Intergenerational Practice Evaluation Tool – Part 1

Intergenerational facilitating partners complete after each intergenerational activity.
For guidelines on completing this Tool, see The Intergenerational Evaluation Toolkit at www.gu.org.

Activity name/description _____   Activity date _____
Location _____   Activity duration (approx.) _____
Youth participants (#) _____   Older participants (#) _____
Youth group (e.g., class) _____   Older group (e.g. ADS) _____
Facilitating staff member(s) _____   Form completed by _____
How will you know this activity was successful for youth and older adult participants?

_____

For each item, choose the single answer that best describes the activity.

Before the Intergenerational Activity

1. Time was set aside for adult and youth program facilitators to plan the activity. a. Clarification:	Yes	No (clarify)	
2. Activity plans were informed by participants and/or facilitator knowledge of participant culture, experiences, interests and language(s).	Yes	No	
3. Materials and space reflected participants' diversity (cognitive, cultural, developmental, sensory, and/or socioeconomic). a. Clarification:	Yes	No (clarify)	

During the Intergenerational Activity

4. The activity was appropriate for older adult participants. a. Clarification:	Yes	No (clarify)	
5. Materials were paired or used centrally (e.g., intergenerational participants shared materials rather than having their own). (Select N/A if no materials were used)	Yes	No	N/A
6. Activity incorporated intergenerational pairs or small intergenerational groups (e.g., no more than 3 youth per older adult or 3 older adults per youth).	Yes	No	
7. Facilitators used directions that encouraged intergenerational interaction. a. Clarification:	Yes	No (clarify)	
8. Facilitators shared or invited participants to share social history (e.g., preferences and experiences) to encourage intergenerational interaction.	Yes	No	
9. Facilitators stood back periodically to encourage intergenerational interaction. a. Clarification:	Yes	No (clarify)	N/A

After the Intergenerational Activity

10. Youth and older adult participants were or will be invited to provide feedback about this activity. a. Clarification:	Yes	No (clarify)	
11. This activity should be facilitated again, without modifications. a. Clarification: What modifications are needed before repeating? (e.g., getting materials in other languages.)	Yes	No (clarify)	
12. What effect did the intergenerational component have on the activity? a. Clarification: How did intergenerational negatively or positively affect the activity?	None	Negative	Positive

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13. The success of an intergenerational activity depends, in part, on youth and older adult participants' observable social behaviors. Which behavior was most common among the majority of participants during the activity? Answer separately for youth and older adults.

Youth participants (circle one behavior)

Solitary: engaged in an activity without observing, responding to or interacting with others.

Watching: observing, without engaging in the activity or interacting with others.

Intergenerational Interactive: responding to, communicating with, or interacting with 1 or more intergenerational partners.

Older adult participants (circle one behavior)

Solitary: engaged in an activity without observing, responding to or interacting with others.

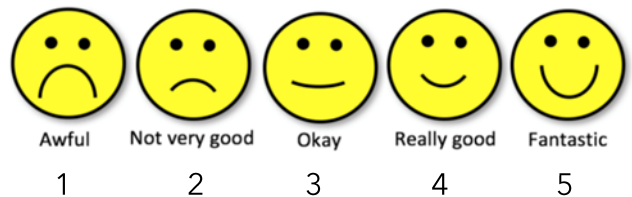Watching: observing, without engaging in the activity or interacting with others.

Intergenerational Interactive: responding to, communicating with, or interacting with 1 or more intergenerational partners.

14. Which face describes the predominant mood of:

    a. Youth participants: _____

    b. Older adult participants: _____

| Awful | Not very good | Okay | Really good | Fantastic |
| 1 | 2 | 3 | 4 | 5 |

Facilitator notes. Reflect on aspects of the activity not captured above. If you're familiar with the intergenerational activities, reflect on changes you observed, such as indication of developing intergenerational relationships. Reflections may spark ideas for improvements, activities, or ways to demonstrate impact.

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Intergenerational Practice Evaluation Tool – Part 2

Setting and noting progress towards goals

Before starting an intergenerational program or series of activities, identify its main goal(s) in the table below, common goals are included at the bottom of this form. *One or two per participant group is good*. For standardized outcome measures (e.g., life satisfaction or self-esteem), see Tools for Outcome Measurement in The Intergenerational Evaluation Toolkit at www.gu.org, which provides materials and procedures for measuring the outcome.

Date: _____   Completed by: _____

	Goal	**Progress notes**
Youth Participants		
Older Adult Participants		

Common goals for intergenerational activities:
Youth participants
- *Cognitive: expressing feelings, expressing preferences, problem solving, attention to detail, creativity, reflection*
- *Social/emotional: cooperation, initiative, engagement, positive mood, communication, empathy, self-confidence*
- *Physical: fine motor, gross motor, hand/eye coordination, sensory development*

Older adult participants
- *Cognitive: creativity, attention to detail, problem solving, decision making, reminiscence*
- *Social/emotional: nurturing, cooperation, initiative, independence, positive mood, communication, self-confidence*
- *Physical: fine motor, gross motor, hand/eye coordination, range of motion, alertness, sensory stimulation*

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