | 11 | 58.64 | 11.63 |       |
| Control      | 10 | 57.3  | 10.96 | .2713 |

a t-value of 1.729 is necessary for significance at the .05 level  
 $df = (n_1 + n_2) - 2$

attitudes toward the elderly in the six-week experimental program and the control group.

### Discussion

At the time of pre-testing there was no significant difference between mean scores on the modified CATE Semantic Differential-Old People. This was expected in the pre-test since the pre-schoolers were randomly chosen for both the experimental and control groups.

Upon post-testing the experimental and control groups, there was no significant difference between mean scores on the modified CATE Semantic Differential-Old People. According to test results, the participants in the experimental group did not significantly alter their attitudes toward the elderly. Therefore, the null hypothesis that there will be no significant difference in children's attitudes toward the elderly following a six-week intergenerational recreational program could not be rejected.

This study utilized an alpha level of  $p < .05$ . The t-value needed was  $t(19) = 1.729$ . The t-value calculated was .2713. Since  $t = .2713 < 1.729$ , the findings were not significant at the .05 level.

Several factors may have influenced the results of this study. Both the experimental and the control groups had been involved

in some intergenerational programming with the Eldercare participants prior to the research study. Results were also affected by the health and vitality of the Eldercare population. Although the three senior volunteers were healthy and vital, four of the Eldercare participants were significantly dysfunctional in ways that might have affected children's attitudes about elders in general. Also, children's scores on the pre-test were already higher than the initial study done by Jantz et al. (1976). Mean scores for the experimental pre-school sample in this research were equivalent to a score of 77.4% as opposed to a mean percentage of 69.4% on the pre-school sample used by Jantz et al. in 1976. In addition, the size of the participant sample for this research was small. A larger sample may have made it easier to obtain results that were significant.

## CHAPTER V

### SUMMARY AND CONCLUSIONS

This chapter contains a summary of the study. It consists of five parts: (a) summary of procedures; (b) summary of findings; (c) conclusions; (d) implication; and (e) recommendations for further study.

#### Summary of Procedures

The purpose of this study was to investigate and determine what effect an intergenerational recreational program has on children's attitudes toward the elderly. The research involved an intergenerational recreational program between four-and five-year old pre-schoolers at First United Methodist Church, Oak Ridge, Tennessee and elderly (60+) individuals enrolled in a geriatric day-care program entitled Keystone Eldercare located at the same church facility. The sample consisted of 21 children and 12 elderly participants.

The week prior to the implementation of the program, all 21 of the children were administered a modified version of the CATE Semantic Differential-Old People, a test developed at the University of Maryland in 1976 to be used with children between the ages of 3 and 11. This same test was administered one week following the

completion of the program. After the administration of the pre-test, 11 of the pre-schoolers were randomly assigned to the experimental group and the other 10 were assigned to the control group.

The experimental group received the intergenerational recreational program twice a week for 6 weeks for thirty minutes a session. The control group functioned normally without change in the pre-school curriculum. Recreational activities between elders and pre-schoolers included activities such as singing, dancing, storytelling, games, parties, crafts, and drama.

An independent t-test with an alpha level set at  $p < .05$  was used to analyze both pre-test scores and post-test scores for between-group comparisons. All calculations were computed on a TI-60 calculator.

### Summary of Findings

Within the limitations of this study, based on the analyses of the data which were collected, the following findings were reported:

1. Pre-test scores on the modified CATE Semantic Differential-Old People were not significantly different between the experimental and control groups.
2. Post-test scores on the modified CATE Semantic Differential-Old People were not significantly different between the experimental and control groups.

3. Upon post-testing, the t-value needed to show significance between the groups at the .05 level was  $t(19) = 1.729$ . The t-value calculated was  $t(19) = .2713$ . The null hypothesis that there will be no significant difference in children's attitudes toward the elderly following a six-week intergenerational recreational program was not rejected.

### Conclusions

Within the limitations and delimitations of this study, and based on the purpose and hypothesis proposed, the following conclusion was drawn: pre-schoolers involved in the six-week intergenerational recreational program did not significantly improve their attitudes toward the elderly as measured by the modified CATE Semantic Differential-Old People.

### Implication

This six-week intergenerational recreational program did not significantly improve pre-school participants' attitudes toward the elderly. The results of the research were affected by a number of factors: (a) a small sample size which may have made significant change difficult; (b) previous intergenerational programming between the two groups; (c) health and vitality of the elderly population; and (d) higher-than-average scores on the CATE for this sample.

This does not imply, however, that intergenerational programming is not beneficial and could not be used in the future as a means of effecting change in children's attitudes toward the elderly. It is still the belief of the researcher that recreation is a powerful medium that provides numerous situations for effectively uniting young and old.

#### Recommendations for Further Study

Based on the findings of this study, the following recommendations were made for further research:

1. Future studies should be conducted in which the sample size is larger than the sample size in this investigation.
2. Further research in this area could involve an elderly population that is healthy and vital.
3. Research studies should be conducted with groups that have not had previous mutual intergenerational programming.
4. Research studies could also be conducted with older children as the participant sample.
5. Further research could focus on which recreational activities are more likely to effect positive changes in children's attitudes toward the elderly.
6. Researchers could also pre- and post-test elders to determine what the elders' attitudes are toward children.

7. Researchers could explore how elders' attitudes toward children would, in turn, affect children's attitudes toward elders after the completion of an intergenerational recreational program.

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## APPENDICES

APPENDIX A

PERMISSION LETTERS FOR RECREATIONAL PROGRAM

1209 Cedar Lane #502  
Knoxville, Tn. 37912

January 8, 1990

Vicky Williams, Director  
Keystone Elder Care  
Carolyn Whittaker, Director  
First United Methodist Church Pre-School  
First United Methodist Church  
P.O. Box 567  
Oak Ridge, Tn. 37831

Dear Mrs. Williams and Mrs. Whittaker:

This letter is a request for permission to use the Tues./Thurs. four- and five-year old pre-schoolers and the Tues./Thurs. elder-care participants for the purpose of conducting experimental research for the completion of the Master's Degree of Science in Education for The University of Tennessee, Knoxville.

This research consists of measuring children's attitudes toward the elderly by the administration of both a pre- and post-test with the CATE Semantic Differential-Old People developed at the University of Maryland in 1976. All results of this research will be reported anonymously. All results and scores will be locked in a file cabinet in my apartment during and upon the completion of this research.

Thank you for your time, consideration, and cooperation in this matter.

Sincerely,  
*Diane Livermore*  
Diane Livermore  
Graduate Student, Researcher

*Vicky Williams*  
Vicky Williams  
Director, Keystone

*Carolyn Whittaker*  
Carolyn Whittaker  
Director, Pre-school

*Mary Dale Blanton*  
Dr. Mary Dale Blanton  
Assistant Professor  
of Health, Leisure,  
and Safety  
Thesis Committee

February 20, 1990

Dear Parents:

I am a graduate student in therapeutic recreation at the University of Tennessee, Knoxville. I have received permission from the director of the pre-school and the director of Keystone Elder Care to conduct a research project involving an intergenerational recreational program between the four-and five-year olds and the elder-care participants. This intergenerational program would meet twice a week for 30 minutes for six weeks beginning in February and ending in April.

All of the children will be given a brief test about children's attitudes toward the elderly. This test will be given twice--once the week before the program begins and again after the program ends. The test will be administered by the researcher to each student individually and will take about 10 minutes. No child will be coerced into taking the test. If he/she refuses, then he/she will simply be eliminated from the study. Half of the children will then be assigned to the intergenerational program and half will not. All results of the study will be reported anonymously.

Recreational activities between elders and pre-schoolers will include activities such as singing, dancing, storytelling, games, parties, crafts, and drama. The program will focus on promoting positive attitudes about older people by showing children that elders are fun, diverse, helpful, interesting, and loving.

Parents are welcome to view all lesson plans which will be approved by both the director of the pre-school and the director of Keystone Elder Care before the program is implemented. Parents' comments and input are welcome. If parents have any questions, they are encouraged to contact Diane Livermore at 1-687-7812.

Thank you for your help.

Sincerely,

*Diane Livermore*

Diane Livermore  
Graduate Student/Researcher

---

I hereby give my permission for my child to take part in the study described in this letter by Diane Livermore.

---

Name of Child

---

Signature of Parent/Guardian

---

Date

February 20, 1990

Dear Elder-Care Participants:

I am a graduate student in therapeutic recreation at the University of Tennessee, Knoxville. I have received permission from the director of the pre-school and the director of Keystone Elder Care to conduct a research project involving an intergenerational recreational program between the four-and five-year olds and the elder-care participants. This intergenerational program would meet twice a week for 30 minutes for six weeks beginning in February and ending in April.

All of the children will be given a brief test about children's attitudes toward the elderly. This test will be given twice--once the week before the program begins and again after the program ends. All results of the study will be reported anonymously.

Recreational activities between elders and pre-schoolers will include activities such as singing, dancing, storytelling, games, parties, crafts, and drama. The program will focus on promoting positive attitudes about older people by showing children that elders are fun, diverse, helpful, interesting, and loving. No one will be coerced into participating in any activity which he/she finds objectionable.

Elders are welcome to view all lesson plans which will be approved by both the director of the pre-school and the director of Keystone Elder Care before the program is implemented. Elders' comments and input are welcome. If elders have any questions, they are encouraged to contact Diane Livermore at 1-687-7812.

Thank you for your help.

Sincerely,

*Diane Livermore*

Diane Livermore  
Graduate Student/Researcher

---

I hereby give my permission to take part in the study described in this letter by Diane Livermore.

---

Signature of Elder Care Participant

---

Date

## APPENDIX B

### MEASUREMENT INSTRUMENTS

## SEMANTIC DIFFERENTIAL

Old People

|            | Very  |       | A Little |       | Very  |           |
|------------|-------|-------|----------|-------|-------|-----------|
| Good       | ____, | ____, | ____,    | ____, | ____, | Bad       |
| Sad        | ____, | ____, | ____,    | ____, | ____, | Happy     |
| Right      | ____, | ____, | ____,    | ____, | ____, | Wrong     |
| Terrible   | ____, | ____, | ____,    | ____, | ____, | Wonderful |
| Pretty     | ____, | ____, | ____,    | ____, | ____, | Ugly      |
| Unfriendly | ____, | ____, | ____,    | ____, | ____, | Friendly  |
| Clean      | ____, | ____, | ____,    | ____, | ____, | Dirty     |
| Poor       | ____, | ____, | ____,    | ____, | ____, | Rich      |
| Healthy    | ____, | ____, | ____,    | ____, | ____, | Sick      |
| Harmful    | ____, | ____, | ____,    | ____, | ____, | Helpful   |



## APPENDIX C

### LESSON PLANS

## LESSON PLANS

**Goal of Program:** To develop positive attitudes in children toward aging/elderly through an intergenerational recreational program.

**Lesson 1****A. Objectives:****1. Program Design Objectives:**

- a. to encourage the development of friendships and intimacy between children and elders.

**2. Behavioral Objectives:**

- a. Children and elders will become acquainted with each other by introducing themselves at the beginning of each lesson.
- b. Children and elders will interact with each other at least once by:
  - 1. sharing at least one fact about their lives.
  - 2. conversing and calling at least one person by name sometime during the lesson.

**B. Activities:**

- 1. Have children and elders sit alternately in a big circle.
- 2. Ask the question, "How many people in this room like to have fun and like to make new friends?"

3. Explain to children and elders that every Tuesday and Thursday we will be getting together to have fun and make new friends.
4. Before you can make new friends, you need to learn their names. Distribute special name tags made by researcher. (Children only - Elders will keep their same name tags.)
5. Explain to children that if they are good behavers and good listeners that they may keep name tags at the end of the six weeks.
6. Go around circle and let each child and elder introduce himself/herself and tell the group something he/she likes to do for fun.
7. Researcher will read and discuss Things I Like To Do illustrated by Miho Fujita -- a book which illustrates activities that are fun for pre-schoolers. Ask children if they like to do any of these activities?
8. Explain to children that old people like to have fun too and that old people and young people can have fun together.
10. Teach theme song-- ("The More We Get Together" -author unknown) that symbolizes the feeling of friendship of the group.
11. Explain to children and elders that this song will be sung each time these special friends get together.
12. Collect name tags.

C. Materials:

1. Name tags
2. Special seating arrangement
3. Book Things I Like To Do illustrated by Miho Fujita
4. Theme song

## Lesson 2

### A. Objectives:

1. Program Design Objectives:
  - a. to continue to develop intimacy and friendship between children and elders.
  - b. to show children that elders can be fun.
  - c. to show children that elders are diverse and interesting.
  - d. to show children that elders can be loving.
2. Behavioral Objectives:
  - a. Children will demonstrate an awareness that elders can be fun, diverse, interesting, and loving by:
    1. listening attentively to the book The Berenstain Bears and the Week at Grandma's by Stan and Jan Berenstain which portrays an elderly "bear couple" as fun, interesting, active, diverse, and loving.
    2. discussing with elders and children laminated pictures of elders and children doing fun things together.
    3. listing ways that children and elders can have

fun together at the end of the lesson.

B. Activities:

1. Have children and elders sit alternately in a big circle.
2. Distribute name tags and introduce each other again.
3. Ask children when they were having fun with an older person such as their grandparents, what were they doing?
4. Ask elders when they were having fun with a child or children, what were they doing together?
5. Researcher distributes laminated pictures to both elders and children which show elders and children having fun together. Each child or elder will tell the group how elders and children are having fun in his/her picture. All pictures will be placed on a felt board after being discussed.
6. Researcher reads The Berenstain Bears and the Week at Grandma's by Stan and Jan Berenstain and discusses the book with children. Cut-outs placed on a felt board will be used to help review the story. (This book portrays and elderly "bear couple" as fun, interesting, active, diverse, and loving.)
7. Sing theme song.
8. Encourage children to give elders a good-bye hug.
9. Collect name tags.

C. Materials:

1. Name tags

2. Special seating arrangement
3. Theme song
4. Book The Berenstain Bears and the Week at Grandma's by Stan and Jan Berenstain.
5. Laminated pictures
6. Felt board

### Lesson 3

#### A. Objectives:

##### 1. Program Design Objectives:

- a. to demonstrate the knowledge of the potential benefits of using exercise to stay healthy.
- b. to enhance the concept that elders can be fun.

##### 2. Behavioral Objectives:

- a. Upon request children will demonstrate the potential benefits of using exercise to stay healthy by:
  1. listing ways people can get exercise.
  2. listing some activities that can be done throughout the life span.
  3. demonstrating via the "hokey pokey" that dance is one such activity.
- b. By the end of this lesson, children will demonstrate by smiles and laughter that it is fun to dance with elders.

**B. Activities:**

1. Have children sitting alternately with elders in big circle.
2. Distribute name tags.
3. Review names.
4. Ask children and elders to think of activities that they can do throughout the life span. Emphasize that dancing is something they can do throughout the life span. Even individuals in wheelchairs can dance with functional parts of body.
5. Teach children and elders the "hokey pokey" with modifications for wheelchair elders.
6. Sing theme song.
7. Encourage good-bye hugs.
8. Collect name tags.

**C. Materials:**

1. Name tags
2. Tape recorder with tape of "hokey pokey"
3. Special seating arrangement in the beginning
4. Theme song

**Lesson 4****A. Objectives:**

1. Program Design Objectives:
  - a. to show children that elders can be helpful.

- b. to foster a spirit of cooperation rather than competition between children and elders.

2. Behavioral Objectives:

- a. Children will recognize that elders can be helpful by:
  - 1. seeing the assistance elders give children while playing alphabet bingo.
  - 2. seeing how each team works together to win at alphabet bingo.
- b. Children will see a spirit of cooperation rather than competition by:
  - 1. seeing such things as elders helping children find the answers or elders checking children's answers.

B. Activities:

- 1. Distribute name tags.
- 2. Have children and elders sit alternately around large table.
- 3. Pass out one alphabet bingo card to each team. (Each team consists of one elder and one child.)
- 4. Researcher calls out a letter of the alphabet and each team tries to find that letter on their card.
- 5. The first team to call bingo wins.
- 6. Both the elder and child of the winning team receive a prize.
- 7. Play bingo as many times as the time allows.
- 8. Sing theme song.

9. Encourage good-bye hugs.
10. Collect name tags.

C. Materials:

1. Name tags
2. Alphabet bingo cards made by researcher
3. Felt squares and prizes
4. Theme song

## Lesson 5

A. Objectives:

1. Program Design Objectives:

- a. to continue to develop intimacy and friendship between children and elders.

2. Behavioral Objectives:

- a. Children and elders will continue to develop intimacy and friendship by making gifts for each other.
- b. Children and elders will continue to develop intimacy and friendship by enjoying giving gifts away.

B. Activities:

1. Children and elders will be matched one-on-one and will be seated at large table.
2. Distribute name tags.
3. Children will introduce themselves to partner.
4. Children and elders will be given strings and beads and

asked to make necklaces for each other.

5. Beaded necklaces will be exchanged and taken home as gifts.
6. Sing theme song.
7. Encourage good-bye hugs.
8. Collect name tags.

C. Materials:

1. Name tags
2. Theme song
3. Beads and strings for 20 people.

## Lesson 6

A. Objectives:

1. Program Design Objectives:
  - a. to continue to develop intimacy and friendship between children and elders.
  - b. to foster a spirit of cooperation rather than competition between children and elders.
2. Behavioral Objectives:
  - a. Children and elders will continue to develop intimacy and friendship by:
    1. sharing a craft together.
    2. having a discussion about feeding birds.
    3. singing a song.
    4. sharing good-bye hugs.

- b. Children and elders will continue to foster a spirit of cooperation rather than competition by completing a craft project that has a mutual, rather than an individual, goal.

B. Activities:

1. Distribute name tags.
2. Match elders and children one-on-one.
3. Every individual receives yarn, a blunt plastic needle, and cherrios to make a treat for the birds. Children and elders may make as many as they like.
4. Talk about feeding birds in winter and how hard it is for them to find food. What are other ways we can feed birds?
5. Encourage children and elders to take strings home and place in trees.
6. Announce special guest, Lib Rike, who is to arrive next time.
7. Sing theme song.
8. Encourage good-bye hugs.
9. Collect name tags.

C. Materials:

1. Name tags
2. Theme song
3. Cherrios, blunt plastic needles, yarn

## Lesson 7

### A. Objectives:

#### 1. Program Design Objectives:

- a. to continue the development of friendship and intimacy between children and elders.
- b. to show children that elders can be fun.

#### 2. Behavioral Objectives:

- a. Children and elders will use their imaginations together.
- b. Elders will have reminisced with children via a role-playing activity which they do together.
- c. At the end of this lesson, children and elders will have had fun together as evidenced by smiles and laughter.

### B. Activities:

1. Have children sitting alternately with elders in circle.
2. Distribute name tags.
3. Researcher will introduce Lib Rike--drama expert who is internationally renowned for her work with the elderly.
4. Lib Rike will lead group in role-playing activity.
5. Good-bye hugs and big thank-you for Lib Rike.
6. Collect name tags.

### C. Materials:

1. Name tags
2. Special seating arrangement
3. Guest drama teacher

## Lesson 8

### A. Objectives:

#### 1. Program Design Objectives:

1. to continue to develop intimacy and friendship between children and elders.
2. to show children that elders can be helpful.
3. to foster a spirit of cooperation rather than competition between children and elders.

#### 2. Behavioral Objectives:

1. Children will demonstrate friendship with elders by making at least 6 cookies together.
2. During the lesson children will recognize the helpfulness of elders by:
  - a. accepting the assistance of elders in making cookies
  - b. responding positively to verbal expressions such as "let me help you" or "why don't we try it this way".
3. Children and elders will foster a spirit of cooperation by:
  - a. working cooperatively within the group make cookies.
  - b. responding to verbal expressions such as "let me help you", "how do you want to decorate these", "do you want to roll out the dough".

### B. Activities:

1. Distribute name tags.
  2. Elders and children will be matched one-on-one and will be seated at large table.
  3. Each group consisting of 2 children and 2 elders will be given a round of cookie dough prepared by the researcher and asked to roll the dough and cut the cookies. Each group will decorate cookies as they wish.
  4. Cookies will be baked by adult volunteer in kitchen and served at next session for Easter party.
  5. Children and elders will make Easter cards for each other. Cards will be provided for decorating with stickers and crayons.
  6. Encourage good-bye hugs.
  7. Collect name tags.
- C. Materials:
1. Name tags
  2. Prepared cookie dough
  3. Rolling pins and pastry cloths
  4. Flour, spatulas, and greased cookie sheets
  5. Sugar crystals for decorating cookies
  6. Easter cards for decorating
  7. Stickers, crayons for making Easter cards
  8. Easter-shaped cookie cutters

## Lesson 9

### A. Objectives:

#### 1. Program Design Objectives:

- a. to continue to develop intimacy and friendship between elders and children.
- b. to encourage the socialization process with each other.

#### 2. Behavioral Objectives:

- a. Intimacy and friendship will be developed by:
  1. eating cookies together.
  2. playing a game together.
  3. sharing social conversation with at least one other person.
- b. By the end of this lesson, each child will socialize with at least one elder person for a period of 5 minutes.

### B. Activities:

1. Distribute name tags.
2. Children and elders will play game. Researcher will have many Easter egg cut-outs with a penny taped to each one. Elders will hide cut-outs. (Be careful not to hide too carefully.) Children will search for them and keep ones they find.
3. Children and elders will have an Easter party and eat cookies they made during the last session.
4. Researcher will provide juice or kool-aid. Social

conversation between elders and children will be encouraged.

5. Sing theme song.
6. Encourage good-bye hugs.
7. Collect name tags.

C. Materials:

1. Cookies from last session
2. Theme song
3. Name tags
4. Juice or kool-aid
5. Easter eggs with pennys attached

## Lesson 10

A. Objectives:

1. Program Design Objectives:

- a. to demonstrate an awareness that children and elders have some things in common.

2. Behavioral Objectives:

- a. During the activity, children will demonstrate an awareness that they have things in common with elders by:
  1. listening to at least one elder reminisce about a childhood pet.
  2. sharing one personal experience about a pet he/she has experienced.

B. Activities:

1. Children and elders will sit alternately in large group together.
2. Distribute name tags.
3. Researcher will arrange for Pampered Pets, a pet shop in North Knoxville, to bring 4 special pets to share with the group.
4. Elders and children will be encouraged to bring in pictures of a special pet.
5. The researcher will discuss with elders and children what kinds of pets the elders had as children and discuss with them how today's children may have some pets that elders have never seen.
6. Pictures of pets will be supplied by the researcher. Each child and each elder will glue two pictures onto paper plates that have been glued onto each other. Yarn will be strung through the plates for hanging.
7. Encourage good-bye hugs.
8. Collect name tags.

C. Materials:

1. Special seating arrangement
2. Name tags
3. Paper plates which have been glued together, glue sticks, cut-out pictures of pets.
4. Children's and elders' pictures of their own pets.

5. Four live pets supplied by Pampered Pets.

## Lesson 11

### A. Objectives:

#### 1. Program Design Objectives:

- a. to continue to develop intimacy and friendship between children and elders.
- b. to show children that children and elders have some things in common.

#### 2. Behavioral Objectives:

- a. Children and elders will listen and watch attentively while being entertained by mimes and clowns.
- b. At the end of this session, children will see that elders like clowns and mimes too as evidenced by smiles and laughter from elders.

### B. Activities:

1. Distribute name tags and explain to children they may keep them as a special remembrance of this group.
2. Introduce guests and let mimes and clowns entertain elders and children.
4. Lots of kisses and hugs and thank-yous from researcher.

### C. Materials:

1. Name tags
2. Guest entertainers

APPENDIX D

RAW SCORES

## RAW SCORES

Table A-1

Raw Scores for Experimental Group on the Modified  
CATE Semantic Differential-Old People

| Subject | Pre-test | Post-test |
|---------|----------|-----------|
| 1.      | 70       | 66        |
| 2.      | 67       | 67        |
| 3.      | 63       | 70        |
| 4.      | 62       | 70        |
| 5.      | 62       | 46        |
| 6.      | 57       | 68        |
| 7.      | 52       | 54        |
| 8.      | 51       | 68        |
| 9.      | 42       | 48        |
| 10.     | 42       | 50        |
| 11.     | 28       | 38        |

Table B-1

Raw Scores for Control Group on the Modified  
CATE Semantic Differential-Old People

| Subject | Pre-test | Post-test |
|---------|----------|-----------|
| 1.      | 69       | 70        |
| 2.      | 68       | 70        |
| 3.      | 60       | 58        |
| 4.      | 59       | 62        |
| 5.      | 53       | 57        |
| 6.      | 50       | 64        |
| 7.      | 48       | 36        |
| 8.      | 47       | 46        |
| 9.      | 37       | 62        |
| 10.     | 37       | 48        |

## VITA

Diane S. Livermore is originally from Dayton, Ohio. She attended Ohio Wesleyan University in Delaware, Ohio where she received a Bachelor of Arts degree in December, 1970 with a major in mathematics.

Upon graduation, she enrolled in the Master of Arts in Teaching program at Indiana University in Bloomington, Indiana and received an M.A.T. degree in mathematics in June, 1973. For the next five years, she taught mathematics at a private college preparatory school in Cincinnati, Ohio, the last year of which was divided between teaching math and serving as assistant dean of students.

In 1978, she married the Reverend Charles W. Livermore and moved to Knoxville, Tennessee. Since then, she has been involved in many volunteer projects throughout the community and the church. She developed a recreational program for seniors at the Church of the Good Shepherd, Knoxville, and did many programs with the elderly population at this facility.

Her son, Jordan Ross, was born in November, 1980. As a result of her visits with him to nursing homes, she became interested and excited by the idea of intergenerational programming. She enrolled in the Master of Science program at the University of Tennessee in Spring, 1988 and received a Master's Degree in Recreation in August, 1990. She is a member of Phi Beta Kappa, Phi Kappa Phi, and upon graduation from the University of Tennessee,

she was awarded a certificate for outstanding achievement in the field of recreation.