

La Tiendita: An Intergenerational Entrepreneurship Program



Program Development Manual

July 2018



La Tiendita

Program Development Manual

Written by Nancy Z. Henkin, Ph. D, Senior Fellow, Generations United

Samuel Rodriguez, Teaching Artist

La Tiendita is a program of Congreso de Latinos Unidos, a multiservice, community-based organization whose mission is to enable individuals and families in predominantly Latino neighborhoods to achieve economic self-sufficiency and wellbeing.

This program was funded by the Friends Foundation in Philadelphia, PA. Special thanks to Deborah Frazier for her ongoing support and steadfast belief in the value of generations working together.

Thanks also to former and current Congreso staff members Teresa Elliott, Joanna Rosario, and Daisy Rosa for helping to create and sustain this innovative program.

This manual is dedicated to all of the older adults and young people who participated in La Tiendita. Hopefully it reflects your dedication and hard work and will be a valuable resource for others who are interested in bringing generations together in mutually beneficial experiences.



TABLE OF CONTENTS

	Page
I. What is La Tiendita?	1
II. Why develop an intergenerational entrepreneurship program?	2
III. Goals of La Tiendita	2
IV. Underlying Principles	2
V. Program Design	3
VI. Staffing	18
VII. Program Impact	20
VIII. Challenges and Lessons Learned	25
IX. Appendices	
A. Sample Curriculum Design	
B. Sample five day lesson plans	
C. Sample activities	
D. Evaluation tools	
E. Catalogue of Products	

“I have learned how to socialize, work as a team and share ideas.”

Older adult

I. What is La Tiendita?

“La Tiendita” (little shop in Spanish) was a two year intergenerational entrepreneurship program designed to help reduce social isolation among Latino older adults and foster intergenerational understanding and empathy. Created in 2016 by Congreso de Latinos Unidos with funding from the Friends Foundation, the program was designed to build the capacity of older people and young adults to develop a small business initiative focused on producing and marketing culturally relevant crafts. Older adults and young adults worked together each week to create handmade crafts with the guidance of a Teaching Artist. A Pop-up Shop event where the products were displayed and sold was held every 10 weeks. Profits were re-invested into the program. Approximately 32 people participated in La Tiendita over the past 2 years.

By building on their strengths and talents, expanding their social networks, and enhancing their knowledge of basic business practices, the program helped older adults gain a sense of purpose, increase confidence, develop new intergenerational relationships, and deepen their connectedness to the broader community. Concurrently, younger people developed increased empathy for older adults, job readiness skills, confidence and knowledge about entrepreneurship/ small business.



II. Why develop an intergenerational entrepreneurship program?

Intergenerational entrepreneurship - the intentional engagement of young people and older adults in the planning and operation of a small business- can be an effective pathway for fostering cross-age understanding/connection and equipping different age groups with the skills and confidence they need to build their own economic security. The aging of the United States population suggests that new ways of thinking about career preparation, progression and retirement are needed. Young people need opportunities to work in mixed age environments, understand generational commonalities and differences, and develop interpersonal skills that will help them succeed in the work world. Older people often seek ways to earn extra money and/or opportunities to share their talents and skills with younger generations. Bringing generations together in entrepreneurial efforts that draw upon the strengths of each age group can help dispel age-related stereotypes, build social capital, foster generational empathy, and fuel economic growth.

III. Goals of La Tiendita

- To increase older adults' engagement in purposeful activities
- To enhance job readiness and interpersonal/life skills of young adults
- To increase connectedness across generations
- To enhance skills and knowledge related to entrepreneurship

IV. Underlying Principles

- Young and older adults are assets to be tapped, not problems to be solved.
- Intentionally fostering social connectedness is a critical component of a successful intergenerational program.
- All age groups should be empowered to assume leadership roles.
- People of all ages can be entrepreneurs.

V. Program Design

Recruitment of older adults

Older adults were recruited for La Tiendita from VIDA, Congreso’s aging program that provides support services and socialization opportunities for older adults in the Eastern North area of Philadelphia. Participants were primarily 65+, low income, and from Puerto Rico, the Dominican Republic and Cuba. Many had chronic illnesses and/or suffered from depression. Although several participants spoke English, the majority of the older adults only spoke Spanish. Since the start of the program in 2016, approximately 20 older adults were involved in La Tiendita. Older adults committed to at least 2 days per week (M-TH), although many people attended 3-4 days per week. As an incentive, participants accrued one “La Tiendita dollar” for each class they attended. These were used to purchase products at the pop up shops. Although new older adults joined at different points in time, a core group of 7-8 people participated in the program for the entire 2 year period.



“I want young people to learn from my experiences. I have so much to share.”

Older adult

TIPS FOR RECRUITING OLDER ADULTS

- Try to find existing organizations or groups of older adults to whom you can make a presentation. Involve a staff member at those organizations who can help recruit people.
- Word of mouth, particularly once you recruit an initial group, is usually the most effective strategy. Ask current participants to make presentations with you and to reach out to people they think would enjoy the program.
- Emphasize the opportunity to learn new skills and make interesting crafts.
- Highlight the importance of supporting and teaching young people in the program.
- Ask about the talents, skills and interests of the older adults. Help them identify things they would like to share with young people.
- If possible, talk to potential participants individually before the orientation session to ensure that they understand program structure and expectations.
- Offer flexible schedules in order to attract older adults who have other commitments and responsibilities.
- If some of the older adults are limited English speakers, make sure you have someone on staff who can communicate to them in their native language.

Orientation of older adults

A short orientation workshop was held at the beginning of the program to explore older adults' attitudes toward youth and what they wanted to gain from the program as well as discuss expectations regarding attendance, commitment, and interaction with youth. The following questions guided the orientation discussion:

What excites you about this program? Why do you want to become part of this program?

What do you want to learn?

What skills, talents, and experiences can you teach young people?

How would you describe young people in this community?

What concerns do you have about working with youth?

In what ways do you think you could help /support the young people in this program?

As new members joined the group, they received an individual orientation.

OTHER IDEAS

- Ask older people to think about themselves at the age of 18. Discuss in pairs questions such as: *How did you feel about yourself at that age? What did you like to do with your time? Did you get in trouble; if so, what did you do? How did people treat you at that age?* Discuss in large group similarities and differences between the experiences of young people today and those of the older adults.
- Ask older people to brainstorm some of the challenges they think young people face today. Explore ways they could be helpful to youth.

Recruitment of youth

Young adults (18-24 years) were recruited from Congreso's E3 (Education, Employment, and Empowerment) program which helps out-of-school youth achieve educational, career and personal goals. As part of the E3 program, young people were required to complete a 20 hour/week internship. Those who selected La Tiendita as their internship site were paid minimum wage and worked 3-4 hours each day. Over the 2 year period, 12 young adults participated in La Tiendita, the majority of whom were female.

TIPS FOR RECRUITING YOUNG ADULTS

Emphasize that the program provides opportunities to be creative and learn new skills.

Stress the fact that the program benefits both younger and older adults. Youth have skills (e.g. social media) that they can teach older adults and older adults have work experience and artistic skills they can share.

Suggest that this is a chance to explore a career path in the aging field.

If you don't have a job training partner, think about collaborating with a youth entrepreneurship organization or serve as a site for a high school community service program.



“I want to learn how to socialize more. I’m not good at dealing emotionally. This will give me a chance to be more open and to interact with people more.”

Young adult

Orientation of young adults

- At the beginning of each cycle, a short orientation was held for students. The following questions were used to stimulate discussion:
- *What excites you about this project? Why do you want to participate?*
- *What do you want to learn?*
- *What do you think you could teach the older adults in this program?*
- *How would you describe the older people you know?*
- *What concerns do you have about working with older people?*
- *In what ways do you think you could help/support the older people in this program?*

OTHER IDEAS

- Brainstorm with young people: *What do you think of when you hear the word "old"? "young"? Discuss stereotypes (positive and negative).*
- Ask youth to close their eyes and imagine themselves at age 75. Use guiding questions such as: *What do you look like? Where do you live? How do you spend your time? What makes you happy? What are your greatest challenges?*
- Ask youth to think about an older person with whom they have had a relationship. Ask them to discuss in pairs what they learned from this older person and what the older person learned from them.
- Develop role-playing scenarios that might occur between youth and older adults.

Curriculum

The program was structured in 10 week cycles; five cycles were implemented over a two year period. The curriculum consisted of an integrated set of activities designed to build entrepreneurial knowledge and skills, enhance artistic skills, increase self-esteem, and foster intergenerational relationships. The following were some of the topics discussed in each area:

1. *Personal development* : setting goals, problem solving, dealing with conflict, handling stress, communicating effectively



2. *Team building and intergenerational relationships:* active listening, understanding generational differences and commonalities, creating an effective team, fostering trust, and developing a welcoming environment for all ages.



“Older people are nicer than I thought. We learned together—they saw me as someone they could teach and learn with.”

Young adult

3. *Business/entrepreneurship skills and knowledge*: branding, marketing, pricing/profit analysis, sales/customer service, inventory analysis, production



4. *Artistic skills*: silk screening, beading, sewing, painting, ceramics, block printing, macramé, crocheting, painting

Sessions included the following:

- Opening circle (goals for the day)
- Skill share (teaching of skills required for the creation of specific products)
- Team building and/or personal development exercise
- Business/entrepreneurship lesson
- Production

Each session was 2-3 hours in length, however some participants stayed longer to work on their projects. Many of the interactive exercises and business lessons were repeated due to the inclusion of additional participants over the two year period. Although the program was intended to be just 1 cycle (e.g. 10 weeks), many of the young people and older adults stayed for at least two cycles. A core group of older people participated the entire two years and became increasingly invested in La Tiendita. Approximately 12-15 people participated in each cycle.

“We are partners –without us there would be no La Tiendita. We are the ones who produce. It’s not a job, not an obligation. It keeps us going, it keeps us alive.”

Older adult

All sessions were conducted in Spanish and English since some of the youth were not fluent in Spanish and most of the older adults spoke little or no English.

(SEE APPENDICES A, B and C FOR LESSON PLANS AND ACTIVITIES)

As the program evolved, the focus of each cycle changed slightly.

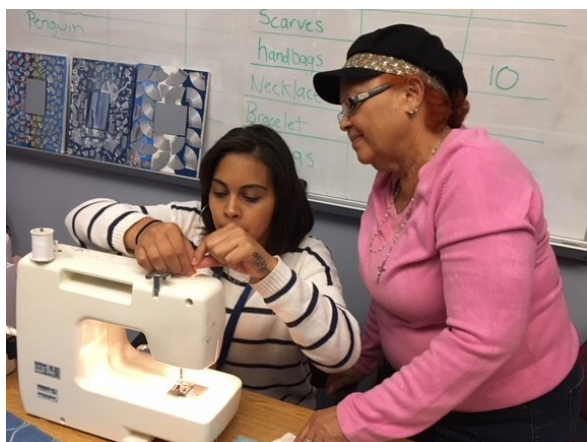
Cycle 1: Building relationships and starting a business. Activities focused on personal development, team building, basic knowledge about entrepreneurship/ business, branding (creating a logo), and specific arts skills (e.g. screen printing, block printing, beading, and sewing). Products included: T-shirts and calendars with La Tiendita logo, jewelry, decorative towels, pillows, pot holders, and aprons.



Cycle 2: Deepening knowledge and skills. In addition to strengthening business and artistic skills, a new focus on upcycling (re-using discarded objects/materials to create new products) guided the selection of products. Products included rope baskets, mirrors made of old CDs, and jewelry made from donated beads as well as pillows and handbags made from donated material.



Cycle 3: Older adults as teachers. Rather than relying on the Teaching Artist to introduce new skills, some of the older adults with specific expertise were asked to serve as teachers. This strategy empowered older adults to assume leadership roles and increased a sense of ownership in the La Tiendita business model. During this cycle, some of the younger people also assumed increasing responsibilities.



“I felt really happy and even important because the youth wanted to learn. I showed a girl how to use a {sewing} machine...and how to make her own bag, step by step. She was happy; I was even happier. I learned that we should give youth opportunities, confidence.”

Older adult

Skill badges were also introduced in this cycle. The Teaching Artist identified and taught skills that were needed to make specific products (e.g. making knots for macramé projects, understanding patterns for sewing projects). Once participants demonstrated that they could accomplish each skill, they would receive a badge and be able to teach others.



Cycle 4: Improving quality. The fourth cycle focused on quality control and the prototyping of new products. Participants examined past products to identify ways they could be improved. They also were asked to generate ideas for new products and to create samples. The Teaching Artist worked with the group to decide which products would be discontinued and what new products would be created.

“By coming together with young people, we have improved a lot of our skills”.

Older adult

Cycle 5: Creating your own business. The last cycle was designed to give people the skills and experiences they might need to start their own businesses. Intergenerational teams were formed around specific products (e.g. crocheting, macramé). Young and older adults worked together to develop a brand, a prototype of the product, and a marketing plan.

:



Product Selection

The products were selected jointly by the group and Teaching Artist. Criteria for selection:

- Cost of production
- Expertise of participants or Teaching Artist
- Length of time to produce
- Can be done in intergenerational pairs or teams
- Appeals to target market

As the program evolved, a new product was introduced every 1-2 weeks. The skills needed for production were taught by either the Teaching Artist or an older adult participant.

The following are some of the products that were made by participants:

Bath towels, tote bags, handbags, makeup cases, necklaces, bracelets, key chains, dream catchers, macramé plant hangers, wooden clocks, decorative mirrors, pillows, scarves, decorative foam letters, decorative mugs, pot holders and paper mache masks.



SEE APPENDIX E FOR PRODUCT CATALOG

Pop Up Shops

At the end of each 10 week cycle, a pop up shop was held either at Congreso or at other community venues. Both young and older adults were actively engaged in the planning and operation of the pop up shops. In addition to creating the products, they assessed the inventory to ensure that an adequate number of products was available, determined prices and tagged each product, helped disseminate flyers about the event to friends and family, and served as sales people during the event.



Presenting
TIENDITA
Handmade Crafts Sale
September 15th, 2016
216 W. Somerset St. Phila., PA, 19133
Congreso's Courtyard
1:00pm-5:00pm
In case of rain:
Congreso's Lobby

La Tiendita is an intergenerational entrepreneurship program at Congreso that teaches basic art and business skills to seniors and young adults. La Tiendita promotes cultural awareness, economic growth and sustainability in the local community.

CONGRESO
Strengthening Latino Communities





“The pop up shops are the fun part...we get to interact with other people...to watch other people admire your efforts and your work. “

Young adult

Youth roles

As the program evolved, it was clear that some of the youth involved were ready to take on additional responsibilities. Several young people assisted the Teaching Artist by making flyers, organizing products for the pop up shops, collecting attendance records, assisting elders, and using social media to publicize the pop up shops.



“This program taught me to have patience and to respect everyone’s opinion.”

Young adult

VI. Staffing and Budget



La Tiendita was run on a daily basis by a Teaching Artist who also had expertise in entrepreneurship. He reported to the Manager of the Aging Program at Congreso and worked closely with staff from the E3 job training program. His responsibilities included:

- Recruiting older adults
- Helping E3 staff recruit youth
- Developing and implementing curriculum
- Fostering intergenerational interaction in all sessions
- Overseeing selection of products
- Ordering supplies
- Organizing pop up shops
- Managing volunteers

TIPS FOR FACILITATOR/TEACHING ARTIST

- Establish clear ground rules (e.g. attendance, limited use of cell phones during class, confidentiality, respect for all opinions, giving everyone a chance to talk).
- Stress importance of building a team and relationships, not just creating products.
- Design activities that promote cross-age interaction.
- Use storytelling activities to build trust.
- Create a safe environment where people feel they can speak freely.

- Build on individual strengths of all age groups.
- Be intentional about pairing older adults and youth when working on products.

The budget for La Tiendita was \$35,000 per year. The funding was used primarily for staff salaries, supplies, and a final recognition luncheon. In-kind donations of high quality material from local textile shops and beads from individuals reduced the amount of funding required for supplies.

Outreach to the community

In an effort to broaden the impact and reach of the program, youth and older adults from La Tiendita conducted two workshops in the North Philadelphia community - one at a nearby senior center and the other at an adult day care center. Program members helped elders make candy cane wreaths at one site and dream-catchers at the other. Their comments following each event reflected how much they enjoyed serving as teachers and bringing joy to the lives of frail older adults.



VII. Program Impact

In year 1, pre and post-assessment surveys were developed to examine attitudes toward older adults and youth, self-esteem/self-efficacy, empathy, and confidence in skills and knowledge related to entrepreneurship. The survey was condensed in year 2 due to challenges related to data analysis and language/literacy levels of older adult participants (SEE APPENDIX D FOR EVALUATION TOOLS). In fall 2017, a focus group was conducted with older adults and interviews were conducted with students to gain more insight into the impact of the program on participants.

Outcomes for Older Adults

Findings from the survey, though not significant, suggest improvement for older adults in the following areas:

- Feeling useful
- Feeling confident in their knowledge and skills

Those participants who initially rated themselves low (3 or below) in areas related to self-esteem, showed dramatic increases in post -assessment surveys. Focus group data further supports the program's impact on participants' feeling of self-worth. One participant shared,

"I learned to trust in myself."

Many of the participants discussed the therapeutic value of La Tiendita.

"We come here to escape stress, to relax and learn."

"I have muscular problems. Coming here helps me move, be active, and not stay at home. Because then not only does the muscular problem attack me, but also depression, which is worse. So for me it's valuable."

"La Tiendita is therapy for me. The days that I am not able to attend, I can fall into depression because I am the type of person who needs to be busy and working on something."

Others shared that their perceptions of young people changed as a result of the program.

"I learned that all we need is to have a dialogue to better understand and help to guide [the youth]. This project has opened doors for them to get to know themselves better; being able to witness and be a part of this has been wonderful."

Older adults identified a range of learnings from the project, including how to share with youth and help each other, how to develop a business, how to be more patient and flexible, and how to collaborate.

"I have a certain learning style. The youth taught me to be more flexible. One of the youth sat with me and I learned {to make a dream catcher} thanks to her. She had so much patience. "

“My experience with the youth has been very gratifying. By talking with them, I have learned from them and on many occasions I have given advice. This program has changed the way I think about youth and myself”.

It was also clear that the participants feel great pride in their products and a deep sense of ownership.

Outcomes for Young Adults

Survey findings suggest improvement for young adults in the following areas:

- Confidence in creating products that can be sold
- Self-esteem (“I have a number of good qualities”) . Data analysis showed that there was a significant change from pre to post surveys (P=0.027) however, there were less than 10 respondents.
- Enjoying talking to older people

Interviews and reflection papers also indicated that the program had a positive impact on intergenerational relationships.

“My relationship with the older people was very good. They understood me and I understood them.”

“I learned that it’s always good to communicate with everyone even though you don't know someone. Respecting everyone’s opinion is important.”

Young people in the program indicated that their perceptions of older adults positively changed. As one young person said,

“I thought older people would be mean but they are sweethearts. I can understand them more than my grandma. At the beginning I was quiet, but all the older people reached out to me and I opened up.”

It was clear that the younger adults learned new skills, improved their communication, and felt proud and confident that they have skills to teach and share with others.

“I get mad fast. Through this program I learned that I have patience”.

“I learned how to communicate with people better.”

Many of the younger students began to view themselves as artists, and older adults appreciated their roles as mentors and teachers.

Both older and younger participants reported that as a result of the program, they have increased confidence in their knowledge and skills related to entrepreneurship, branding, production and pricing of products, and marketing. All were very proud of the fact that the pop-up shops yielded over \$3000 in profits.

Unanticipated Successes

- Students began to express interest in career paths related to aging, such as working in nursing homes.
- One older adult client began to teach the activities that she was learning at La Tiendita to others who lived in her senior housing community.

- A core group of older adults participated in the program for almost two years, far beyond expectations.
- The receipt of donations of fabric and jewelry from the wider community significantly reduced the cost of supplies.

VIII. Challenges and Lessons Learned

Challenges

- How to integrate new people into the program
- Quality control of products
- Competition among older adults
- Irregular attendance of older adults
- Retention of youth
- Inadequate space
- Language barriers

Lessons Learned

1. Focus on building intergenerational relationships, not just creating products.

One of the goals of La Tiendita was to promote social connectedness between youth and older adults and dispel age-related stereotypes. It is therefore important to *intentionally* design opportunities for intergenerational interaction (e.g. pairing youth and older adults when making products, conducting team building activities that highlight generational commonalities and differences). Both *process* (how people work together) and *products* should be emphasized in the program.

2. Foster participant ownership of program by creating leadership opportunities for both youth and older adults.

As the program evolved, both older adults and youth became increasingly invested in the success of La Tiendita. Creating a continuum of roles and leadership opportunities for people of all ages is critical to the success of an intergenerational entrepreneurship program. This may require additional training in order to build the confidence and skills of participants.

3. Establish ground rules and group norms that highlight cooperation and respect for different opinions.

It is important to elicit from the group a list of ground rules (e.g. attendance, use of cell phones, tolerance of different opinions, confidentiality) that all participants can abide by. These ground rules need to be continuously reinforced. Collaboration rather than competition and a focus on individual strengths rather than deficits are norms that should be promoted.

4. Find a welcoming meeting space that can be used for training, storage of materials, and production.

The space for La Tiendita at Congreso was very small and located in the basement. Although it was not ideal, it provided a safe, welcoming place for 10-15 participants to meet on a regular basis. It is important when selecting a location to ensure that is accessible for people with disabilities, safe enough to store supplies and products, and large enough that participants can move around and work together at tables.

5. Design ongoing opportunities for reflection

In addition to engaging participants in experiential activities, it is important to help both young people and older adults reflect on their learnings. Monthly meetings of the group that focus on what is and is not working, what has surprised them about their experiences in La Tiendita, what they have learned about themselves and others, and what changes they might want to make regarding how they interact with others can be very valuable. Sharing these reflections can help build trust and understanding among group members.





IX. Appendices

Appendix A: Sample 10 week Curriculum Summary

Appendix B: Five sample lesson plans

Appendix C: Sample activities and handouts

Appendix D: Evaluation materials

Appendix E: Catalog of Products

Personal development	Relationship/ Team Building	Business/ Entrepreneurship	Artistic Skills/ Production
Week 1 *Self- Discovery: Coat of Arms exercise *Goal setting	*Age Line *Tribal leadership team building.	*What is an entrepreneur? *Characteristics of entrepreneurs. *The costs and benefits of entrepreneurship	*Block printing * Screen printing
Week 2 *Defining Success * Understanding commitment	*Life Line : The entrepreneur in all of us	*Branding: -Vision -Value proposition	*Creation of Logo
Week 3 *Assessing your communication style	*Effective communication: Active Listening activity *Communication skills * Non-verbal communication	*Target Market - What kinds of products might different age groups want?	*Silk screening of T-shirts
Week 4 *Time Management	*Group Timeline	*Designing and conducting customer surveys: -Understanding what potential customers want -Learning how to respond to customer feedback	*Sewing: scarves, aprons
Week 5 *Self-esteem	*Cross-age interviews about strengths and challenges	*Profit/Loss Understanding Revenue Understanding Profit and Expenses How to calculate cost per Item	*Sewing : handbags and pillows

Week 6 *Effective leadership -Leading versus managing -Motivating others(intrinsic and extrinsic)	*Team building activity Pro- cess roles people played to get task accomplished	*Creating a business plan *Types of businesses	*Beading: bracelets earrings and necklaces
Week 7 *Positivity *Handling failure	*Problem solving activity *Problem tree	*Importance of networking *Legal Issues * Assets and liabilities	*String art: Dreamcatchers
Week 8 *Handling stress	*Respecting differences/ managing conflict	*Business ethics *Tagging and Inventory	*Paper mache: Puerto Rican masks
Week 9 * Professional image	*Appreciative Inquiry	*Sales/ Customer Engage- ment -Elevator Speech -Role playing	*Macrame: plant hangers
Week 10 *Reflection activity	*Share learnings	*Preparing for pop up shop	*Preparing for pop up shop

Appendix A: Sample Curriculum Design

APPENDIX B: SAMPLE LESSON PLANS FOR FIRST FIVE DAYS

Day 1:

Objectives:

1. Establish group expectations and norms
2. Identify commonalities and differences across ages
3. Identify elements of team building
4. Begin fostering cross-age relationships

Agenda:

- 1:00-1:30 Participants complete evaluation tools
- 1:30-1:45 Welcome, overview of program, and creation of group ground rules
- 1:45-2:05 **Age Line activity** (See Appendix C)
- 2:05-2:30 Form intergenerational pairs. Ask each person to share 3 things s/he wants people to know about him/her. Then have participants help each other make name tags that reflect who they are (e.g. attitude toward life, special interests). Ask people to introduce their partner.
- 2:30-2:40 BREAK
- 2:40- 3:15 **Tribal leadership exercise** (See Appendix C):
- 3:15-3:25 Review calendar
- 3:25- 3: 30 Reflection (In circle, ask people to say one word about how they are feeling about the program or one hope they have for the program).

DAY 2:

Objectives:

1. Increase understanding of entrepreneurship
2. Help participants identify their own entrepreneurial skills and experiences
3. Introduce concept of branding

Agenda:

- 1:30- 1:40 *What is an entrepreneur?* (Brainstorm. Handout of qualities of entrepreneur.)
- 1:40-2:05 **Entrepreneur Life Chart** (See Appendix C)
- 2:05-2:15 Process in large group to see what experiences and skills people already have and brainstorm what they will need to be successful entrepreneurs in this project.

2:15-2:25 BREAK

2:25-2:45 Branding overview –Handouts, slides

2:45-3:30 **Coat of Arms** activity (See Appendix C)

Move into short discussion on branding this project.

Homework—think of words and images that reflect what we stand for and what we want people to know about our project/business.

Day 3:

Objectives:

1. Review basic concepts related to branding
2. Explore what “brand” participants want to develop for La Tiendita
3. Identify images and words that reflect our brand

Agenda:

1:30-1:50 Review PowerPoint on branding and logos. Add information on the importance of color.

1:50- 2:20 Large group discussion: (put on flipcharts)

What is the vision/purpose of our business?

What makes this business venture unique?

What do we want people to know about who we are and what we do?

What do we want people to feel about our business?

What do we stand for?

2:20-2:40 Small intergenerational groups:

Brainstorm words and images that might reflect what we are about/our brand. Ask each group to write ideas on small ‘post its’ and then place them on flipcharts.

2:40- 2:45 BREAK

2:45- 3:00 Each group presents ideas. Facilitator organizes ‘post its’ into categories.

3:00-3:15 Form 4 groups of people approximately *same* age. Ask them to look at ideas from their generational perspective. What appeals to different age groups? Share in large group. Narrow down ideas.

3:15-3:30 Reflection. In dyads, discuss: What helped communication in your groups today? What was a barrier to effective communication? Share in large group. Relate to team building.

Day 4:

Objectives:

1. To present a range of possible logos
2. To teach basic block printing

Agenda:

- 1:30- 2:15 Instruct group on how to do block printing. Participants work on block printing their names.
- 2:15- 2:45 Present some ideas for logos. Group discusses pros and cons of each logo idea.
- 2:45-3:15 Participants work in intergenerational groups to modify or create new logos.
- 3:15-3:30 Present all options—vote on top 3 using sticky dots.

Day 5:

Objectives:

1. Finalize logo selection
2. Begin process of product selection

Agenda:

- 1:30-1:45 Group reviews logos and decides on the one they want to use.
- 1:45 -2:00 Discussion of “target audience”
- 2:00- 2:15 Divide into age groups (young adults, 30s-50s, 60s, 70s) and brainstorm products that would be appealing to participants’ *age peers* (use flipcharts).
- 2:15-2:30 Hang all flipcharts and ask participants to walk around to review and add other products. Add blank charts for children/youth.
- 2:30 –2:40 BREAK
- 2:40-2:50 Discuss criteria for selecting which products to make:
- *Time required to make product*
 - *Skills required to make product*
 - *Cost of materials*
 - *How appealing product would be to target audiences*
- 2:50-3:15 Using sticky dots, ask participants to select top 4 choices.
- 3:15-3:30 Reflection about generational differences in marketing.

Appendix C: SAMPLE ACTIVITIES IN EACH FOCUS AREA

A range of interactive exercises were used over the course of the program to promote personal development, build intergenerational relationships, increase knowledge about entrepreneurship and business, and build artistic skills. Some were developed by the Teaching Artist; others were adapted from existing materials on team building, business development, and intergenerational relations. When selecting an activity, it is important to consider the following questions:

- *Is it appropriate for both older adults and youth? (e.g. level of physical activity, relevance of topic to different age groups)*
- *Is it culturally appropriate for the population (s) with whom you are working?*
- *Does it foster cross-age interaction?*
- *Does it address a program goal or a skill that you want participants to develop?*

The following exercises can be used to increase knowledge and skills in each of the major focus areas.

I. **Personal development**

Sample Activities:

Goal setting exercises

- Ask participants to write a letter to themselves identifying what they want to learn during the program. Send letters back to people when they leave the program.
- Ask participants to answer the following questions individually and then share in small groups:
What are your goals in this program?
What are the skills you want to learn?
What might keep you from achieving your goals?
- Use the following quote from C.S. Lewis to start a discussion on dreams and life goals:
“You are never too old to set another goal or dream a new dream.”

Understanding Success and Failure

- Brainstorm in large group: *How do you define success?* Break into small groups to discuss: *Who is successful in your eyes? What have you done that you consider “successful?” Has your view of success changed over the years?*
- In cross- age pairs, ask participants to describe a failure they had in their lives. *How did they feel? What did they do? Was there ever a time when failure led to success?*

Handling stress

- In small cross-age groups, discuss major stresses people are experiencing. Explore commonalities and differences between age groups. Ask participants to share effective ways they have handled stress.

Problem-solving

- Tower Building

Although there are many variations to this game, a fun one uses spaghetti and marshmallows. Divide the group into teams with an equal number of players. Provide each team with an equal amount of spaghetti and marshmallows. The goal is to see which team can build the highest tower within a set amount of time.

Conflict Management

- Ask participants to complete a survey that reflects their conflict style. A variety of tools can be found on the web. The following is an example of one tool:

Check all statements that apply:

I try to calm down before I react.

I do my best to avoid physical fighting.

I listen to what the other person has to say.

I try to see how I am responsible instead of just blaming the other person.

I look for ways to solve problems.

I am willing to compromise.

I avoid put downs.

After completing the surveys individually, ask participants to form dyads or triads and share examples of conflicts they experienced and how they resolved them.

Other topics covered:

Motivation

Time management

Positivity

Taking initiative

Commitment

II. Intergenerational relationships/ Team building

Sample activities:

Short intergenerational ice breakers: Ice breakers are important for helping people of different ages feel comfortable with each other. An ice breaker should only last 5-10 minutes and can be followed by a short discussion of what people learned from the activity. Here are some examples:

Name and gesture-Group members sit in a circle integrated by age. Going around the circle, each person says his/her name followed by a gesture, movement and/or sound. The rest of the group repeats the person's name and gesture. This can help group members learn about each another.

Me too-One person stands up and says a true statement about him/herself (e.g. "I love ice cream"). If this statement is true for others in the group, they raise their hands or stand up and shout "Me too." People should be encouraged to say things that they think are true of many people and to share things they feel are unique to them (e.g. "I was raised by a grandmother"). The facilitator can then lead a discussion on what members have in common and what sets them apart.

Concentric Circles-Arrange the chairs in two concentric circles. The inner circle should face the outer one. Ask the older adults to sit in the inner circle and the young people to sit in the outer one facing them. Everyone should have a partner. Ask a question for each pair to discuss. After several minutes (make sure both partners have spoken), ask the young people to move one seat to the right (older adults should not move). When everyone has a new partner, ask another question. Continue this for four rounds. Sample questions:

What is the best and worst thing about being your age?

What are you eager to learn about people of a different age?

What is the most important thing an older person has taught you?

What is your favorite childhood memory?

Round up-The group stands or sits in one large circle. The facilitator stands in the middle and announces a category (e.g. likes chocolate, loves to travel, is named after an ancestor, is a first child, likes to dance). All those who think they fit a category come into the center of the circle and look around to see who else is there. Continue picking categories until everyone has been in the middle of the circle. End with discussion about differences and commonalities among and between age groups.

Two Truths and a Lie-Ask participants to sit in age-integrated groups of 3 or 4. Within each group, each member should tell the others two true things about him/herself and one lie. The partners must guess which statement is the fabrication. Stories about adventures, famous people they have met, and/or major life achievements all work well in this exercise. When everyone has told their truths and lies, ask participants to introduce one of their partners to the larger group by reporting one interesting thing they learned about him/her.

Same and Different-Ask people to form intergenerational pairs. Create a list of questions about family, interests, travel, books they like to read, favorite TV shows or movies, type of music they like, hopes and dreams, traditions, passions, etc. Ask pairs to pick questions from the list and talk about their similarities and differences. Ask each pair to share two similarities and two differences with the large group.

Longer intergenerational activities: The following are some activities to help group members build cross-age trust and understanding. They usually take 20-40 minutes, depending on the number of participants.

Age Line-Ask participants to line up from youngest to oldest without talking. Ask people to introduce themselves by name and age. They should rearrange themselves if they are in the wrong place. The facilitator then asks people in each decade: What is the best/worst thing about being your age? Note the commonalities and differences across age groups. If there is time, facilitator can ask: What age would you like to be if you could? Give participants an opportunity to switch places and “try out” a different age. A good way to end the exercise is to walk with the youngest down the line (or circle) to imagine his/her future self. When you get to the oldest person, ask him/her if there is any advice s/he would like to give the young person. In the large group you can discuss some of the stereotypes we hold about different ages.

Fish bowl-This activity is designed to allow members of one group to express themselves freely without interruption and for another group to eavesdrop on the conversation. Ask young adult members to sit in a tight inner circle and older adults to sit quietly in an outside circle. Formulate a discussion question for the group in the “fishbowl.” A staff member can facilitate the group discussion or members can talk amongst themselves. After 15 minutes, ask the older adults and youth to change places. Repeat the exercise with the new group. Examples of discussion questions include:

“What is it like to be a young/ older adult in this community in 2018?”

“What are the ways you feel you and people your age are discriminated against?”

“What are the best and worst things about your neighborhood?”

“If you were President, what are some major things you would change in our country?”

When both groups are finished, the facilitator can ask members to share observations and insights about what they heard and/or ask questions of the other group.

Hand, head, heart-This is an effective activity to identify the strengths and talents each person brings to the program. Explain to your group that we all bring special gifts to any group of which we are a member. And if we recognize each other’s gifts, we can creatively combine them to make the team stronger and more successful. Create a simple handout that describes each of the following categories, asking the group if they need any clarification:

Gifts of the hands are physical skills or talents. These can include athletic, wood working or musical capabilities; any gift, talent or ability having to do with the hands or body.

Gifts of the head include abilities associated with learning, knowledge, organizational capacity or numbers; any skills related to thinking and planning.

Gifts of the heart are talents linked to emotions, such as empathy and caring. This includes any number of people skills such as friendliness, the ability to see humor in a situation or volunteer commitments. It can also include passions that people have.

Propose silent time, usually about five minutes, to allow everyone the opportunity to think about and write their own gifts on the handout. Then ask each person to share with the group 3-5 gifts they consider to be their most valuable. After everyone has had a chance to share, discuss how these assets could be beneficial to the team, with questions such as:

Is there anything we are missing?

Do we have some similarities here? Differences?

What did you learn from this introduction exercise?

How might we be able to utilize some of your gifts with this group in the future?

Any other comments or feedback?

Not only do the group members learn about their fellow colleagues in this exercise, but often the skills identified become important components in developing the team.

Cross-age interviews: Sample questions- Asking participants to interview others of a different age is a good way to build relationships and enhance communication skills. Before you engage in cross-age interviews, it is important to help participants develop and practice good interviewing skills. Emphasize how to ask open ended versus yes/no questions. The following are some sample questions:

What you are proud of?

Where were you born and what was your life like growing up?

What is something significant that happened to you this year?

If you could choose an age to remain forever, which age would you choose?

What is one important skill every person should have?

How would your friends describe you?

What would be the ultimate gift for you to receive?

What is the most important personal characteristic that you bring to this program?

What was going on during the happiest time of your life?

What would you like to be known for?

If you could live anywhere in the world, where would it be and why?

What's the greatest bit of advice a parent or mentor has given you?

It is also helpful for participants to learn how to ask follow-up questions to explore questions in more depth (e.g. *How did you feel about what happened? Why do you think that's so important? Why do you think that happened?*) If there is time, some of these topics can also generate powerful stories for participants to share.

Photo sharing- A fun activity is to ask both youth and older adults to bring in pictures of themselves at a young age. They can guess who is who and tell each other what they were like as young children. This can lead to a discussion about challenges children and young people faced years ago and in today's world.

Timeline- Divide mural paper into 10 year periods. Ask participants to identify major historical events and key personal events in each period. Divide into intergenerational dyads and discuss how historical events influenced participants' attitudes, beliefs and behaviors. In large group, share insights.

Team building topics

Many team building activities can be found online. Whatever activity you select, it is important to be intentional about pairing different age groups and hearing the voices of both youth and older adults. The following are topics that were addressed through a variety of team building exercises.

- Active listening
- Creating consensus around goals and strategies
- Understanding group/team roles
- Brainstorming
- Problem solving
- Task analysis
- Resolving interpersonal conflicts
- Stages of team development

Sample Activity:

Tribal leadership exercise: Members sit in two lines. Both groups are given a deck of cards. The first group to get a deck of cards down the line without grabbing more than one card or dropping any card wins the game. Process experience with group. *What did they observe? How did they decide what method to use to transfer the cards? How did they feel while doing the exercise?*

Reflection Activities

It is very important that participants have time to reflect on some of their experiences. Questions you can ask the group include:

What surprised you about this activity?

What did you learn about yourself and/or others?

If you could find one word to describe how you are feeling right now, what would it be?

III. Business/entrepreneurship skills and knowledge

Sample activities

Characteristics of an entrepreneur handout

The following are some of the characteristics of an entrepreneur. Which ones do you think are most important? Which of these characteristics do you already have?

Strong organizational skills

Creativity

Passion

Open-mindedness

Persistence

High self-esteem

Works well in groups

Has vision; knows where s/he wants to go

Resourceful

Results-oriented

Willing to take risks

Never stops learning

Discuss in pairs and then share in large group.

Entrepreneurial Life chart- In intergenerational pairs or triads, ask participants to draw a life line(birth until today) and divide it into 5 or 10 year periods. Have them identify their greatest accomplishments/things they are proud of over the years. Make check marks when they happened and label them. Pick one accomplishment—discuss with partner(s): *What was the accomplishment? What helped you achieve it?* (e.g.-self-confidence, special knowledge, hard work, persistence/ determination, help from friends and/or family, training, money, willingness to take risks, patience). Each person shares his/her story and then discusses commonalities and differences between experiences.

Branding

Coat of Arms- Prepare a flipchart with various versions/ shapes for a coat of arms with a motto underneath. Write a statement in each of the 4 quadrants (or draw an image to represent the question(e.g. *what I can offer this program/ my greatest strength,; what I need from others, what I like to do in my spare time, one thing that makes me happy*). Discuss in small groups and then process in large group.

Move into short discussion on branding this project.

Branding discussion

Engage participants in a discussion focused on the following questions:

What is the vision/purpose of our business?

What makes this business venture unique?

What do we want people to know about who we are and what we do?

What do we want people to feel about our business?

What do we stand for?

In small *intergenerational* groups, brainstorm words and images that might reflect what we are about/our brand. Ask each group to write ideas on small 'post its' and then place them on flipcharts. Organize ideas by categories.

Form groups of people approximately the *same age*. Ask them to look at ideas from their generational perspective. What appeals to different age groups? Share in large group. Narrow down ideas.

Selection of products

Divide into age groups (young adults, 30s-50s, 60s, 70s) and brainstorm products that would be appealing to participants' age peers (use flipcharts). Hang all flipcharts and ask participants to walk around to review and add other products. Add blank charts for children/youth. Once the list is narrowed down, use the following criteria to select products:

Cost of production

Expertise of participants or Teaching Artist

Length of time to produce

Can be done in intergenerational pairs or teams

Appeals to target market(s)

Target Market

Once a number of initial products are selected, ask participants to discuss who might buy each product and why. Then work with the group to develop a survey that can be given to their family, school, or neighborhood to explore what people are interested and willing to buy and how much they would be willing to spend.

Pricing/ profit analysis

For each new product developed, ask group to complete a Profit Analysis handout. The group then can determine how much they will charge for each item.

Sales/customer service-role playing

Before each pop up shop, review effective sales techniques (e.g. relationship selling). Then simulate situations that might occur at the pop up shop and engage participants in role playing.

IV. Artistic skills

The Teaching Artist identified the specific artistic skills needed to develop each product and engaged participants in hands-on learning experiences. In order to ensure that all participants had a basic foundation in each area, participants were tested on a number of skills related to sewing, knotting, beading, and patterning. Once they were able to perform each of the skills, they were given a badge and encouraged to teach the skills to others.

Appendix D:

Year 1

- 1.Pre-Test for Older Adults (Spanish)**
- 2.Pre-Test for Students (English)**
- 3.Post Test for Students (English)**

Year 2

- 1.Assessment for Older Adults (Spanish/English)**
- 2.Assessment for Students (Spanish/English)**

Focus Group Questions

Pre-Test for Older Adults

La Tiendita Encuesta inicial para adultos mayores

Primera parte

1. El día de hoy: __/__/_____
2. Nombre _____
3. Dirección _____
4. Número de teléfono _____
5. Fecha de nacimiento __/__/_____
6. Género: Masculino__ Femenino__
7. ¿Es usted hispano?
 - Sí
 - No
 - Deseo no responder
8. Raza (marque todas las que apliquen)
 - Asiático(a)
 - Negro/Afro-Americano(a)
 - Hawaiano(a) o de las islas del Pacífico
 - Los pueblos indígenas

Blanco(a) / Caucásico

Deseo no responder

9. País de origen: _____

10. ¿Habla inglés?

Sí

No

Si sí, ¿qué tan bien lo habla? (favor de marcar la respuesta con un círculo)

1 2 3 4 5 6

Para nada

Perfectamente

11. En su familia ampliada, ¿cuántas personas son adolescentes o adultos jóvenes? _____ (si no hay ninguno, vaya a la pregunta 14)

12. ¿Con qué frecuencia los ve? (favor de marcar la respuesta con un círculo)

1 2 3 4 5 6

Nunca

Con mucha frecuencia

13. ¿Qué tan cerca de ellos se siente?

1 2 3 4 5 6

No me siento cerca

Muy cerca

14. ¿Tiene contacto con otras personas jóvenes, fuera de su familia?

Sí

No

Si sí, ¿con qué frecuencia interactúa con ellos?

1 2 3 4 5 6

Nunca

Con mucha frecuencia

15. En su opinión, ¿qué tan importante es que las personas mayores y los jóvenes conversen entre ellos?

1 2 3 4 5 6

No es importante

Muy importante

Segunda parte

Favor de marcar con un círculo qué tan de acuerdo está con estas frases.

16. Disfruto mucho el habar con gente joven.

1 2 3 4 5 6

Totalmente en desacuerdo

Totalmente de acuerdo

17. Los jóvenes no dicen ni hacen nada que me interese.

1 2 3 4 5 6

Totalmente en desacuerdo

Totalmente de acuerdo

18. Yo pienso que puedo aprender de la gente joven.

1 2 3 4 5 6

Totalmente en desacuerdo

Totalmente de acuerdo

19. Yo pienso que tengo aptitudes y talentos que le puedo enseñar a los jóvenes.

1 2 3 4 5 6

Totalmente en desacuerdo

Totalmente de acuerdo

Tercera parte

A continuación hay una lista de palabras con una escala. Favor de marcar el número que mejor describe su impresión de los jóvenes. Lo mejor es usar su primera impresión, sin pensarlo mucho.

Progresista	1	2	3	4	5	6	7	Anticuado(a)
Coherente/Constante	1	2	3	4	5	6	7	Incoherente
Independiente	1	2	3	4	5	6	7	Dependiente
Rico(a)	1	2	3	4	5	6	7	Pobre
Generoso(a)	1	2	3	4	5	6	7	Egoísta
Productivo(a)	1	2	3	4	5	6	7	Improductivo(a)
Ocupado(a)	1	2	3	4	5	6	7	Ocioso(a)
Seguro(a)	1	2	3	4	5	6	7	Inseguro(a)
Fuerte	1	2	3	4	5	6	7	Débil
Sano(a)	1	2	3	4	5	6	7	Malsano(a)
Activo(a)	1	2	3	4	5	6	7	Pasivo(a)
Guapo(a)	1	2	3	4	5	6	7	Feo(a)
Colaborador	1	2	3	4	5	6	7	Poco colaborador
Optimista	1	2	3	4	5	6	7	Pesimista
Satisfecho(a)	1	2	3	4	5	6	7	Insatisfecho(a)
Ilusionado(a)	1	2	3	4	5	6	7	Resignado(a)
Flexible	1	2	3	4	5	6	7	Inflexible
Esperanzado(a)	1	2	3	4	5	6	7	Abatido(a)
Organizado(a)	1	2	3	4	5	6	7	Desorganizado(a)
Alegre	1	2	3	4	5	6	7	Triste
Amistoso(a)	1	2	3	4	5	6	7	Hostil
Ordenado(a)	1	2	3	4	5	6	7	Desordenado(a)
Confiado(a)	1	2	3	4	5	6	7	Desconfiado(a)
Autosuficiente	1	2	3	4	5	6	7	Dependiente
Liberal	1	2	3	4	5	6	7	Conservador
Seguro (a)	1	2	3	4	5	6	7	Inseguro (a)
Tolerante	1	2	3	4	5	6	7	Intolerante
Agradable	1	2	3	4	5	6	7	Desagradable
Sencillo(a)	1	2	3	4	5	6	7	Excéntrico(a)
Agresivo(a)	1	2	3	4	5	6	7	Defensivo(a)
Emocionante	1	2	3	4	5	6	7	Aburrido(a)
Deciso(a)	1	2	3	4	5	6	7	Indeciso(a)

Cuarta parte

Por favor marque con un círculo con qué frecuencia le corresponde cada frase.

20. Yo pienso que soy una persona de valor, por lo menos igual a los demás.

1 2 3 4 5

Nunca sucede

Siempre sucede

21. Yo pienso que tengo varias buenas cualidades.

1 2 3 4 5

Nunca sucede

Siempre sucede

22. Yo puedo hacer las cosas tan bien como los demás.

1 2 3 4 5

Nunca sucede

Siempre sucede

23. Pienso que no tengo muchos motivos para sentirme orgulloso(a).

1 2 3 4 5

Nunca sucede

Siempre sucede

24. Yo adopto una actitud positiva hacia mí mismo(a).

1 2 3 4 5

Nunca sucede

Siempre sucede

25. Yo pienso que no sirvo para nada.

1 2 3 4 5

Nunca sucede

Siempre sucede

26. Yo pienso que soy una persona útil para los demás.

1 2 3 4 5

Nunca sucede

Siempre sucede

27. Yo pienso que nada me sale bien.

1 2 3 4 5

Nunca sucede

Siempre sucede

28. Cuando hago un trabajo, me sale bien.

1 2 3 4 5

Nunca sucede

Siempre sucede

29. Pienso que mi vida no es muy útil.

1 2 3 4 5

Nunca sucede

Siempre sucede

Quinta parte

Por favor indique qué bien cada frase lo(a) describe en ciertas situaciones.

30. A veces se me hace difícil ver las cosas del punto de vista de una persona joven.

1 2 3 4 5

No me describe

Me describe muy bien

31. En un desacuerdo trato de ver el punto de vista de todos antes de tomar una decisión.

1 2 3 4 5

No me describe

Me describe muy bien

32. A veces trato de entender a los jóvenes imaginándome como las cosas lucen de la perspectiva de ellos.

1 2 3 4 5

No me describe

Me describe muy bien

33. Si tengo razón en algo, no pierdo mucho tiempo escuchando los argumentos de los otros.

1 2 3 4 5

No me describe

Me describe muy bien

34. Pienso que cada pregunta tiene dos lados y trato de ver los dos.

1 2 3 4 5

No me describe

Me describe muy bien

35. Cuando estoy molesto(a) con una persona joven, normalmente trato de ponerme en su lugar por un rato.

1 2 3 4 5

No me describe

Me describe muy bien

36. Antes de criticar a alguien, trato de imaginar cómo yo me sentiría en su lugar.

1 2 3 4 5

No me describe

Me describe muy bien

Sexta parte

¿Cuánta confianza tiene en sus aptitudes y talentos en cuanto a:

37. Mercadeo?

1 2 3 4 5 6

Sin confianza

Mucha confianza

38. Branding

1 2 3 4 5 6

Sin confianza

Mucha confianza

39. Crear productos que se vendan

1 2 3 4 5 6

Sin confianza

Mucha confianza

40. Ponerle precio a los artículos para vender

1 2 3 4 5 6

Sin confianza

Mucha confianza

41. Vender artículos en el internet

1 2 3 4 5 6

Sin confianza

Mucha confianza

Séptima parte

42. ¿Con qué frecuencia se siente solo(a)?

1 2 3 4 5

Nunca

Siempre

43. ¿Con qué frecuencia desea tener más amistades?

1 2 3 4 5

Nunca

Siempre

Pre-Test for Students

12. How many of your grandparents are still living? _____ (if none, skip to question 12)

13. How often do you see them?

1	2	3	4	5	6
Never					Very often

14. How close do you feel to them?

1	2	3	4	5	6
Not close					Very close

15. Do you have contact with other older people (over 60 years of age)?

- Yes
- No

If yes, how often do you interact with them?

1	2	3	4	5	6
Never					Very often

16. How important do you think it is for older people and young people to have conversations or do things together?

1	2	3	4	5	6
Not important					Very important

Part 2

Please circle the degree to which you agree or disagree with each of the statements below.

17. I really enjoy talking to older adults.

1	2	3	4	5	6
Strongly					Strongly agree
Disagree					Strongly agree

18. Older adults do not say or do much of anything that interests me.

1	2	3	4	5	6
Strongly					Strongly agree

Disagree

18. *I think I can learn something from older people.*

1	2	3	4	5	6
Strongly Disagree					Strongly Agree

19. *I think I have skills and talents that I can teach to older people.*

1	2	3	4	5	6
Strongly Disagree					Strongly Agree

Part 3 : Aging Semantic Differential (Howard Rosencranz and Tony McNEvin)

Below are listed a series of words accompanied by a scale. Please put a check mark at the point you feel best describes older people. It is best to use your first impression or immediate feeling.

Progressive								Old-fashioned
Consistent								Inconsistent
Independent								Dependent
Rich								Poor
Generous								Selfish
Productive								Unproductive
Busy								Idle
Secure								Insecure
Strong								Weak
Healthy								Unhealthy
Active								Passive
Handsome								Ugly
Cooperative								Uncooperative
Optimistic								Pessimistic
Satisfied								Dissatisfied
Expectant								Reigned
Flexible								Inflexible
Hopeful								Dejected
Organized								Disorganized
Happy								Sad
Friendly								Unfriendly
Neat								Untidy
Trustful								Suspicious
Self-Reliant								Dependent
Liberal								Conservative
Certain								Uncertain
Tolerant								Intolerant
Pleasant								Unpleasant
Ordinary								Eccentric
Aggressive								Defensive
Exciting								Dull
Decisive								Indecisive

Part 4 Self- esteem (Bachman revision of Rosenberg’s Self-Esteem Scale)

Please circle how often each statement is true for you.

20. *I feel that I'm a person of worth, I feel equal to others.*

1 2 3 4 5
Never true Always true

21. *I feel that I have a number of good qualities.*

1 2 3 4 5
Never true Always true

22. *I am able to do things as well as most other people.*

1 2 3 4 5
Never true Always true

23. *I feel that I have much to be proud of.*

1 2 3 4 5
Never true Always true

24. *I have a positive attitude towards myself.*

1 2 3 4 5
Never true Always true

25. *I think I am no good at all.*

1 2 3 4 5
Never true Always true

26. *I am a useful person to have around.*

1 2 3 4 5
Never true Always true

27. *I feel I can't do anything right.*

1 2 3 4 5
Never true Always true

28. *When I do a job, I do it well.*

1 2 3 4 5

Never true

Always true

29. *I feel that my life is not very useful.*

1 2 3 4 5

Never true

Always true

Part 5

Please indicate how well each statement describes how you feel in each situation.

30. *I sometimes find it difficult to see things from an older person's point of view.*

1 2 3 4 5

Does not

Describes me very well

describe me

31. *I try to look at everybody's side of a disagreement before I make a decision.*

1 2 3 4 5

Does not

Describes me very well

describe me

32. *I sometimes try to understand older people by imagining how things look from their perspective.*

1 2 3 4 5

Does not

Describes me very well

describe me

33. *If I am right about something, I don't waste much time listening to other people's opinions.*

1 2 3 4 5

Does not

Describes me very well

describe me

34. *I believe that there are two sides to every question and try to look at them both.*

1 2 3 4 5

Does not

Describes me very well

describe me

35. *When I am bothered by someone, I usually try to “put myself in his/her shoes” for a while.*

1	2	3	4	5
Does not				Describes me very well
describe me				

36. *Before criticizing somebody, I try to imagine how I would feel if I were in their place.*

1	2	3	4	5
Does not				Describes me very well
describe me				

Part 6

How confident do you feel about your knowledge and skills in:

37. *Marketing*

1	2	3	4	5	6
Not confident					Very confident

38. *Branding*

1	2	3	4	5	6
Not confident					Very confident

39. *Creating products that can be sold*

1	2	3	4	5	6
Not confident					Very confident

40. *Pricing items to be sold*

1	2	3	4	5	6
Not confident					Very confident

41. *Selling products online*

1	2	3	4	5	6
Not confident					Very confident

Post Test for Students

La Tiendita: Post-Assessment for Students

Today's Date __/__/_____

Name _____

Part 1

Please circle the degree to which you agree or disagree with each of the statements below.

1. *I really enjoy talking to older adults.*

1 2 3 4 5 6

Strongly

Disagree

Strongly agree

2. *Older adults do not say or do much of anything that interests me.*

1 2 3 4 5 6

Strongly

Disagree

Strongly agree

18. *I think I can learn something from older people.*

1 2 3 4 5 6

Strongly

Disagree

Strongly Agree

19. *I think I have skills and talents that I can teach to older people.*

1 2 3 4 5 6

Strongly

Disagree

Strongly Agree

Part 3

Please circle how often each statement is true for you.

20. *I feel that I'm a person of worth, I feel equal to others.*

1 2 3 4 5

Never true

Always true

21. *I feel that I have a number of good qualities.*

1 2 3 4 5

Never true

Always true

22. *I am able to do things as well as most other people.*

1 2 3 4 5

Never true

Always true

23. *I feel that I have much to be proud of.*

1 2 3 4 5

Never true

Always true

24. *I have a positive attitude towards myself.*

1 2 3 4 5

Never true

Always true

25. *I think I am no good at all.*

1 2 3 4 5

Never true

Always true

26. *I am a useful person to have around.*

1 2 3 4 5

Never true

Always true

27. *I feel I can't do anything right.*

1 2 3 4 5

Never true

Always true

28. *When I do a job, I do it well.*

1 2 3 4 5

Never true

Always true

29. *I feel that my life is not very useful.*

1 2 3 4 5

Never true

Always true

Part 4

Please indicate how well each statement describes how you feel in each situation.

30. *I sometimes find it difficult to see things from an older person's point of view.*

1 2 3 4 5

**Does not
describe me**

Describes me very well

31. *I try to look at everybody's side of a disagreement before I make a decision.*

1 2 3 4 5

**Does not
describe me**

Describes me very well

32. *I sometimes try to understand older people by imagining how things look from their perspective.*

1 2 3 4 5

**Does not
describe me**

Describes me very well

33. *If I am right about something, I don't waste much time listening to other people's opinions.*

1 2 3 4 5

Does not

Describes me very well

describe me

34. *I believe that there are two sides to every question and try to look at them both.*

1 2 3 4 5

Does not

Describes me very well

describe me

35. *When I am bothered by someone, I usually try to "put myself in his/her shoes" for a while.*

1 2 3 4 5

Does not

Describes me very well

describe me

36. *Before criticizing somebody, I try to imagine how I would feel if I were in their place.*

1 2 3 4 5

Does not

Describes me very well

describe me

Part 5

How confident do you feel about your knowledge and skills in:

37. *Marketing*

1 2 3 4 5 6

Not confident

Very confident

38. *Branding*

1 2 3 4 5 6

Assessment for Older Adults (Spanish)

La Tiendita: Encuesta para adultos mayores

Po favor de marcar con un círculo qué tan de acuerdo está con estas frases.

1. Disfruto mucho el habar con gente joven.

1 2 3 4 5 6

Totalmente en desacuerdo

Totalmente de acuerdo

2. Yo pienso que puedo aprender de la gente joven.

1 2 3 4 5 6

Totalmente en desacuerdo

Totalmente de acuerdo

3. Yo pienso que tengo varias buenas calidades.

1 2 3 4 5

Nunca sucede

Siempre sucede

4. Yo puedo hacer las cosas tan bien como los demás.

1 2 3 4 5

Nunca sucede

Siempre sucede

5. Yo pienso que soy una persona útil para los demás.

1 2 3 4 5

Nunca sucede

Siempre sucede

Por favor indique qué bien cada frase lo(a) describe en ciertas situaciones.

6. A veces se me hace difícil ver las cosas del punto de vista de una persona joven.

1 2 3 4 5

No me describe

Me describe muy bien

¿Cuánta confianza tiene en sus aptitudes y talentos en cuanto a:

7. Branding

1 2 3 4 5 6

Sin confianza

Mucha confianza

8. Crear productos que se vendan

1 2 3 4 5 6

Sin confianza

Mucha confianza

9. Ventas

1

2

3

4

5

6

Sin confianza

Mucha confianza

Assessment for Older Adults (English)

La Tiendita: Assessment for older adults

Please circle the degree to which you agree or disagree with each of the statements below.

1. *I really enjoy talking to young people.*

1 2 3 4 5 6

Strongly

Disagree

Strongly agree

2. *I think I can learn something from young people.*

1 2 3 4 5 6

Strongly

Disagree

Strongly Agree

Please circle how often each statement is true for you.

3. *I feel that I have a number of good qualities.*

1 2 3 4 5

Never true

Always true

4. *I am able to do things as well as most other people.*

1 2 3 4 5

Never true

Always true

5. *I am a useful person to have around.*

1 2 3 4 5

Never true

Always true

Please indicate how well each statement describes how you feel in each situation.

6. *I sometimes find it difficult to see things from a young person's point of view.*

1 2 3 4 5

Does not
describe me

Describes me very well

How confident do you feel about your knowledge and skills in:

7. Branding

1 2 3 4 5 6

Not confident

Very confident

8. Creating products that can be sold

1 2 3 4 5 6

Not confident

Very confident

9. Sales

1 2 3 4 5 6

Not confident

Very confident

Assessment for Students (Spanish)

La Tiendita: Encuesta para jovenes

Po favor de marcar con un círculo qué tan de acuerdo está con estas frases.

1. Disfruto mucho el habar con gente mayor.

1 2 3 4 5 6

Totalmente en desacuerdo

Totalmente de acuerdo

2. Yo pienso que puedo aprender de la gente mayor.

1 2 3 4 5 6

Totalmente en desacuerdo

Totalmente de acuerdo

3. Yo pienso que tengo varias buenas calidades.

1 2 3 4 5

Nunca sucede

Siempre sucede

4. Yo puedo hacer las cosas tan bien como los demás.

1 2 3 4 5

Nunca sucede

Siempre sucede

5. Yo pienso que soy una persona útil para los demás.

1 2 3 4 5

Nunca sucede

Siempre sucede

Por favor indique qué bien cada frase lo(a) describe en ciertas situaciones.

6. A veces se me hace difícil ver las cosas del punto de vista de una persona mayor.

1 2 3 4 5

No me describe

Me describe muy bien

¿Cuánta confianza tiene en sus aptitudes y talentos en cuanto a:

7. Branding

1 2 3 4 5 6

Sin confianza

Mucha confianza

8. Crear productos que se vendan

1 2 3 4 5 6

Sin confianza

Mucha confianza

9. Ventas

1

2

3

4

5

6

Sin confianza

Mucha confianza

Assessment for Students (English)

La Tiendita: Assessment for young people

Please circle the degree to which you agree or disagree with each of the statements below.

1. *I really enjoy talking to older people.*

1 2 3 4 5 6

Strongly

Disagree

Strongly agree

2. *I think I can learn something from older people.*

1 2 3 4 5 6

Strongly

Disagree

Strongly Agree

Please circle how often each statement is true for you.

3. *I feel that I have a number of good qualities.*

1 2 3 4 5

Never true

Always true

4. *I am able to do things as well as most other people.*

1 2 3 4 5

Never true

Always true

5. *I am a useful person to have around.*

1 2 3 4 5

Never true

Always true

Please indicate how well each statement describes how you feel in each situation.

6. *I sometimes find it difficult to see things from an older person's point of view.*

Focus Group Questions

La Tiendita Focus Group Questions

1. *What did you learn from La Tiendita about:*

-running a business/being an entrepreneur

-arts/ crafts

-working with people of different ages

-yourself (new insights?)

-other

2. *What do you like best about being part of La Tiendita?*

What aspects of the program did you like the most (classes, pop- up shop, having young people work with older adults, etc)? What projects did you enjoy the most? What did you get out of being in La Tiendita?

3. *What didn't work well with La Tiendita? What could be improved?*

4. In order to make La Tiendita even better, we want to know what we should keep the same and what we should change for the next semester?

Skills/ Knowledge:

- What specific info would you like to learn about running a business?
- What specific arts skills would you like to learn in this next session?

Recruitment:

- Do you think we have enough people involved?
- If not, how can we recruit more older people? More young people?

- Would it be good to involve people who may be homebound or are too frail to come to Congreso?

Organization:

- Does the schedule work—4 days a week, 10-2?
- Do the daily activities make sense—skill share, team building, learn new craft and work on project, business lesson?
- Should we continue making one project per week? Work in teams on other projects?

Are there other ways we can identify and draw upon the skills and talents of both youth and older adults?

Building understanding and trust:

- Do you feel that La Tiendita is a welcoming place for all participants? Do you think people feel valued?
- Do people work together well? How do we deal with conflicts when they arise?
- How can we build more trust among participants and work together more effectively?
- Are there things we can do to get to know each other better (particularly the young people)?
- Are there ways we can support each other more?

Future plans:

- Is there anything else you would like to see as part of La Tiendita?
- What would you like La Tiendita to look like a year from now?
- Are there other ways you would like to contribute to La Tiendita?

Appendix E: Catalog of Products



TIENDITA



La Tiendita Spring Catalog 2018

Meet The Artisans



Carmen Rodriguez



Carmen Campo



Blanca Torres



Carmen Laureano



Nivia Lopez



Sarail Robledo



Elba Lopez



Lorimal Martinez



Iris Robledo



Concepcion Santiago



Lourdes Rodriguez



Juanita Martinez



Diego Carrion



Maria Vargas



Robin Tucker

Spring Catalog



Aprons

Handmade with donated fabric by a local shop

\$ 20.00

PN: 001

Spring Catalog



Pinata

*Pre-order is available select from
select various motif's ans colors.*

\$ 15.00

PN: 002

Spring Catalog



Pillow Set

Handmade with donated fabric by a local shop.

\$ 10.00

PN: 003

Spring Catalog



Paper Mache Vase **\$ 25.00**

*Handmade vase made from newspaper,
rope, and household items.*

PN: 004

Spring Catalog



Macrame

*Select from various colors, sizes,
& designs. Pre-order is available*

\$ 15.00

PN: 005

Spring Catalog



Hammock

*Handmade with donated fabric by
a local shop.*

\$ 50.00

PN: 006

Spring Catalog



Painting (Print) \$ 15.00

*Hand painted with acrylic paints by a
older adult.*

PN: 007

Spring Catalog



Dream Catcher ***\$ 5.00***

*Handmade dream catcher's available
diffrent sizes and color*

PN: 008

Spring Catalog



Tote Bags

\$ 15.00

*Handmade with donated fabrics by
aa local shop.*

PN: 009

Spring Catalog



Crochet Sets

Handmade crochet sets include a scarves and hat or a handbag.

\$ 30.00

PN: 010

Spring Catalog



Knitted Baby Sets \$ 30.00

*Handmade crochet sets include
a Hat, Shoes, and Handbag.*

PN: 011

Spring Catalog



Paper Mache Flag

*Handmade Pom-Poms made with
yarn.*

\$ 5.00

PN: 012

Spring Catalog



Wooden Clock

\$ 30.00

Handmade mixed media clock. Made with wood, paint, and spray paint.

PN: 013

Spring Catalog



Knitted Hats

\$ 8.00

Handmade with yarn and a round loom.

PN: 014

Spring Catalog



T-Shirts

\$ 15.00

*Handmade with donated fabric by a
local shop.*

PN: 015

Spring Catalog



Handbag

\$ 20.00

*Handmade with donated fabric by a
local shop.*

PN: 016

