

2025

Enabling Intergenerational Programs in Libraries

Toolkit

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Libraries are inherently intergenerational places; our regular programming sees us deliver early literacy programming to the youngest community members and social activity groups to the oldest community members. At times our programs bring together multiple generations. Our spaces are naturally passive intergenerational spaces, seeing a broad range of age groups enjoying the welcoming, inclusive community services we provide. However, we could be using our spaces and programs to foster intentional intergenerational connectedness in our communities. Intergenerational programs are a key enabler for this connectedness.

Benefits to libraries engaging in intergenerational practice include:

- New **partnerships**
- Contributing to **community engagement**, connection and building
- Growing **new literacies** in the community
- Expanding **reach** and **promotion**
- Propel library services into community **health and wellbeing** conversations within Council
- Positioning libraries as an **advocate** for intergenerational connection to ensure they are included in the expanding narrative

This toolkit provides libraries with basic concepts and considerations to get started with intergenerational programs. It briefly explores what intergenerational programming is, basic steps and ideas along with further reading, resources and learning opportunities. It is intended to be a roadmap to extending your understanding of intergenerational practice and a directory to inspire you to learn more.

The Australian Institute of Intergenerational Practice (AIIP) define intergenerational programs as *'structured, research-based, and purposefully designed to provide mutual benefits to both older and younger generations'* (Australian Institute of Intergenerational Practice, 2024).

Image 1



Intergenerational programs occur over multiple visits and provide meaningful engagement between participants. Informal intergenerational activities, for example one off events, provide the opportunity to bring joy but intergenerational programs, consisting of multiple engagements, that are formally planned, delivered and evaluated are more likely to provide lasting community impact (Australian Institute of Intergenerational Practice, 2024). They provide opportunities for younger and older people in the community to engage in meaningful interactions, to learn and benefit from one another's company.

”

The Early Years Learning Framework (EYLF) states
“Children’s experience of positive caring relationships and interactions with others plays a crucial role in healthy brain development.”
(ADGE, 2022, pg.14).

The benefits as discussed in *Intergenerational Learning Program Operational Guidelines and Toolkit* (Radford, Fitzgerald, Vecchio, Cartmel, Harris, Golenko, 2019) for older and younger people participating in these programs can include:

- Provide **social connection** and contributing to the **reduction of social isolation**
- Provide **mental stimulation**, encourage **conversations** and access to **memories**
- Impact **emotional wellbeing** by providing a joyful, meaningful experiences
- Provide participant **teaching/learning** opportunities, intergenerational learning, transfer of knowledge
- Increased **self-worth** and a sense of being needed
- Increased **physical activity**
- Increase **empathy** and **communication skills** in younger people
- **Reduce ageism** through the positive interactions

Principles

AIIP explores the principles that provide the foundation to best practice intergenerational programs in their JOY (Joining Old and Young) 1 course (<https://aiip.net.au/joy-courses/>). These are summarised as respect, equity, inclusivity, mutual benefit, reciprocal outcomes, play, purposeful engagement, safety, wellbeing, participant agency and self-worth, lifelong learning and continuous improvement through evaluation. This is similarly applied in SA Montessori's LEARNERS principles of; Lifelong, Everyone, Authentic, Respectful, Networks, Embedded, Reflective, Self-directed (Langford & Langford, 2021). These principles should be foundational pillars when developing an intergenerational program.



Image 2

Co-Design

The practice of co-design in intergenerational programs strongly supports AILP's intergenerational practice principles which impact on successful outcomes and reciprocal benefits between participants. Co-design allows for participants to be embedded in the development of programs, giving them agency and voice, ensuring the programs meet their needs and interests. This method of program development meets both the learning outcomes in the Early Years Learning Framework (2022) and principles of The Aged Care Act (2024). Similarities in the EYLF and The Act advocate for the importance of identity, connection with community, wellbeing and agency to shape the world they live in.

Co-design can occur through all stages of the intergenerational program. At the:

- **initial planning** stage libraries can engage with partners and participants to understand interests and needs,
- **participant preparation** phase libraries can engage with participants to understand what they expect to get out of the engagement and programs.

Intergenerational programs need to be flexible enough to adapt with their participants, as programs are



Image 3

occurring. **Critical reflection** allows for programs to continually adapt in response to feedback. The post program evaluations contribute to learning and the co-design process for future programs.

Guidelines to be considered when co-designing include providing a **familiar community location**, **manageable duration**, designed with **direct and clear questions**, **relatable visuals and examples** to help ideation, and **small, skill-matched groups** to ensure collaboration and engagement (Wang, Kasraian, Valk, Lu, Hurst, Jambroes, van Wesemael, 2022). In groups with multiple generations, participants can be brought together by **highlighting shared goals, valuing generational strengths**, assigning **strength-based tasks**, encouraging **storytelling**, and encouraging **autonomy** within groups to self-direct their conversation (Wang et al., 2022). Overall, the approach focuses on inclusivity, trust-building, and ongoing community support which can be applied in varied generational co-design groups.

Facilitation

Good facilitation is a big contributor to a successful program. In intergenerational practice the facilitator is not necessarily the teacher. In a co-designed program, teaching and learning is exchanged between participants. Facilitation may explain the activity but then go around the space encouraging the participants to explore, learn and collaborate. **Facilitation takes a participative, side-by-side approach**, enabling the activity and positive engagement to occur, **leading the program to outcomes**. AIIP's JOY 2 course delves into the aspects of a successful facilitator and considerations they should be aware of. The course explores cognitive ability and development of different age groups and other considerations for a facilitator to be aware of.



Learn

AIIP's JOY 2 course (<https://aiip.net.au/joy-courses/>) provides a guide to facilitation for intergenerational programs.



Further Reading

Read more on facilitation in Supported Playgroups: A Practice Guide for Facilitators

Frequency

To foster meaningful impact, intergenerational programs need to provide a number of planned, purposeful meetings (Radford et al., 2019). Activities and facilitation should support connection, communication and building of relationships. Levels of contact should increase over time, this is demonstrated in the Kaplan scale, outlined on page 10 of the World Health Organisation's (WHO) *Connecting Generations* toolkit (2023).

In the Wollondilly Intergenerational Connection program (details outlined in the case studies), each cohort engaged in an average of 8 visits of 1 hour duration. Throughout the 8 weeks, the participants undertook planned, hands-on activities such as working on a shared project. The connection between participants grew through the shared tasks and a celebration took place on the last visit. The 8 week level of commitment for these programs met the education partners timeframe as it sat well within the school term, it was also not too overwhelming for the older participants to fit into their schedule.



Image 4

Mode of Practice

Intergenerational programs can take many forms. The elements that make up a program should be determined by the individual set of participants, their needs, what they want to get out of the program and the programs overarching goals (Radford et al., 2019). Once you have a good understanding of these aspects you can consider the where and how:

- Where - in the library, community centre, community location such as a school or aged care facility, in a park?
- How – in-person, online, indirect interaction? e.g. letter writing

There are a number of toolkits that outline the steps to planning an intergenerational program listed in the resources section of this toolkit. AIIP provide the following tools:

- The *Intergenerational Learning Program Operational Guidelines and Toolkit* outlines planning and development, implementation, evaluation including documentation, tools and templates.
- AIIP's JOY 1 course (<https://aiip.net.au/joy-courses/>) provides a step-by-step process to developing successful intergenerational programs.

The process should follow the steps of planning you have in place for programs with the community and with partners. Considering the participants, venue, outcomes, activities, timeline and budget are elemental. **Intergenerational program principles, project goals and participant needs should be foundational to the program's development.** The following sections outline considerations, best practice and evaluation tools that can be incorporated through the planning process.



Promote

Once you have established your program, add it to AIIP's Intergenerational programs in Australia map: <https://aiip.net.au/about-us/intergenerational-programs-in-australia/>



Image 5

Considerations

Space & Furniture

The advantage of hosting intergenerational programs in libraries is that they are often thoughtfully designed, with **inclusion** in mind. However, some spaces may be age exclusive, for example a children's area with child size furniture is great for children to engage in a program or conversely big supportive armchairs may be perfect for older participants to read in, but do these spaces support interaction between multiple age groups at the same time? Depending on the individual needs of your group, you may consider the **accessibility of the furniture, comfort of the space, convenience of amenities** to suit your participants and how you set up the space.

Also consider the **participant journey** before they enter the activity space. To accommodate lower mobility, consider how far your venue is from the drop off point and if there are any ways to make accessing your space simpler?



Watch

Play for All Ages: Designing Intergenerational Spaces That Build Connections and Encourage Learning

Risk

Like any activity there are risks in intergenerational programs that can be mitigated to support safety. Bringing older and younger people together does not necessarily increase risks. A **co-designed risk assessment** allows stakeholders to identify concerns that exist with their individuals and share how they mitigate them in their spaces. As an example, both aged care facilities and early education centres have risk mitigation strategies around illness, collaboratively finding a strategy to reduce this risk enables each stakeholder to feel safe and supports their participation in the program. Similarly to physical risks, there are also psychosocial impacts in participating in intergenerational programs. The benefits of these programs are significant and ripple out through communities but

can overwhelm and cause anxiety from hearing things that make people feel uncomfortable. These feelings can be some of the psychosocial impacts to not only participants but facilitators, carers and organisers. How to manage these impacts should be considered in the planning stages. Some options to consider include:

- Ensure library staff facilitators are aware of potential impacts and where to get support e.g. Employee Assistance Program
- Provide a breakout space in the venue for your program, for participants and facilitators/carer's
- Inform participants how they can be supported during and after the program

Participant Preparation



The World Health Organisation's Connecting Generations toolkit shares 'it is important to introduce intergenerational engagement to younger and older participants separately by providing the place and time for conversations about their perceptions, attitudes and concerns about the people they are to meet.' (p.32, 2023).

Taking the time to prepare participants allows for expectations and preconceptions to be explored and addressed. The WHO *Connecting Generations* toolkit provides some activities that can be used for this preparation such as discussing ‘**what comes to mind when you think about the younger/older generation?**’ These conversations can also be revisited at the end of the program to demonstrate how their thinking has changed. Other preparations you may consider include helping each group get to know one another before they meet such as letters or profiles, sharing favourite colour, food and games or creating a welcome video. These can be used to spark conversation and shared interests later in the program. Similarly to meeting other generations, visiting new spaces may also cause concern or anxiousness for participants. There are a number of ways to introduce the space, and how to get there, for participants. To help make the first sessions run more smoothly, develop a social story, video guide or provide a map highlighting activity spaces, toilets and low sensory break out area.

Grief

Intergenerational programs come to an end, whether it is the end of the planned program or caused by factors such as illness or death.

The meaningful impact of the friendships formed in these programs can cause grief when the interactions end. Death in intergenerational programs is explored in *Generations United Connecting Generations, Strengthening Communities: A Toolkit for Intergenerational Program Planners* page 160 (Bressler, Henkin, Adler 2005). It can be proactive to discuss how the program will end at the preparation stage of the program. **Encourage conversation on how big feelings can be expressed during the program and after, in a safe and supported way.**

If a death occurs, find an age-appropriate way to discuss the passing in the group, commemorating the person may be appropriate. The group may suggest a way they would like to commemorate the person. For preschool aged groups you may consider sharing the person’s favourite book or song and remembering with gratitude the time that was spent together. If the person made a special connection with a particular participant or family, the facilitator should make sure, they have some extra time to discuss. When the program restarts ensure participants aren’t left without a partner. Death and Grief is discussed further in AIIP’s JOY 2 course (<https://aiip.net.au/joy-courses/>).



Watch

Howcast. (2016, September 8). How to talk to kid about Death: Child Anxiety. [Video]. YouTube. https://youtu.be/elJ0R_Pn5SQ?si=SOSZbanKGUOIAYGq



Prepare

Prepare a list of books from your collection to support participant's big feelings

Child Safety

Safeguarding and child safety is a consideration in intergenerational programs as it is with any library programs for children. General information and the regulation can be accessed at <https://ocg.nsw.gov.au/working-children-check/who-needs-check> . Actions you take regarding child safety should align with your organisations Child Safe Policy and align with Child Safe practices of your partnering organisations.



Prepare

See the Child Safe event checklist in the templates section of this toolkit



Image 6

Ageism

Positive relationships and interactions in intergenerational programs can impact ageist views. The WHO *Global Campaign to Combat Ageism* toolkit (2021) acknowledges the stereotypes, prejudice and discrimination is inherent in society, in ways we think about ourselves and others in relation to age. The WHO *Initiating a Conversation About Ageism* (2021) guide states,

“

“Ageism is present in the way we think, feel and act towards others and ourselves according to age, whether we are conscious of it or not. It is everywhere, in our institutions, relationships and ourselves. Different cultures have different attitudes towards age and ageing, but none is free of age bias.” (2021, p.2)

”

While intergenerational programs aim to positively impact ageist views, ageism can still exist in these programs. Consider risk-based, reductive thinking, such as ‘they are too old/young for that’, without even consulting the participant. University of Wollongong’s Dr Lois Peach and Professor Lisa Kervin, in partnership with the University of Wollongong’s Early Start and Pulse initiatives established an Illawarra based intergenerational community of practice. Research and conversations on ageism lead to the development of their resource *Being and Becoming Intergenerationally Inclusive: Practical Guide to Language and Age-inclusive practices* (2025). *“This guide is designed to support individuals and communities to become aware of age-based assumptions and begin to build shared understandings and practices that support intergenerational inclusion.”* (Peach & Kervin, 2025 p.4). The practical guide can be used for staff and participants in supporting age inclusive programs, conversations and promotions.



Prepare

Review your spaces and communications to ensure they are age inclusive



Image 7

Best Practice

Standards and best practice for intergenerational programs are discussed by several organisations including AIIP, Generations United, Generations Working Together and Together Old and Young (TOY) for Quality, in journal articles and toolkits. AIIP have launched minimum standards for intergenerational programs to measure quality and foster continuous improvement (<https://aiip.net.au/product/australian-intergenerational-minimum-standards/>). Organisations can apply to AIIP to have their program certified against the standards.

Similarly, The TOY for Quality Programme Guidelines provide a structure to assess and improve intergenerational programs (<https://www.toyproject.net/projects/toy-quality-guidelines/>).

Four examples of best practice standards are listed below. Consistent quality indicators across all these standards include:

- **Relationships and interactions**
- **Learning and knowledge sharing**
- **Diversity and inclusion**
- **Program/Activity Management including evaluation**
- **Community and social cohesion**
- **Equity and fairness**

Throughout the planning, delivery and evaluation stages of intergenerational programs these quality indicators should be reviewed in relation to the program to ensure best practice.

AIIP Minimum Standards

- Reciprocal learning
- Social cohesion
- Age discrimination and stereotyping
- Mutual relationships
- Program Management
- Program evaluation
- Practitioner values
- Intergenerational equity
- Participant environment
- Leadership and succession planning

<https://aiip.net.au/product/australian-intergenerational-minimum-standards/>

TOY for Quality Program Guidelines

- Building relationships and well-being
- Respect for diversity
- Interaction with and within the community
- Learning with and from each other
- Professional development and teamwork
- Monitoring, evaluation and sustainability

https://www.toyproject.net/wp-content/uploads/2018/11/toy_guidelines.pdf

Journal Article - Implementing Intergenerational Best Practices in Community-Based Settings: A Preliminary Study

- Interest based focus
- Individual needs taken into account – age/activity/role/equipment/space
- Equal younger to older
- Focused group work i.e. pairs
- Materials were provided to each group
- Facilitation occurred to assist the interaction (but not over facilitated) moved around the space
- Staff responsive to all participants
- Activity documented/evaluated

Juckett LA, Jarrott SE, Naar JJ, Scrivano RM, Bunker AC. Implementing Intergenerational Best Practices in Community-Based Settings: A Preliminary Study. Health Promotion Practice. 2022;23(3):473-481. doi:10.1177/1524839921994072

WHO Connecting generations: planning and implementing interventions for intergenerational contact

- Foster empathy for all ages
- Promote intergenerational cooperation and encourage mutual, reciprocal benefits for participants
- Encourage development of friendships of different ages
- Document the progress of the intergenerational project and communicate it to stakeholders

<https://www.who.int/publications/i/item/9789240070264>



Image 8

Evaluation

AIIP outlines that, for intergenerational activities to become meaningful programs, they need to be evaluated (Radford et al., 2019). Evaluation methods, measures and tools should match the outcomes you are seeking for your program.

The WHO *Connecting Generations* toolkit (2023, p.40) poses the following questions to help plan evaluations:

“

- What questions do you wish to answer?
- What data is available to answer your question?
- If no data is available, what methods will be used to collect data?
- How often will data be collected?
- Who is responsible for collecting data?
- How will the data be managed and stored?

”

Intergenerational programs and connections can have a positive impact on social isolation and loneliness. In 2025 the WHO Commission on Social Connection published, *From loneliness to social connection: charting a path to healthier societies*. The report provides an exploration into the prevalence, complexity and impacts of social isolation and loneliness and practical measures to address this problem in the community. Included in the report is a discussion and examples of measurement tools used to understand social connection, social isolation and loneliness (WHO, 2025 s.2.1). A selection of tools are identified in the report including the **UCLA-3, Geriatric Depression Scale** and **Duke Social Support Index**. While no one measurement tool fully illustrates social connection of a person, aspects of different tools could be used to demonstrate proposed outcomes for intergenerational programs (WHO, 2025).

In the Wollondilly Intergenerational Connection program a number of evaluation methods were used and were varied to match each participant cohort.

The following information was collected throughout the five pilot programs:

- **Demographic data of the participants** – to meet the criteria of the funding partner
- **World Health Organization (Five) well-being index (WHO-5)** – to understand the wellbeing of the older participants at the beginning, middle and end of the program.
- **Leuven Scale observational learning outcomes** – from the facilitator, carer and educator to track participant engagement through the programs and inform continuous improvement
- **Mood Scale** – to track the mood of the children at the beginning, middle and end of the program
- **Activity feedback** – from all stakeholders to inform continuous improvement
- **Videography** – a video was commissioned for one of the pilot programs which provides a visual record of the impact of the programs

Other evaluation options that could have been considered for the Wollondilly program include a photovoice record, comparing goals/expectations of the participants before and after the program or exploring the impacts of the program with families and at home. The evaluation data collected from these programs has a number of uses outside of the program, for example it can be used to inform continuous improvement, as evidence in future funding applications, as advocacy in Council's or other industries or to encourage other partners to get involved.



Learn

AIIP's JOY 3 course (<https://aiip.net.au/joy-courses/>) provides an understanding of and supports successful evaluation.



Further Reading

Read Generations United Intergenerational Evaluation toolkit
<https://www.gu.org/resources/intergenerational-evaluation-toolkit/>



Image 9

At the Generations United Conference 2025, Matt Kaplan and Terry Kalber discussed the concept of 'scaling deep' to ensure sustainability and longevity of intergenerational practice programs. They talked about scaling deep as embedding practice within organisations to allow for intergenerational connection to be a core output and organisations, not just individuals, to become part of this movement.

When you don't just have your team on board but your guiding organisation as well, it will mean that intergenerational practice has the opportunity to be sustainable and embedded. In Kaplan & Kalber's (2025) presentation **training** multiple people in an organisation was pivotal to ensuring momentum for intergenerational practice. There's a risk when only one person in an organisation champions this practice—if they leave, the initiative may end with them. In Australia, AIIP provides online and face to face **professional development** programs, Joining Old and Young <https://aiip.net.au/joy-courses/>. This along with their members resources can be used to educate organisations about intergenerational practice.

Another way to embed intergenerational practice in your organisation is to include it in **strategies and business plans**.

The benefits of intergenerational programs including connected communities, reduced social isolation, better health and wellbeing are just some aspects that are highlighted in community strategic plans and organisational values.

How can you utilise these guiding documents to demonstrate intergenerational practice is a core initiative to meet your community's needs?

Word of mouth can be the most powerful promotional tool. Using your community to champion, advocate and recruit for your program is a sustainable strategy to maintain participants. What **existing audiences** do you have that already visit your service? These can be considered for participants and facilitators. For example, your library may hold early literacy programs such as storytime which sees preschool aged children, after-school programs, which sees school aged children and book clubs that see adults.

Are any of these programs run on the same time and even the same day? Is there a way these two existing audiences could be paired together?

Degrees of Engagement

Purpose built intergenerational communities are increasing in spaces such as retirement villages, universities and housing developments.

One such community in Modbury, South Australia, sees ECH Aged Care retirement living co-located with Echoes Montessori Early Learning Centre. This facility uses principles the of lifelong, everyone, authentic, respectful, networks, embedded, reflective and self-directed to underpin their intergenerational engagement (Langford & Langford, 2021).

In a research report conducted by Torrens University, Shared Land, Shared Lives: Lessons learned from an intergenerational case study (2024) the degrees of intergenerational interaction at the co-located facility are explored. These range from no engagement, to passive and active engagement from a distance i.e. looking down from a balcony, incidental and exploratory engagement i.e. older resident's seeing preschool students throughout the village, to recurring intentional meetings and activities both organic and planned activities (Pablo & Littleton, 2024).

The engagement that residents and students undertake is self-initiated and supported. This allows for the interaction to better meet the needs of the individual, more likely to lead to a positive outcome.

There are comparisons to the intergenerational community and library spaces. Visitors come to the library and may see other generations from a distance, may momentarily interact as they pass or may engage in intentional meetings. The existing environments and services libraries have could be used strategically to foster intentional intergenerational connection with these varying degrees.



Image 10

Another aspect to consider is **volunteers**. Many libraries have volunteers as part of their service whether they are Duke of Edinburgh students, Home Library volunteers or volunteers to organisations that use your space, such as Historical Societies. These volunteers could be incorporated in intergenerational programs as participants, co-designers, subject matter experts or facilitators. For example, Duke of Edinburgh students can undertake the Young Mentors, BeConnected program, teaching digital literacy skills while contributing hours of service to their award.

Consider your existing **partnerships** or new ones you may develop as part of your intergenerational practice and what audiences they have. These could be community groups such as the Country Women's Association, Men's Shed, education institutions, youth centres, aged care facilities, sporting clubs etc.

Could their audiences benefit from being a part of your program and how can your call to actions be channelled through these organisations to grow participation?

To foster intergenerational connection library spaces and communications should be age inclusive. A simple process outside of programming is to review spaces, marketing collateral, digital channels

and promotional images you use to ensure they are age inclusive. Review *Being and Becoming Intergenerationally Inclusive: Practical Guide to Language and Age-inclusive practices* (2025) to get started.



Learn

Explore training for your team



Explore

Explore your strategic plans and find links to propel the importance of intergenerational practice in your organisation



Explore

Explore your existing audiences to find ways to bring them together



Prepare

Recruit/utilise volunteers



Prepare

Connect with partners to co-design and promote programs

The cost of Intergenerational programs is explored in a University of Queensland study *Economic Evaluation of the Intergenerational Care Project: Final Report* (2019). In the report, authors Moretto, Comans, Harris, Wu, and Vecchio, examine the costs and outcomes of 5 intergenerational programs that occurred at either childcare centres, aged care centres and a shared site. The report highlighted *'The costs required to implement intergenerational care programs, compared to status quo, were minimal. The main driver of the cost was labour, followed by recurrent operating costs, which were largely dependent upon the number of program sessions per year.'* (Moretto et al., 2019 p.5).

For libraries; programs, creating connections and growing literacies are core services that are operationally funded. Intergenerational programs don't need to have additional funding to be successful, as demonstrated in the later case studies. Staffing, resources and venue are often inputs that already exist within the library service or can be provided in kind by a program partner. Sourcing and funding for transport can often be the most challenging to organise but in some cases, this can also be overcome by in-kind contributions, partnerships or sponsorship.

The benefits and impacts intergenerational programs have to communities could be clearly demonstrated in a funding application. External funding can be used to support many aspects of programs. Grant criteria will outline the eligibility requirements and what aspects they can fund. The following is a small list of opportunities that have been identified in NSW through researching library intergenerational programs.

- **Council Community grants** – while libraries cannot directly apply for these, partnering organisations may be eligible to apply
- **Corporate funding** – Large organisations have a corporate social responsibility to contribute positively to communities. Organisations such as Bupa already supports intergenerational practice in Australia
- **Young Mentors** is an intergenerational Be Connected initiative supporting digital inclusion <https://www.esafety.gov.au/seniors/be-connected-young-mentors>
- **National Backyard Cricket Grants** in partnership with Friends of Libraries Australia provide funding to rural and regional Australian Public Libraries for new initiatives and projects

- **NSW Government Department of Communities and Justice Grants** such as Connecting Seniors Grant Program, Seniors Festival Grant, NSW Social Cohesion Grants for local Government, Tech Savvy Seniors
- **Grandparents Day Funding** provided by NSW Government in partnership with NSW Public Libraries Association
- State Government Library Funding such as NSW Local Priority Grant
- **Friends of the Library** – libraries that have friends organisations may consider reaching out to these groups to support intergenerational programs in their spaces
- **Council teams** such as Community Development/Engagement, Events, Art Galleries etc. often have the same goals as libraries; to engage and support the community, a joint supported program may provide additional resourcing

A panel of funders at the Generations United Conference 2025 discussed elements of successful funding applications. Aspects Kent, Choi, Roman-Woo & Hyden (2025 June 25) highlighted were:



- **Showcase the why of Intergenerational programming,**
- **Include both data and stories,**
- **Make the application relevant to the funding body's outcomes,**
- **Demonstrate sustainability and capacity building,**
- **Communicate what success looks like.**



Prepare

Create a budget for an intergenerational program, identify costs that can be absorbed operationally and costs that need to be externally funded.



Explore

Explore funding options that match your program.



Explore

If funding, resourcing or staffing is an issue, start small:

- Consider reaching out to organisations such as Playgroups Australia to see if they would like to set up an intergenerational playgroup using your space.
- Explore intergenerational service providers such as Lively <https://www.lively.org.au/> or Inclusive <https://inclusive.org.au/> to connect your customers to.

Participants of intergenerational programs should play a part in designing activities - see *Co-design*. Activities should be inclusive and mutually beneficial to each age group. When designing your activities, ensure they will be of interest to and provide engagement from both age groups. Below are some examples of activities that have been employed in intergenerational programs, see *Case Studies for activities in action*.

Participant Preparation:

- Participant training in understanding older/younger generations
- Conversation/Interview skills
- Explore expectations/perceptions
- Letters
- Dementia Discovery Course <https://dta.com.au/online-courses/dementia-discovery-2/>
- Reading lists
- Social stories

Activities/Resources:

- Ice breakers/conversation starters
- 5 fingers game
- Speed networking
- Acknowledging lived experience
- Reminiscence kits e.g. <https://www.library.wollondilly.nsw.gov.au/borrow/curiosity-kits/reminiscence-kits/>
- Food memory
- Highlighting similarities between the age groups
- Laughter yoga
- Gardening e.g. nature bracelets
- Cooking
- Technology learning
- Dancing/singing
- Collaborative art/craft making
- Students making a biography of an older participant
- Literature activities e.g. book club, writing stories
- Adding layers between physical visits to develop authenticity within the connection e.g. letters



Image 11

Australian Institute of Intergenerational Practice (AIIP)

- Radford, K., Fitzgerald, J., Vecchio, N., Cartmel, J., Harris, N., Golenko, X (2019). *Intergenerational Learning Program Operational Guidelines and Toolkit*. Griffith University, Australia
 - Outlines planning and development, implementation, evaluation including documentation, tools and templates.
- Radford, Katrina, Bell, Kevin, Golenko, Xanthe, Fitzgerald, Janna, Cartmel, Jennifer. *Hearing Children's voices in Intergenerational learning and practice: Intergenerational Learning in Practice: Together Old and Young*. 2019 <http://dx.doi.org/10.4324/9780429431616-5>
- JOY – Joining Old and Young Professional Development Courses <https://aiip.net.au/joy-courses/>
- Online resources including standards, funding information, publications and links to other relevant resources both free and member based <https://aiip.net.au/resources/>

Generations United

- Bressler, J. Henkin, N. Adler, M. (2005). *Connecting Generations, Strengthening Communities: A Toolkit for Intergenerational Program Planners*, Temple University, Philadelphia. <https://www.gu.org/resources/connecting-generations-strengthening-communities-a-toolkit-for-intergenerational-program-planners/>
- Jarrott, S. (2019). *Intergenerational Evaluation toolkit*. Generations United, Washington, DC. <https://www.gu.org/resources/intergenerational-evaluation-toolkit/>
 - Includes guide on planning an evaluation and measurement tools
- Generations United (2014). *Youth-led intergenerational toolkit*. Generations United. <https://www.gu.org/resources/youth-led-intergenerational-toolkit/>
 - Includes a process to plan, deliver and evaluate a program including templates
- Resource Library <https://www.gu.org/resources/>

Generations Working Together

- Clyde, A (2018). *Intergenerational Training Course for Trainers and Practitioners*. Generations Working Together <https://generationsworkingtogether.org/downloads/5cde5c13d2fb7-Training%20Manual%20edition%202%20final.pdf>
 - Discusses intergenerational practice, bringing generations together, planning and evaluating programs.

- Generations Working Together
<https://generationsworkingtogether.org/resources> has a range of resources, activities, best practice information both free to access and members only

World Health Organisation

- Resources on intergenerational practice - Global Campaign to Combat Ageism <https://www.aworld4allages.org/intergenerational>
- *Connecting generations: planning and implementing interventions for intergenerational contact*. Geneva: World Health Organization; 2023. Licence: CC BY-NC-SA 3.0 IGO.
<https://www.who.int/publications/i/item/9789240070264>
 - Includes planning, participant focussed information on implementation, and activities
- WHO Demographic Change and Healthy Ageing. (2021) *Global Campaign to Combat Ageism – Toolkit*. World Health Organization, Geneva. Accessed at <https://www.who.int/publications/m/item/global-campaign-to-combat-ageism-toolkit>
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<https://documents.uow.edu.au/content/groups/public/documents/doc/uow279627.pdf>
- TOY-PLUS Consortium (2018) *TOY for Quality Programme Guidelines*, Leiden: TOY-PLUS Project. https://www.toyproject.net/wp-content/uploads/2018/11/toy_guidelines.pdf
 - Includes explanation of intergenerational programs, indicators of quality and templates to review programs against quality dimensions

- Meaningful Ageing Australia <https://meaningfulageing.org.au/>
- Journal of Intergenerational Relationships, Taylor & Francis Online <https://www.tandfonline.com/journals/wjir20>



Image 12

Wollondilly Library

Intergenerational Connection Program (Pilot 1)



Younger Participants

- 3-5 years
- Preschool students



Older Participants

- 70+ years
- Aged care facility resident



Resourcing

- DCJ Connecting Seniors Grant funding library staff facilitator and catering
- Preschool venue



Frequency

- Weekly meeting
- Running for 8 weeks

Program Description:

Aged care facility residents travelled on the facility's minibus to visit the preschool. Each week they joined together on the mat to sing a welcome song, then explore and discuss a themed Reminiscence Kit. They then made their way to engage in activities that linked with the kit's theme such as decorating biscuits or paper planes. They finished each session with a goodbye song. The program was facilitated by library staff with support from Educators and Carer.

Educator comment - Everyone wanted a plane. Leila took charge, 'I know how to do this. My dad showed me'. She was teaching Grandfriends and staff.

Challenges

Some students engaged better than others with the discussion and activities. One student said, *"I felt bored, the teacher was taking too much stuff out of the box but I also felt happy"*. Participant feedback helped adjusted the activities over the 8 weeks to increase engagement and ensure the older participants were included while the students made their way around the facility. Illness impacted on some sessions going ahead.

Impact

The programs brought joy to the participants with the Carer remarking on the visible change in demeanour of older participants on program days.

With thanks to Renee Barrett

Wollondilly Library

Intergenerational Connection Program (Pilot 2)



Younger Participants

- 13-15 years
- High School students



Older Participants

- 70+ years
- Aged care facility resident



Resourcing

- DCJ Connecting Seniors Grant funding library staff facilitator and catering
- Aged Care Facility venue



Frequency

- Weekly meeting
- Running for 8 weeks

Program Description:

High school students travelled in the school bus to the Aged Care Facility. At the venue the students and older participants would talk and create, the students then went back to their classroom to make portraits and books in honour of the older participants. The program resulted in an exhibition in the library. The school was able to fit the program into the sport day schedule. Art making resources and instruction were supplied by the school. Library staff facilitated the connection, planning and communications.

Teacher observation - "Students were starting conversations with seniors unprompted and assisting seniors with art activity. Students sharing personal anecdotes."

Challenges

Some of the art activities needed adjustment to match the mobility of the older participants. Attendance numbers of the students changed the dynamic of the program each week, a 1:2 or 1:1 older participant: student ratio worked well. Discussion between Facilitator, Coordinator and Educator helped adjust the program to meet outcomes.

Impact

The art was successful as it sparked conversation between participants. Older participants enjoyed telling stories to the students and the students naturally engaged in conversation within the comfortable environment. The students exhibited pride when showing their art.

With thanks to Renee Barrett

Wollondilly Library

Intergenerational Connection Program (Pilot 3)



Younger Participants

- 13-15 years
- High School students



Older Participants

- 60+ years
- Community member (i.e. individual opt in/not part of an organisation)



Resourcing

- DCJ Connecting Seniors Grant funding library staff facilitator and catering
- High School venue



Frequency

- Weekly meeting
- Running for 8 weeks

Program Description:

Residents of a retirement village drove themselves to a local high school to join in their recess choir. Each week the choirmaster took the group through songs both new and well known. The 8 week program resulted in a performance with library staff joining in. No resourcing was required for the program, library staff facilitated the connection, planning and communications.

A parent remarked their daughter was very excited to attend the performance, they stood at the front of the crowd and became the leader. "She was encouraged by participant's to be at the front, taking on a leadership role."

Challenges

The teacher was absent which affected the program. At times there was low attendance of students and they were unaware of the program. The choirmaster encouraged conversation to support relationship building and connection. Confidence grew with the students slowly overtime. More preparation would have assisted with earlier success of the program.

Impact

The older participants felt a connection to community, getting to know other people in the retirement village and learning more about the library and activities they could engage in. Students built confidence and communication skills.

With thanks to Renee Barrett

Wollondilly Library

Intergenerational Connection Program (Pilot 4)



Younger Participants

- 9-10 years
- Primary School students



Older Participants

- 50+ years
- Community member (i.e. individual opt in/not part of an organisation)



Resourcing

- DCJ Connecting Seniors Grant funding library staff facilitator and catering
- Community venue, Men's Shed



Frequency

- Weekly meeting
- Running for 8 weeks

Program Description:

Year 5 students were transported by the school to a local Men's Shed to create resin boards and Christmas ornaments. The school selected students who had higher absenteeism and struggled with behaviour management. At the conclusion of the program a celebration was held in the school hall. No resourcing was required for the program, library staff facilitated the connection, planning and communications.

Challenges

Initially there was reluctance from both the Men's Shed individuals and students to attend the sessions, however each week the attendance grew as participants experienced the program and told their mates. There was great support from the School Principal and one of the Men's Shed participants who championed the program within their community.

Impact

The value of this program was evidenced through the increasing attendance. Both the School and Men's Shed continued the partnership after the initial 8 weeks, without needing further library facilitation. Students experienced a growth in pride, confidence and taking on responsibilities. Men's Shed participants took on an educator role, sharing stories with the students. Mutual respect blossomed between the participants.

"It's been really good. I've liked coming here and I'm proud of what I made." Student comment

With thanks to Renee Barrett

Wollondilly Library

Intergenerational Connection Program (Pilot 5)



Younger Participants

- 3-5 years
- Preschool students



Older Participants

- 70+ years
- Aged care facility resident



Resourcing

- DCJ Connecting Seniors Grant funding library staff facilitator and catering
- Aged Care Facility venue



Frequency

- Weekly meeting
- Running for 8 weeks

Program Description:

Aged care facility residents travelled on the facility's minibus to visit the preschool. Each week they joined together for morning tea, then on the mat to sing a welcome song, then explore and discuss a themed Reminiscence Kit. The following activities were laid out Montessori style with the students and older participants engaging in self-led activities.

Student comment - "Grandfriends always help me make stuff with the toys. I like showing them things."

Challenges

Attendance of the older participants varied however the students responded warmly to the visitors. The layout of the room needed to be reconsidered to manage mobility needs. Activity selection and duration was modified to improve engagement.

Impact

The older participants enjoyed the 'show and tell', sharing stories and reminiscing. The students grew in confidence, taking on a leading role showing them their space. Both partners were enthusiastic about continuing the relationship after the 8 week program.

With thanks to Renee Barrett

Sutherland Shire Libraries

Duke of Edinburgh Intergenerational Mentoring Program



Younger Participants

- 15 years
- Duke of Edinburgh participants via their school



Older Participants

- 50+ years
- Community member (i.e. individual opt in/not part of an organisation)



Resourcing

- Existing operational funding
- Library venue



Frequency

- Weekly meeting
- Running for 6 weeks
- Occurs twice a year

Program Description:

Five Duke of Edinburgh students mentored five Sutherland Shire community members for 6 weeks in how to use new technologies such as tablets, iPads, phones and other devices. Common questions included using apps, how to be scam aware, how to use social media to connect with family, how to make video calls, how to find eBooks and eAudio books, how to use google.

Challenges

The biggest challenge faced is having older Australian mentees turn up for the full six weeks. Often we have drop-outs and need to find new mentees. We resolve this issue by having a waitlist for mentees, calling mentees a week before the program starts to explain expectations, and by having 2 students mentor 1 mentee if needed.

Impact

Mentees are more confident in how to use tech and have a more positive perception of young people. Young people learn how to communicate with people with different skills and experiences to themselves, take on teaching responsibility and challenge their perceptions of older people.

With thanks to Maureen Flynn

Randwick City Library

Young Mentor's Digital Literacy Program



Younger Participants

- 14-16 years
- School Students



Older Participants

- 65-80 years
- Community member (i.e. individual opt in/not part of an organisation)



Resourcing

- Existing operational funding
- Library venue
- BYO devices



Frequency

- Weekly meeting
- Running for 6 weeks

Program Description:

Connecting school students with senior library patrons to work together to solve technology issues/problems. The students were encouraged to give 'homework' for the seniors to practice between weekly sessions. The library followed the Be Connect website protocols that promote the young mentor's digital literacy program.

Library staff comment - "The rapport between the students and the seniors was amazing. It was also quite clear how much the student's confidence grew each week."

Challenges

Making sure the senior library patrons attended each week. Unfortunately, if the weather was too hot or too cold, they often stayed at home. Also, this past term many of our senior library patrons became unwell with the flu and their attendance dropped off significantly

Impact

The main outcome of our program was witnessing the seniors using their device with an increase in confidence and a decrease in intimidation. Additionally, witnessing the student's self-esteem and overall assertiveness improve over the 6 weeks while assisting the senior library patrons was amazing. The overall impact was the positive relationship that occurred between the mentor and the mentee.

With thanks to Cathie Tracey

Georges River Libraries

Tech Minded Seniors



Younger Participants

- High School Aged
- School Students



Older Participants

- 50+ years
- Community member (i.e. individual opt in/not part of an organisation)



Resourcing

- Existing operational funding
- Library venue



Frequency

- Weekly meeting
- Running for 4 weeks

Program Description:

The sessions covered things like computer and smartphone basics, eSafety, connecting with others online (video calling, social media apps), and navigating apps for everyday life (Google Maps, health apps, etc). The sessions started with the group learning on these topics, and then the group split up for one on one tech help.

Library staff comment - "This was a partnership with Marist Catholic College Penshurst who approached us about running the program in our space for our community."

Challenges

No real challenges. The program had previously run in partnership with Westfield Hurstville before us, so the students were well versed in what to do. There were some concerns from our perspective about customers potentially sharing personal information or passwords with students. Created an MOU outlining the responsibilities of the teachers and students, clearly stating they cannot create passwords for participants or allow participants to share their passwords with students.

Impact

Community connection and increased community ties.

Positive feedback included *"So good to see these generous youngsters give up their time to help oldies. Great idea and much appreciated"*

Increase in digital citizenship and digital skills

With thanks to Morgan Hills

Goulburn Mulwaree Library

Tell Me a Story



Younger Participants

- 0-5 years
- Community members (i.e. individual opt in/not part of an organisation)



Older Participants

- 70-100 years
- Aged care facility resident



Resourcing

- Existing operational funding
- Library venue



Frequency

- Meeting weekly
- Running for 3 years

Program Description:

Different activities such as reading sessions, indoor ball games, make over, teddy bears picnic, guest speakers - authors, magician show, art and craft activities, singing and dancing.

Challenges

Initially, the program was designed for the story timers to read a book with our senior friends. However, I discovered our senior friends had difficulty seeing and hearing the children.

I changed the structure of the program so we were all reading together as a group, and then we all participated in an activity that encouraged interaction and connection.

Impact

An improvement in personal wellbeing is the main impact for our seniors. The joy they experience when engaging with the children is clear to see. This is supported by the feedback provided by staff. It gives the seniors something to look forward to every week and also increases their outlook for a long period after the session. The children benefit by the interaction by developing empathy and understanding of people who are older than them. They also have the opportunity to improve their literacy skills, as well as coordination and motor skills (depending on the activity).

With thanks to Monique Hayes

Temora Shire Library Intergenerational Preschool



Younger Participants

- 3-5 years
- Preschool Students



Older Participants

- 70+ years
- Aged care facility resident



Resourcing

- National Backyard Cricket LBW Trust + Rotary (\$4200)
- Community venue, various



Frequency

- Meeting every 3 weeks
- Running since October 2023

Program Description:

Different activities such as clapping game/name game, balloon activities, ball activities, pool noodle games, memory games, e.g. bingo, shared book reading, music, tapping sticks etc.

Challenges

Cost of transport & mobility of residents.

This was resolved by funding to cover transport, which is our highest outlay.

We re-evaluated as the program progresses what residents are capable of in regard to movement, strength, walking etc.

Impact

The impacts we have seen include friendships, stronger social connections, enhanced cognitive & social emotional development, improved mental health, enhanced quality of life & sense of purpose, build literacy skills & language development.

With thanks to Wendy Manning

Temora Shire Library Intergenerational Preschool



Image 13



Image 14



Image 15



Image 16

With thanks to Wendy Manning

Project Plan

Program Partners	List of stakeholders
Project aim/ goals	Brief overview/ summary of the program
Project site/s and participants	- Site: - Participants:
Project description	Outline the activities undertaken within the program, number of meetings, duration, facilitation method
Project implementation plan	Outline how the program will meet the goals and steps that are undertaken by facilitators enable best practice
Project evaluation Framework	- Outline what is going to be measured to demonstrate the project goals were met - List the evaluation methods and responsibilities
Ethical considerations	List ethical considerations and actions e.g. - Pre-participation documentation to provide information sheet to participants along with consent forms and a demographic survey to better understand spatial and program considerations. - Care staff to stay onsite for the duration of the program to provide support to their clients as needed. - Carer's/staff survey provides the opportunity to highlight any issues quickly to implement prior to the next session. - Child Safety and Working with Children Check - WHS - first aid kits and officers onsite, accessible building, clear walking spaces

Project Plan

Timeline	Program planning: Participant forms and communications: Onsite Program timeline: Evaluation collation and review:
Budget	• Outline how the program will be funded • List costs involved

Detailed Onsite Program Timeline

Clearly outline the activity, time progression of the visit, responsibilities and resources required each week and share with all stakeholders.

Date & Time	Activity	Run Sheet	Responsibilities	Resources

Participant Information Sheet

Create a document to provide to participants that lists:

- **Organisations involved**
- **Project Aim**
- **Project Outcomes**
- **Benefits of Intergenerational Programs** e.g.
 - *For Students: Intergenerational programs provide learning opportunities, care and social support for students. This can benefit wellbeing and self-esteem across generations as students and older adults interact and exchange knowledge and skills. Further benefits for students participating in Intergenerational programs can be seen at <https://education.nsw.gov.au/news/latest-news/intergenerational-lessons-in-life>*
 - *For Older People: Provides a sense of purpose and enhances dignity. Supports seniors recall memory, enhances wellbeing, and helps strengthen and generates new social bonds. Through the activities, older participants are given the opportunity to reconnect with their past whilst sharing stories in a safe and friendly environment. The program addresses the principles in the Ageing Well in NSW: Seniors Strategy 2021-2031, We will – “work to encourage social participation so that older people are engaged and active in their communities, doing the things they value and enjoy – recreational, social, cultural, creative, educational and work to promote respect and social inclusion.*
- **What participation will involve**
- **What information is being collected**
- **Dissemination of collected material** (how evaluation material will be used)
- **Participant expectations** e.g.
 - *Sessions will be structured so participants know what activities will occur each week however, we acknowledge that the program may need to be flexible and adapt to situations as they occur.*

Participant Information Sheet

- *We acknowledge that over time participants may form friendships and may consider each other like family. Any affection that occurs will be exclusively student-led, consensual and would be that which is appropriate in a grandparent-child relationship.*
- *Participants are reminded to demonstrate friendly, welcoming body language and communicate positively. At times participants may feel they cannot contribute constructively to the activity, in these instances carers and educators will support the participants by providing a breakout space and opportunity for debrief. Educators and Carer's are encouraged to debrief with the participants after each meeting.*
- *Participants will be read a Statement of Understanding reminding them of the expectations before each session to ensure everyone has an enjoyable and safe experience.*

- **Schedule**
- **Program contacts**

Consent Form

Child/Guardian

I consent for my child to participate in the Intergenerational Program conducted at *(insert venue)* with *(insert older participant organisation)*.

- My child's participation in this program is voluntary. I understand that I will not be paid for my child's participation. My child may withdraw and discontinue participation at any time without penalty. If I decline for my child to participate or withdraw from the program, my child will participate in their normal school curriculum it will not affect my arrangements with my care service provider.
- I understand that if my child feels uncomfortable in any way during the program's sessions, filling out the survey and or the taking of photos or video footage, my child has the right to decline participation within the program and photography.
- Participation involves 8 one and a half hour sessions.
- Participation involves your child answering *(insert evaluation method)*, at the beginning, middle and end of the program. My child will not be identified in any information used from the surveys collected, and my child's information will remain anonymous.
- I have read and understand the Participant Information Sheet provided to me. I have had all my questions answered to my satisfaction, and I voluntarily agree for my child to participate in this program.
- I acknowledge that by signing this consent form as the child's primary carer on behalf of the childcare recipient as they are unable to provide informed consent.

☐ I consent to photographs and videos being taken of my child

☐ I consent to audio recordings being made of my child

Childs Name

Parent/Guardian Name

Parent/Guardian Signature

Date

Consent Form

Older Participant/Carer

I consent to participate in the Intergenerational Program conducted at the *(insert location)* with students from *(insert younger participant organisation)*.

- My participation in this program is voluntary. I understand that I will not be paid for my participation. I may withdraw and discontinue participation at any time without penalty. If I decline to participate or withdraw from the program, it will not affect my current arrangements with my care provider.
- I understand that if I feel uncomfortable in any way during the program's sessions, filling out the survey and or the taking of photos or video footage, I have the right to decline participation within the program and photography.
- Participation involves eight one-hour sessions.
- Participation involves answering *(insert evaluation method)*; at the beginning, middle and end of the program. I understand that I will not be identified in any information used from the surveys collected, and my information will remain anonymous. If needed, support staff can assist with filling out forms.
- Sessions will be photographed, and videos may be taken.
- I have read and understand the Participant Information Sheet provided to me. I have had all my questions answered to my satisfaction, and I voluntarily agree to participate in this program.

- ☐ I consent to photographs and videos being taken which I may be in
- ☐ I consent to audio recordings being made of myself

Participant Name

Participant Signature

Date

Carer's Name (if applicable)

Carer's Signature (if applicable)

Consent Form

Evaluation Materials Statement

The evaluation materials (including photography, video footage, audio recordings and surveys) collected as part of this program will be used to inform, and for the promotion of, future intergenerational programming. These materials may be used by *(insert name)* Council and funding partners of the program on their website, social media and print materials. By ticking the consent boxes above, you are stating “I understand I can withdraw my consent to future use of my image at any time, but not so as to require *(insert name)* Council to remove the image from works that have already been produced. I understand that if I withdraw my consent to use of images, they may still appear in printed or electronic material which has already been produced or disseminated.” If you would like to have more information about the use of the evaluation material, please contact *(insert name)*.

Pre-Program Questions

Example questions adjusted to suit program goals/participants

Participant Name

Date of Birth

Gender

Residential Facility Name

Suburb / Postcode

Name of Carer (if applicable)

PARTICIPANT BACKGROUND

Career History

- What was your main job title during your working years?

Health

- Do you currently have any pre-existing health conditions that would affect your participation in this program?
- How many times in the last month did you visit a Health Professional?
- Are there any considerations or modifications that we could provide that would help you participate in the program?
- How would you describe your current social and emotional wellbeing?

Community Connection

- How would you describe your current connection to your local community?
- Rating against the following statements
 - I am very outgoing
 - I want to be more outgoing
 - I am happy with the number of meaningful connections I have
 - I know many people with similar interests to me
 - It was easy for me to register for the program
- What barriers are currently stopping you from participating in social activities?

Participation

- What do you hope to get out of this program?
- How did you hear about this program?
- Are you a member of the library?

Statement of Understanding (read by Carer or Educator before each session)

Today we are participating in an intergenerational program between (*insert younger participants organisation*) and (*insert older participants organisation*).

We are here to make connections, share stories, learn new things and have fun.

You may form friendships during these visits however any affection that occurs will be exclusively child-led, consensual and would be that which is appropriate in a grandparent-child relationship.

We will demonstrate friendly, welcoming body language and communicate positively to one another.

If you feel uncomfortable or become unable to participate in the activity there will be a break-out space, I encourage you to speak to me about how you are feeling during and after the session today.

Child Safe Event Checklist

Completed by program organiser

Actions prior to event

- All staff/volunteers/facilitators Working with Children Checks verified and recorded
- All staff/volunteers/facilitators to receive relevant documents:
 - Child Safe Council Policy
 - Unsupervised Children in Library Management Policy
 - Unsupervised Children in Library Work Instruction
 - Interacting with Children and Young People Work Instruction
 - Responding and Reporting Child Safe Procedure
- Council Child Safety webpage linked on all relevant marketing
- Confirmation that staff, volunteers and facilitators are not to be alone with children
- Confirmation that there are no closed-door activities planned
- Confirmation that staff under 18 years are not to supervise children's activities without an adult present

Actions on day of event

- Staff easily identifiable e.g. shirts and/or lanyards
- Event/program set up with good line of site of children's activities
- Children under 8 years are accompanied by an adult family member or a guardian
- Where children under 8 years require the bathroom, they are accompanied by an adult family member or a guardian
- Lost Child area established with signage and announcements (for large events only)
- Signage/conditions of entry on display
 - Supervision of children signage
 - Child Safe signage
 - Photo/video signage notifying parents to inform event organisers if they do not want their child photographed or filmed

Event organiser name:

All staff/volunteers/facilitators present names:

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Image 1. Wollondilly Library, Intergenerational Connection Program, 2024, Preschool program celebration

Image 2. Wollondilly Library, Intergenerational Connection Program, 2024, Preschool program interaction

Image 3. Wollondilly Library, Intergenerational Connection Program, 2024, Preschool program interaction

Image 4. Wollondilly Library, Intergenerational Connection Program, 2024, Men's Shed program

Image 5. Wollondilly Library, Intergenerational Connection Program, 2024, Preschool program participant

Image 6. Wollondilly Library, Intergenerational Connection Program, 2024, Preschool program interaction

Image 7. Wollondilly Library, Intergenerational Connection Program, 2024, Preschool program activity

Image 8. Wollondilly Library, Intergenerational Connection Program, 2024, Men's Shed program

Image 9. Wollondilly Library, Intergenerational Connection Program, 2024, Men's Shed program

Image 10. Wollondilly Library, Intergenerational Connection Program, 2024, Preschool program interaction

Image 11. Wollondilly Library, Intergenerational Connection Program, 2024, Choir program

Image 12. Wollondilly Library, Intergenerational Connection Program, 2024, Men's Shed program

Image 13. Temora Shire Library, Intergenerational Preschool, 2025

Image 14. Temora Shire Library, Intergenerational Preschool, 2025

Image 15. Temora Shire Library, Intergenerational Preschool, 2025

Image 16. Temora Shire Library, Intergenerational Preschool, 2025

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