

Inter-Generational Engagement in Secondary Schools (i-GESS)

Training Manual

For Practitioners Working with Older Adults
in NGOs and Community Organizations

(December 2025 version)

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i-GESS Training Manual for Practitioners Working with Older Adults in NGOs and Community Organizations

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Section I: Introduction

1.1 Overview

As societies around the world experience significant demographic shifts, the aging population has become a central concern for cities and countries striving to build inclusive, age-friendly communities. This training manual has been developed to practitioners working with older adults in NGOs and community organizations on planning, collaborating, and implementing intergenerational programs in partnership with secondary schools and universities.

By facilitating meaningful exchanges between youth and older adults, these programs foster mutual understanding, empathy, and respect. They also contribute to the creation of communities where all generations can thrive, learn from one another, and share social experiences that strengthen the social fabric.

The three sets of manuals are part of the intergenerational programme that brings together seniors, secondary school students, and university students to foster mutual understanding, reduce age-related stereotypes, and build more inclusive, age-friendly communities. Developed and refined through a multi-year pilot project running from May 2021 to December 2025, it distills practical experience from collaborations between NGOs, community organizations, schools, and universities into a structured set of training modules and tools. The project and production of these manuals have been made possible through the generous support of Lee Kum Kee Family Foundation and ZeShan Foundation, whose commitment to promoting intergenerational connection and community wellbeing has enabled this work to be implemented, evaluated and shared more widely.

This training manual is designed to support practitioners working with older adults in NGOs and community organizations to plan, lead, and sustain intergenerational programs that connect older adults with secondary school and university students. It provides practical tools, session plans, and communication strategies that help seniors share their life experiences, build confidence in interacting with younger generations, and feel valued as contributors in their communities. By integrating theory with hands-on activities, the manual aims to strengthen your capacity to coordinate with schools and universities, reduce age-related stereotypes, and enhance seniors' social participation and wellbeing.

1.2 Importance of Intergenerational Communication

Intergenerational communication is a vital component of individual growth, community connection, and societal development. It enables people of different ages to share knowledge, values, and lived experiences that shape collective identity and resilience.

Key reasons why intergenerational communication matters include:

- **Knowledge and Wisdom Exchange**
Older generations bring decades of experience and practical insight that can guide younger individuals through life's challenges, while younger generations contribute innovation, energy, and technological fluency that support older adults.
- **Cultural Preservation and Renewal**
Through dialogue between generations, traditions, values, and cultural stories are both preserved and adapted to remain relevant. This dynamic ensures continuity while allowing cultures to evolve with time.
- **Reduction of Stereotypes and Prejudice**
Genuine interaction across generations counters age-based stereotypes and misconceptions. When different age groups engage in open conversation, common values and shared humanity become more apparent.
- **Emotional and Social Support**
Intergenerational relationships enrich emotional well-being. Older adults often provide perspective and compassion, while younger individuals offer vitality, assistance, and connections to emerging social trends.
- **Collaborative Problem-Solving**
Complex challenges benefit from diverse generational viewpoints. Older adults contribute patience and long-term thinking; younger individuals bring creativity, adaptability, and urgency.
- **Enhanced Mental Health and Well-being**
Studies demonstrate that sustained intergenerational contact reduces feelings of isolation and depression. Older participants often report higher life satisfaction, while younger participants experience increased confidence and purpose.
- **Improved Workplace Cohesion**
In professional environments, mixed-age teams tend to achieve higher

performance outcomes. They integrate institutional knowledge with new ideas and communication styles, leading to more effective teamwork.

The foundation of intergenerational communication lies in creating genuine opportunities for meaningful dialogue where every voice is heard, valued, and respected.

1.3 Theoretical Background: Allport's Contact Theory

Developed by Gordon Allport (1954), *Contact Theory* is a foundational concept in social psychology that explores how positive contact between groups can reduce prejudice and improve intergroup relations. Its application to intergenerational programs provides a framework for designing interactions that promote mutual respect and understanding between younger and older participants.

Core Premise

The theory proposes that under the right conditions, direct contact between members of different groups can effectively reduce prejudice, stereotypes, and intergroup hostility. This challenges the assumption that contact alone automatically improves relations - instead, Allport identified specific conditions necessary for positive outcomes.

The Four Essential Conditions

1. Equal Status - Participants must interact on equal footing. When status or power imbalances exist, interactions can reinforce existing hierarchies rather than build understanding.

2. Common Goals - Both groups should work toward shared objectives that require cooperation. Joint goals create a sense of purpose and interdependence.

3. Intergroup Cooperation - Activities should encourage collaboration, not competition. Cooperation enhances trust and empathy, while competition can intensify divisions.

4. Institutional Support - Support from organizations, authorities, or community frameworks is necessary. Policies and leadership endorsement establish legitimacy and reinforce equality.

Mechanisms and Outcomes

When Allport's conditions are met, contact promotes positive outcomes through several psychological mechanisms:

- **Disconfirmation of Stereotypes**
 - Allow participants to challenge assumptions through direct, personal experience.
- **Anxiety Reduction**
 - Decreases nervousness or hesitation about engaging with members of different age groups.
- **Empathy Development**
 - Encourages perspective-taking and emotional understanding.
- **Individualization**
 - Help participants see each other as unique individuals rather than representatives of an age group.

Applications in Intergenerational Programs

Allport's Contact Theory (1954) has been effectively applied in areas such as education, workplace integration, and community engagement. Within intergenerational initiatives, the theory provides a structured approach to developing programs where youth and older adults collaborate with equal respect and shared purpose—resulting in reduced age-related biases and stronger social cohesion.

1.4 i-GESS Collaborative Framework

This training manual introduces the i-GESS collaborative framework, an intergenerational model that brings together seniors, secondary school students, and university students to learn with and from one another in a structured, supportive environment. Against the backdrop of rapid population ageing and increasing generational divides, the manual aims to equip practitioners working with older adults in NGOs, secondary school teachers, and university teaching staff with practical tools to design and facilitate meaningful contact that reduces stereotypes, builds empathy, and strengthens age-friendly communities.

This intergenerational learning framework illustrates how seniors, university students, and secondary school students can engage in meaningful communication and collaboration. By incorporating Allport's Contact Theory, the model highlights the significance of equal status among participants, the pursuit of shared goals, institutional support, and cooperative activities. These elements provide opportunities for all generations to learn from each other, diminish stereotypes, and promote mutual understanding through structured joint efforts and reflective dialogue (refer to diagram I).

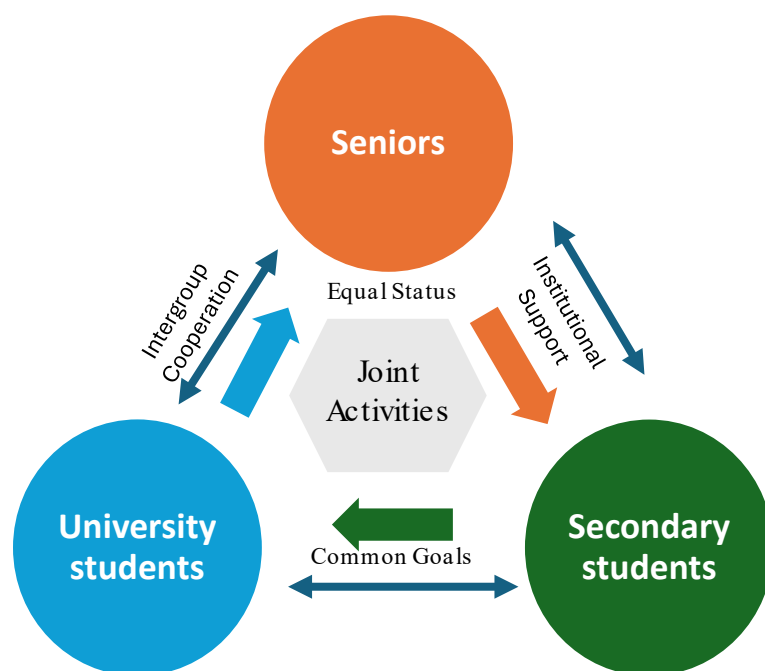


Diagram I. i-GESS Collaborative Framework utilizing Allport's Contact Theory.

1.5 Objectives of the Training program

1.5.1. Program Objectives

- **Facilitate meaningful interactions** among seniors, secondary school students, and university students.
- Foster **mutual understanding**, empathy, and exchange of knowledge across generations.
- Provide opportunities for **shared activities** that highlight each generation's strengths and experiences.

1.5.2. Core Components

A. Participant Recruitment & Orientation

- **Seniors:** Recruit from NGOs and community organizations with older adult participants, District Elderly Community Centres or Neighborhood Elderly Centres.
- **Secondary School Students:** Collaborate with schools for curriculum integration or as an extracurricular/service-learning activity.
- **University Students:** Collaborate with Universities' teaching staff, integrate with service-learning programs, or relevant academic departments.
- Conduct an **orientation session** for all participants covering goals, expectations, and respectful communication.

B. Mixed-Group Structure

- Create small intergenerational teams (ideally 6-9 per group: 2-3 from each age group).
- Assign a facilitator (could be a trained university student or staff) for each group.

C. Activity Themes (with examples)

1. Interactive and Collaborative Elements:

- Seniors share life experiences; students discuss modern perspectives.
- Collaborative "history-to-now" projects (e.g., designing a presentation combining past and present views on a topic).

2. Skill Exchange Workshops:

- Seniors teach traditional skills (e.g., Tai chi, handicrafts, letter writing).
- Students teach digital skills, social media, or current technologies.

3. Problem-Solving Projects:

- Address community issues, brainstorm solutions, or create mini campaigns (e.g., digital literacy drives, green projects).

4. Reflection & Dialogue Sessions:

- Group discussions on challenges, stereotypes, and learnings.

D. Program Delivery Structure & Schedule

- Offer in a face-to-face model: In-person for all participants.
- The program is designed to run over 2 months (8 weeks) in three phases, with weekly meetings.
- The suggested total engagement time is at least 14.5 contact hours, distributed as follows:

Phase 1: Intergenerational Training Sessions (6 hours)

- Two interactive sessions (3 hours each) featuring ice-breakers, foundational concepts (such as Allport's Contact Theory), and introduction of intergenerational knowledge and communication skills.
- Includes hands-on activities, sharing of generational facts/stories, group challenges, and a co-creation workshop for intergenerational activity planning.

Phase 2: Intergenerational Activity Sessions (6 hours)

- Co-designed and facilitated by university students and older adults, with support from university teaching staff and practitioners working with older adults in NGOs and community organizations.
- Delivered as two sessions (3 hours each) or one full-day workshop, focusing on skill exchange, collaborative projects, teamwork games, and group sharing.
- University students and seniors actively engage and interact with secondary school students to foster empathy, mutual understanding and creative collaboration.

Phase 3: Intergenerational Sharing & Debriefing (2.5 hours)

- Begins with a community-facing presentation (1 hour) to showcase group outcomes and engage non-participating students and older adults in NGOs and community organizations.
- Followed by a reflection and feedback session (1.5 hours) for older adults and university students to share experiences, lessons learned, and suggestions for future cycles.
- Recognition of participation (certificates, photos) and closing remarks.

Recommended Timeline:

- Week 1: Recruitment & orientation.
- Weeks 2–3: Phase 1 sessions.
- Weeks 4–5: Preparation for activity sessions.
- Weeks 6–7: Phase 2 activity sessions.

- Week 8: Phase 3 sharing and debrief.

Practical Notes:

- Sessions should be interactive, visually friendly, and adapted to participant needs.
- practitioners working with older adults in NGOs and community organizations should coordinate transport, accessibility, and digital support as needed.
- Materials and resources (e.g., WhatsApp or print versions for seniors) should be flexible and inclusive.
- Regular check-ins and feedback activities help ensure engagement and continuous improvement.
- Activities and outcomes should be documented (photos, quotes) for evaluation and reporting.

E. Evaluation & Feedback

- Pre- and post-program surveys to measure shifts in attitudes and understanding.
- Qualitative feedback (focus groups/reflection forms).
- Certificates and showcases to recognize participant contributions.

Section 2: Stakeholder Roles:

2.1 Role of Practitioners Working with Older Adults in NGOs and Community Organizations

Lead and host the program at the organization, acting as the de facto site coordinators and primary contact for all logistic involving seniors.

- **Act as site leads:** Schedule sessions with schools and universities, manage rooms, equipment, accessibility, and safety at the organization, confirm attendance of seniors and share session details with all partners.
- **Facilitate seniors' participation:** Recruit and screen seniors, orient them to the program, support them emotionally, and help them prepare stories, skills, or materials to share.
- **Co-facilitate sessions:** Open and close each session at the centres, monitor seniors' wellbeing during activities, and intervene when seniors need support or adaptation of tasks.
- **Maintain communication loop:** Send brief updates after each session (attendance issues suggested adjustments) to teachers and university staff, help coordinate changes to schedule or activity design.

2.1.1 Core Responsibilities

Assisting and guiding seniors in integrating life experiences. Overseeing logistics at the centers, facilitating and conducting training workshops, and providing support for various activities.

- **Participant Recruitment and Screening:** Identify seniors with interest and capacity for intergenerational engagement
- **Age-Appropriate Accommodation:** Ensure physical accessibility, health considerations, and comfort levels
- **Life Experience Facilitation:** Help seniors articulate and share their wisdom effectively
- **Emotional Support:** Provide counseling and encouragement for seniors who are hesitant about cross-generational interaction

2.1.2 Contact Theory Implementation

- **Equal Status Advocacy:** Ensure seniors are positioned as valuable contributors, not passive recipients
- **Institutional Support:** Secure support from NGOs and community organizations and ensure effective resource allocation
- **Accessibility Coordination:** Modify activities to ensure senior participation on equal terms

- **Intergenerational Relationship Counseling:** Help seniors navigate changing social dynamics

2.1.3 Specific Activities Leadership

- **Life Story Facilitation:** Guide seniors in sharing personal histories and lessons learned
- **Traditional Skills Workshops:** Organize sessions where seniors teach crafts, cooking, or cultural practices
- **Health and Wellness Integration:** Incorporate senior health needs into activity planning
- **Family Dynamics Education:** Help younger generations understand aging processes and senior perspectives

2.1.4 Collaborative Contributions

- **Program Accessibility Expertise:** Advise on making all activities senior-friendly
- **Cross-Cultural Competence:** Navigate diverse backgrounds within senior population
- **Community Connection:** Leverage the networks of NGOs and community organizations to strengthen outreach and broaden community support.
- **Sustainability Planning:** Develop long-term senior engagement strategies

Section 3: Training Course

Module 1: Understanding Generational Differences

This module aims to build foundational awareness and appreciation of the key characteristics, values, and beliefs of different generations participating in your intergenerational program. The focus is on seniors (often Baby Boomers and older), secondary school students (predominantly Generation Z), and university students (Millennials and Generation Z).

A. Characteristics of Different Generations

a. Silent Generation (born mid-1920s–early 1940s) and Baby Boomers (1946–1964) — "Seniors"

- Strong work ethics, perseverance, and resilience.
- Value tradition, loyalty, stability, and face-to-face communication.
- Prefer hierarchical structures and respect authority.
- Tend to be resourceful and cautious, shaped by historical events such as the Great Depression and post-war rebuilding.

b. Generation X (1965–1980)

- Independent, self-reliant, adaptable.
- Skeptical but pragmatic; value work-life balance and flexibility.
- Embrace diversity and non-conformity.
- Experienced economic uncertainty and rapid technological change during formative years.

c. Millennials (Generation Y, 1981–1996) — "University Students"

- Digital pioneers: comfortable with technology but not born with it.
- Value teamwork, creativity, flexibility, and work-life balance.
- Seek purpose, inclusion, and professional/personal growth.
- Socially conscious, value diversity, and have a strong desire to make an impact.

d. Generation Z (1997–2010+) — "Secondary School & University Students"

- True digital natives: grew up fully immersed in the internet and mobile technology.
- Multitaskers, pragmatic, realistic, independent, and value stability.
- Seek authenticity and fear missing out; communication via instant messaging and social platforms is preferred.
- Worry about the future but are open to change and global perspectives

B. Values and Beliefs Across Generations

Seniors (Silent Generation & Boomers):

- Security, respect, tradition, and personal responsibility.
- Prefer stability and lasting relationships/institutions.
- Value hard work, frugality, and duty.

Generation X:

- Independence, flexibility, and informal communication.
- Balance personal and professional life.
- Cautiously optimistic and value practical solutions to problems.

Millennials:

- Diversity, inclusion, and creativity.
- Desire for meaningful work and alignment with social/environmental values.
- Emphasize collaboration and transparent leadership.

Generation Z:

- Inclusivity, authenticity, and techno-centric solutions.
- Seek individuality but prefer real-time, bite-sized communication.
- Deep value for social and environmental responsibility, with strong global awareness.

Suggested Module Activities

- **Icebreaker Discussion:** Participants share notable world events in their youth and reflect on how these shaped their attitudes.
- **Comparative Timeline Exercise:** Groups collaboratively build a timeline of key events, technologies, and pop culture influences.
- **Values Exploration:** Use statements about work, family, communication, and society for participants to discuss agreement/disagreement, surfacing generational patterns and respectful differences.

By deeply exploring these characteristics and values, participants can develop empathy and mutual understanding, laying a strong foundation for Allport's "equal status" and "shared goals" in subsequent modules.

Module 2: Barriers to Communication

This module addresses the main barriers encountered in intergenerational communication, focusing on 1) *Common Misunderstandings* and 2) *Cultural and Technological Barriers*. It is structured to foster awareness and equip participants with practical strategies to bridge these gaps.

Learning Objectives:

- Understand common misunderstandings between generations
- Navigate cultural and technological differences with confidence
- Learn practical strategies to connect meaningfully with younger generations
- Build confidence in cross-generational communication and collaboration

A. Understanding Common Misunderstandings

a) Why Misunderstandings Happen

It's Not About Right or Wrong: It's About Different:

Every generation grows up in a different world:

- Your generation: Shaped by post-war values, face-to-face community, job stability
- University students: Shaped by digital revolution, global connectivity, economic uncertainty
- Secondary students: Born into technology, climate concerns, rapid social change

Key Insight:

These aren't character flaws, they're different contexts creating different worldviews.

Discussion points:

- What was communication like when you were young?
- How has the world changed since then?
- What stays the same across generations?

b) **Common Misunderstandings About HOW You're Perceived**

What Younger Generations Sometimes Think (Incorrectly):

Misunderstanding	What They Think	The Reality	How to Address
"They're resistant to change"	You won't try new things	You've adapted through decades of change	Share examples of changes you've embraced
"They don't understand modern issues"	Your experience isn't relevant	You've faced similar challenges in different forms	Draw parallels between past and present
"They're technologically incompetent"	You can't learn technology	You may need different teaching approaches	Ask for patience and show willingness to learn
"They live in the past"	You're not interested in current events	You have context younger people lack	Share how past informs present
"They're judging our choices"	You disapprove of their lifestyle	You're trying to offer wisdom	Frame advice as sharing, not judging

Real Stories - Bridging the Gap:

- *Example:* "When my grandson assumed I couldn't use social media, I showed him my Facebook group of 200 friends. His face was priceless!"
- *Example:* "I told my university-aged neighbor about protests I participated in during the 60s. She realized activism isn't new, just the methods change."

Activity: Flip the Assumptions

- In small groups, discuss: "What's something you do that might surprise younger people?"
- Share one stereotype about seniors that doesn't apply to you
- Practice a brief introduction that challenges assumptions

c) Navigating Cultural Barriers
Understanding Cultural Shifts

Major Cultural Differences Between Generations:

1. Communication Style

Your Generation	Younger Generations	Bridge Strategy
Formal, polite, indirect	Direct, informal, efficient	Ask how they prefer to be addressed, be flexible
Phone calls, letters	Text, email, social media	Learn their preferred methods, they will appreciate the effort
Take time to build rapport	Get to the point quickly	Balance relationship-building with efficiency

2. Work and Achievement Values

Your Experience	Their Reality	Understanding
One career, company loyalty	Multiple careers, portfolio work	Job market has changed fundamentally
Work-life separation	Work-life integration	Technology blurs boundaries
"Pay your dues"	"Make an impact now"	Different timeline expectations

3. Social and Cultural Norms

Past	Present	Navigation Strategy
Traditional family structures	Diverse family models	Focus on love and commitment, not structure
Gender roles more defined	Fluid gender roles and identity	Use names and pronouns they prefer, ask if unsure
Local community focus	Global awareness	Share local wisdom, show interest in global issues
Privacy valued	Sharing valued (social media)	Respect different comfort levels with sharing

Key Message: Culture evolves. This doesn't make old ways wrong or new ways wrong - it creates opportunities to learn from each other.

d) Language and Reference Gaps

When You Don't Understand Their Language:

Common Modern Terms & What They Mean:

- "I'm texting you" = I'm sending a written message to your phone
- "Google it" = Look it up online
- "Going viral" = Content spreading rapidly online
- "DM me" = Send me a direct/private message
- "No worries" = You're welcome / It's not a problem
- "My bad" = I apologize / That was my mistake

What To Do:

- Simply ask: "I haven't heard that term before. What does it mean?"
- No need to apologize for not knowing, curiosity is respected
- Write it down if it's useful to remember
- Share your own expressions: create two-way learning

When They Don't Understand Your References:

Instead of assuming they know:

- "Back during the Vietnam War era..." (provide context)
- "Do you know who I mean when I say...?" (check understanding)
- "Let me tell you about..." (brief explanation)

Make it a teaching moment:

- "That reminds me of something from my generation. Would you like to hear about it?"
- Share stories, not lectures

B. Cultural and Technological Barriers

a) Building Cultural Bridges

Strategies That Work:

1. Show Genuine Interest in Their World

- Ask about their music, shows and interests
- Try something from their generation (with an open mind)
- Acknowledge what's different without judging

2. Share Your Experiences as Stories, Not Lectures

- "When I was your age..." can work if followed by a genuine story, not criticism
- Focus on feelings and lessons learned, not "we had it harder"
- Ask if they see parallels to their own life

3. Find Universal Themes

- Love, friendship, challenge, achievement, loss
- These connect across all generations
- Start with shared human experience

4. Create Shared Experiences

- Cook together, work on projects, volunteer
- Activities bypass generational differences
- Shared goals build natural connection

5. Embrace the Role of Cultural Translator

- Help younger people understand history
- Let them help you understand current culture
- Make it reciprocal learning

Activity: Cultural Exchange Practice Pairs (or small groups):

- Share one cultural practice from your youth (music, dance, communication, tradition)
- Imagine explaining it to a young person: what context would help?
- Practice telling the story in an engaging (not lecturing) way

b) Overcoming Technological Barriers

Reframing Technology

Shifting Your Mindset:

From: "I'm too old to learn technology"

To: "I can learn technology at my own pace"

From: "Young people are so much better at this"

To: "They've had more practice - I can build skills too"

From: "Technology is complicated"

To: "Technology is a tool - I only need to learn what's useful to me"

From: "I'll look foolish asking for help"

To: "Asking questions shows I'm engaged and learning"

Truth: Your brain is perfectly capable of learning technology. Research shows seniors can learn digital skills effectively, it just may take different teaching methods and more practice time.

Your Strengths:

- Patience and persistence - You've learned many complex skills in life
- Problem-solving experience - You've adapted to change before
- Attention to detail - You're thorough in learning
- Wisdom to use technology purposefully - You won't get distracted by unnecessary features

By highlighting these barriers and facilitating empathy-building exercises, Module 2 will help participants better recognize, articulate, and bridge gaps in both understanding and practice across generations, a vital step before collaborative work begins.

Module 3: Effective Communication Strategies

This module equips participants with practical tools to communicate effectively across generations, focusing on 1) *Active Listening Techniques*, 2) *Non-verbal Communication Skills*, and 3) *Building Empathy and Understanding*. These strategies help bridge misunderstandings, foster trust, and strengthen intergenerational collaboration.

A. Active Listening Techniques

- **Full Attention:** Encourage participants to eliminate distractions, maintain eye contact, and focus on the speaker. Active listening means not just hearing the words but genuinely attending to the ideas and emotions being expressed.
- **Paraphrasing & Reflecting:** After the speaker finishes, restate what was heard in your own words to confirm understanding. For example: "So what I hear you saying is...".
- **Asking Open-ended Questions:** Invite elaboration and clarification. Examples: "Can you tell me more about that?" or "How did that make you feel?".
- **Avoiding Interruptions:** Let the speaker finish their point before responding, resisting the urge to correct or debate.
- **Verbal & Non-verbal Affirmation:** Nodding, small verbal cues ("I see," "Uh huh") to show engagement.
- **Suspending Judgment:** Listen with the intent to understand, not to judge or immediately offer advice, which is especially important for overcoming generational stereotypes.

B. Non-verbal Communication Skills

- **Body Language Awareness:** Use open posture, appropriate eye contact, and relaxed gestures. Note cultural or generational preferences regarding body language; for example, some may value firm handshakes, others less so.
- **Facial Expressions:** Be conscious of conveying warmth, interest, and understanding through facial cues.
- **Tone of Voice:** Match tone to message; a calm, encouraging tone can defuse tensions or nervousness across age groups.
- **Pauses & Silence:** Respect pauses in conversation; older generations may prefer a slower pace or thoughtful silence, while younger generations might expect faster exchanges.
- **Physical Space:** Be mindful of personal space expectations, which can differ between age and culture.

C. Building Empathy and Understanding

- **Perspective-Taking Activities:** Encourage participants to try and see situations from other generational viewpoints. This can be done through storytelling, sharing personal challenges, or role-switching exercises.
- **Active Acknowledgement:** Show appreciation for each person’s experience and knowledge—in conversation, acknowledge wisdom from seniors and innovative ideas from younger members.
- **Respond to Underlying Emotions:** Listen for unspoken feelings or needs beneath words (e.g., concerns for the future or pride in past achievements) and validate those emotions.
- **Challenge Stereotypes and Bias:** Address generational stereotypes openly, using examples of positive intergenerational experiences.
- **Shared Goal Setting:** Regularly revisit common goals—remind all participants of the group’s collaborative mission to foster unity and strengthen mutual respect.

Sample Module Activities

- **Listening Pairs:** Participants take turns sharing stories while partners practice full attention, paraphrasing, and asking clarifying questions.
- **Non-verbal “Telephone”:** Use a chain of non-verbal cues (gestures, facial expressions) to pass a message, highlighting the importance and pitfalls of non-verbal communication.
- **Empathy Mapping:** As a group, write down what each generation “sees, hears, thinks, feels” using case scenarios, then discuss differences and similarities.
- **Reflection Journal:** After each exercise, encourage reflection on how it felt to be listened to, or to actively listen, and how non-verbal signals affected the outcome.

This module provides actionable strategies for all participants, promoting inclusive, respectful, and effective communication—the bedrock of successful intergenerational cooperation

Module 4: Interactive Activities

This module immerses participants in interactive, intergenerational experiences building effective communication, empathy, and collaboration. It consists of *three core elements: Games and Icebreakers, Peer-led Discussions/Role-playing Scenarios, and Planning for collaborative Projects* especially involving secondary and university students.

A. Games and Icebreakers

Designed to break down barriers, build rapport, and encourage laughter and conversation across generations:

- **Two Truths and One Lie:** Each participant shares three statements (two truths, one lie) about themselves; the group guesses the lie. Encourages storytelling, reveals surprising, shared experiences, and creates immediate engagement.
- **“My First-My Last-My Hardest Job”:** participants discuss their first, most recent, and hardest job. Exposes generational differences in work and life, invites empathy, and surfaces unexpected commonalities.
- **Minefield:** Blindfolded participants navigate an obstacle course guided only by teammates’ instructions. Highlights the importance of clear communication and trust across generations.
- **Human Knot:** Participants stand in a circle, each grab two others’ hands and the group must untangle without letting go. Fosters teamwork, physical cooperation, and lighthearted problem solving.
- **Jenga Questions:** Each Jenga block is numbered and linked to a conversation starter or reflective question. Players answer when they pull a block, facilitating storytelling and discovery.

B. Peer-Led Discussions / Role-Playing Scenarios

Activities emphasizing empathy, deep listening, and perspective taking:

- **Generational Perspective Panels:** Small mixed-age groups take turns sharing views on select themes (e.g., technology, education, civic engagement). Each group reflects on both differences and similarities, with students or seniors moderating as peers.
- **Role-Reversal Role-Plays:** Participants are assigned different generational “identities” than their own for a scenario (e.g., a university student acts as a senior, a senior as a teen). Scenarios could include resolving a communication

misunderstanding, making a group plan, or reacting to a technology challenge. Debrief as a group on feelings and insights gained.

- **“If I Were…” Question Cards:** Draw a question that asks: “If you could experience one day as someone from another generation, what would you do?” Follow up with open discussions.

C. Planning for Collaborative Projects (with Secondary School and University Students)

A structured session to shift from relationship-building to co-creation:

- **Interest Mapping:** Participants brainstorm topics they care about (e.g., environmental action, digital history, neighborhood safety) and map shared interests.
- **Project Pitching Roundtable:** Intergenerational teams develop and informally pitch project ideas (e.g., oral history archive, intergenerational tech tutoring, community events). Each team describes the problem, solution, and intended impact.
- **Action Plan Workshop:** Chosen project teams outline concrete steps, assign roles, and set communication channels and timelines. University students can facilitate planning tools (e.g., simple project management boards), while secondary school students and seniors contribute ideas and resources.
- **Peer Feedback Circles:** Teams present early-stage project outlines to another group for feedback, ensuring all generations are heard and improvements are collaboratively integrated.

By interweaving these interactive activities, Module 4 cements trust and mutual respect, delivers “learning by doing,” and sets the foundation for impactful collaborative projects (details refer to Project design toolkit, Appendix I). Activities are chosen to be accessible and adaptable for all generations, with reflection and debriefs to link each experience to communication skills and empathy-building learned in earlier modules.

All group activities should ensure equal participation, value all perspectives, and tie back to the principles of Allport’s Contact Theory and effective intergenerational collaboration.

Project Design Toolkit (for reference)**I. Service Planning - Step-by-Step**

- **Confirm purpose and time frame**
 1. Clarify the main outcome (e.g., relationship building, community contribution, skills exchange, etc.) and available duration (e.g., 4 weekly sessions plus showcase)
 2. Check institutional constraints: school timetable, schedule of NGOs and community organizations, university course dates, room availability, budget, etc.)

- **Form intergenerational planning teams**
 1. Create mixed groups (2-3 seniors, 2-3 secondary school students, 2-3 university students) as the basic planning unit.
 2. Assign one staff anchor (practitioner working with older adults in NGOs and community organizations/ teacher/university staff or trained university students) to each group to keep process on track.

- **Map interests and resources (Interest Mapping activity)**
 1. Ask each participant to list topics they care about (e.g., health, neighborhood safety, storytelling, digital skills, environment, etc.)
 2. As a group, cluster-overlapping interests on flipchart or sticky notes, highlighting where generations share motivation or complementary strengths.

- **Select a feasible project theme**
 1. Use simple criteria: meaningful to all generations, realistic within time & resources, safe and inclusive for seniors, and with a visible outcome (product/ event/ service).
 2. Use a quick voting to decide on one theme per group.

- **Define clear goals and beneficiaries**
 1. Guide groups to complete a prompt: “We want to work together to... (do what) ... for ...(who)...so that... (intended impact).”
 2. Check the goals reflect Allport’s conditions: shared purpose, cooperation, and equal status contributions from all ages.

II. Detailed procedures – Action plan Workshop

- **Clarify roles by generation and individual**
 - a. Seniors: Life stories, local knowledge, traditional skills, community contacts.
 - b. Secondary students: energy, promotion, design, social media, logistic on the day
 - c. University students: project coordination, research, documentation, simple evaluation.
 - d. Record specific tasks to names to avoid “everyone/ no one” problems.

- **Timeline and milestones**
 - a. Draw a simple timeline from “Today” to “Showcase Day”
 - b. Ask groups to mark 3-5 milestones: planning meeting, material preparation, rehearsal/ test run, main event, reflection.

- **Resources and risk-check**
 - a. List what is needed: venue, equipment, materials, refreshment, permissions, transport, IT support
 - b. Conduct a basic risk scan: mobility issues, fatigue, weather, technology failure, plan mitigations (extra breaks, backup activities, paper alternatives)

- **Communication plan**
 - a. Decide how the group will keep in touch between sessions (via school contact, practitioners working with older adults in NGOs and community organizations, or university coordinator – not direct youth-senior messaging if that clashes with safeguarding policies)
 - b. Confirm who updates whom after each step (e.g., university student emails staff summary, teacher updates parents, social work updates seniors)

- **Success indicators and reflection**
 - a. Ask each group: “How will we know our project went well?”
 - b. Identify 3-4 simple indicators (e.g., number of participants, level of participation, smiles/ engagement observed, feedback comments, product completed, etc.)
 - c. Link to existing pre/post tools and reflection questions in the manual so evaluation is integrated, not an add-on.

III. Guidance for implementation

1. **Start small, then scale:** Encourage pilot projects that can be completed within 4-8 weeks with one group before expanding centres-or school-wide.
2. **Keep activities senior-friendly:** Ensure session length, physical setup, and pace are adapted to seniors' needs, using accessibility expertise of practitioners working with older adults in NGOs and community organizations.
3. **Reinforce equal status:** Explicitly invite seniors to decide topic and methods, not only to “share” when asked, ensure students also bring their expertise (technology, creative formats).
4. **Build in reflection every time:** End each planning or implementation session with a 10-minures debrief: “What did we do? What went well? What was hard? What do we change next time?” This ties Module 4 to Module 5’s reflective emphasis.

IV. Practical examples

The i-GESS project successfully delivered a range of innovative, co-designed intergenerational activities across diverse school and community settings. These experiences fostered sustained participation and allowed meaningful relationships and learning to flourish among participants of all ages.

The following is a practical example of how the program can be adapted and delivered; content and structure can be modified to suit local needs.

- Example 1: Heritage Appreciation and Intergenerational Engagement
- Example 2: Community Care and Empathy Building
- Example 3: Building Intergenerational Confidence and Career Planning
- Example 4: Intergenerational Inclusion and Social Understanding

Example 1: Heritage Appreciation and Intergenerational Engagement

Participants:

- 120 Form 3 secondary school students
- 15 university student volunteers
- 15 older adults

Planning:

- **Theme:** "Intergenerational Engagement & Heritage Appreciation" (integrated with History & Geography subject)
- **Objective:** Foster mutual understanding through hands-on activities that highlight the cultural and historical significance of Hong Kong.

Program Structure:

- **Phase 1: Intergenerational Training Sessions (9 hours)**
 - 6 hours of joint training (2 sessions, 3 hours each) on intergenerational communication and cultural awareness
 - 3 hours site visit preparation (co-planning logistics, expectations, and roles)
- **Phase 2: Intergenerational Activity Sessions (6 hours)**
 - **Session 1:** PMQ guided tour led by volunteers, followed by an adventure-based treasure hunt that encourages teamwork and shared discovery
 - **Session 2:** Guided tour and interactive games at the Hong Kong Heritage Museum, focusing on local pop culture, opera, and philanthropy
- **Phase 3: Intergenerational Sharing & Debriefing (2.5 hours)**
 - **Sharing Presentation (1 hour):** Participant-led reflections and project showcase at the secondary school
 - **Debriefing & Feedback (1.5 hours):** Older adults and university students reflect on their experiences, share insights, and suggest improvements for future programs

Outcomes:

- Students developed a deeper appreciation for Hong Kong's cultural heritage and the wisdom of older generations
- Older adults felt empowered and valued by sharing their historical knowledge and life stories
- All generations built new friendships, strengthened mutual respect, and created lasting shared memories

Example 2: Community Care and Empathy Building

Participants:

- 20 Form 4 secondary school students
- 5 university student facilitators
- 5 older adults from NGOs
- 20 older adults from a District Elderly Community Centre (DECC)

Planning:

- **Theme:** “Community Care & Needs of Older People” (integrated with Service Learning & Life Planning subject)
- **Objective:** Cultivate empathy and understanding of aging, inspiring students to consider careers in community service through hands-on experiences co-designing and delivering tailored service activities for older adults from DECC.

Program Structure:

- **Phase 1: Intergenerational Training Sessions (6 hours)**
 - 6 hours of joint training (2 sessions, 3 hours each) on intergenerational communication and cultural awareness
- **Phase 2: Intergenerational Activity Sessions (6 hours)**
 - **Session 1:** Interactive discussions to explore empathy and perspectives on aging
 - **Session 2:** Team-based problem-solving and hands-on experiences to co-design tailored activities that address daily challenges faced by older adults
 - **Session 3:** Delivery of the co-designed service activities to older adults and at the elderly centre
- **Phase 3: Intergenerational Sharing & Debriefing (2.5 hours)**
 - **Sharing Presentation (1 hour):** Participant-led reflections and project showcase at the secondary school
 - **Debriefing & Feedback (1.5 hours):** Older adults and university students reflect on their experiences, share insights, and suggest improvements for future programs

Outcomes:

- Students became more aware of community needs and aging issues
- Older adults inspired students to consider future roles in social care
- Notable growth in empathy, teamwork, and career motivation among youth

Example 3: Building Intergenerational Confidence and Career Planning

Participants:

- 32 Form 2-3 secondary school students
- 10 university student facilitators
- 6 older adults

Planning:

- **Theme:** “Career Planning” (integrated with Career & Life Planning subject)
- **Objective:** Support students’ self-confidence and awareness of personal strengths through intergenerational mentorship and guidance.

Program Structure:

- **Phase 1: Intergenerational Training Sessions (6 hours)**
 - 6 hours of joint training (2 sessions, 3 hours each) on intergenerational communication and cultural awareness
- **Phase 2: Intergenerational Activity Sessions (6 hours)**
 - **Session 1: 6-hour activity session at University Campus**
 - MBTI personality tests for students
 - Guided campus tours
 - Facilitated discussions on career aspirations
 - Life simulation role-plays to build resilience and adaptability
- **Phase 3: Intergenerational Sharing & Debriefing (2.5 hours)**
 - **Sharing Presentation (1 hour):** Participant-led reflections and project showcase at the secondary school
 - **Debriefing & Feedback (1.5 hours):** Older adults and university students reflect on their experiences, share insights, and suggest improvements for future programs

Outcomes:

- Students explored diverse career paths and reported increased self-understanding and confidence
- Older adults provided mentorship, enhancing student resilience and clarity
- University students developed facilitation and leadership skills

Example 4: Intergenerational Inclusion and Social Understanding

Participants:

- 132 Form 2 secondary school students
- 20 university student facilitators
- 20 older adults

Planning:

- **Theme:** “Intergenerational Inclusion” (aligned with Grade Activity curriculum)
- **Objective:** Promote respect, empathy, and understanding between youth and elders.

Program Structure:

- **Phase 1: Intergenerational Training Sessions (6 hours)**
 - 6 hours of joint training (2 sessions, 3 hours each) on intergenerational communication and cultural awareness
- **Phase 2: Intergenerational Activity Sessions (6 hours)**
 - **Session 1: 6-hours activity session at secondary school campus**
 - Sensory simulation games, such as hearing, touching, to help youth experience age-related health changes
 - Collaborative games such as “Life Monopoly” and “Cross the Bridge”
 - Group reflections on challenges faced across different stages of life
- **Phase 3: Intergenerational Sharing & Debriefing (2.5 hours)**
 - **Sharing Presentation (1 hour):** Participant-led reflections and project showcase at the secondary school
 - **Debriefing & Feedback (1.5 hours):** Older adults and university students reflect on their experiences, share insights, and suggest improvements for future programs

Outcomes:

- Students reported increased awareness of physical and cognitive changes experienced by older adults
- Enhanced respect for elders and improved teamwork across generations
- Older adults felt valued, heard, and actively engaged

Module 5: Practical Applications

This module guides participants to apply their learning through hands-on collaborative projects involving seniors, secondary school students, and university students, as well as share and reflect on successful intergenerational interactions. It emphasizes real-world cooperation, mutual empowerment, and celebration of achievements.

A. Implementing Collaborative Projects with Secondary School and University Students

- **Project Selection and Co-Creation:**

Participants collaboratively choose or design projects that address shared community interests or needs, ensuring all generations contribute ideas and perspectives. Examples include community gardens, digital storytelling archives, health awareness campaigns, or intergenerational mentorship programs.

- **Roles and Responsibilities:**

Define clear but flexible roles for seniors, secondary, and university students, leveraging each group's strengths, e.g., seniors to provide experience and historical knowledge; secondary school students bring energy and fresh ideas; university students contribute research, facilitation, and technical skills.

- **Project Planning and Management:**

Use structured planning tools (such as action plans, timelines, and task assignments) co-developed by participants with support from facilitators and teaching staff. Encourage ongoing communication and problem-solving meetings.

- **Execution and Adaptation:**

Carry out the projects with regular check-ins to discuss progress, challenges, and opportunities for learning and adjustment.

- **Showcase and Celebration:**

Organize events or digital presentations where participants share their project outcomes with the wider community, recognizing contributions from all age groups.

B. Sharing Successful Intergenerational Interactions

- **Storytelling and Testimonials:**

Create opportunities for participants to share personal stories of meaningful interactions and lessons learned during the program. This can be done through group discussions, video diaries, or written reflections.

- **Peer Recognition:**

Facilitate sessions where participants highlight positive qualities or helpful behaviors observed in peers from other generations, reinforcing mutual respect and empathy.

- **Reflective Debrief Sessions:**

Use structured reflection exercises post-project to identify what worked well, challenges overcome, and skills gained. Encourage open dialogue around how intergenerational communication and cooperation were enhanced.

- **Documentation and Dissemination:**

Collect success stories, photos, and project highlights to produce newsletters, blogs, or social media content, promoting the value of intergenerational collaboration beyond the immediate group.

- **Encouraging Sustainable Connections:**

Discuss ways participants can continue intergenerational relationships after the program ends, such as forming ongoing interest groups, mentorship ties, or community initiatives.

Examples from Practice

- **Knit Project:** Seniors and youth knit together while sharing stories and teaching each other skills, fostering bonding and co-learning.
- **Community Garden Projects:** Intergenerational teams grow plants, sharing knowledge and physical effort, resulting in tangible, shared accomplishments and strong relationships.
- **Digital Storytelling:** Participants create multimedia narratives combining seniors' histories with youth's technical skills, culminating in public presentations.

Sample Activities

- Facilitated project work sessions with mentors available for guidance.
- Story circles where participants narrate memorable moments from their collaborations.
- Group reflects on how Allport's contact conditions were met or could be improved in their project work.
- Planning for future intergenerational engagement beyond the program.

This module transforms prior learning into impactful, collaborative action, celebrating intergenerational synergy and building a foundation for ongoing mutual support and understanding.

Section 4: Conclusion

4.1 Summary of Key Learnings

This intergenerational program has been thoughtfully designed to foster meaningful interaction, mutual understanding, and collaboration among seniors, secondary school students, and university students. Through a progressive training journey grounded in Allport's Contact Theory, participants have gained essential knowledge, practical skills, and experiential insights that will empower them to bridge generational divides and build lasting connections.

Key Learnings from the Training

1. Understanding Generational Differences

Participants developed a deeper awareness of the unique characteristics, values, and beliefs of each generation. Recognizing these differences lays the foundation for empathy, respectful communication, and appreciation of diverse perspectives.

2. Identifying Barriers to Communication

Awareness of common misunderstandings, cultural nuances, and technological gaps helped participants recognize potential obstacles in intergenerational dialogue. Understanding these challenges is a critical step toward overcoming them constructively.

3. Mastering Effective Communication Strategies

Learning and practicing active listening, non-verbal communication skills, and empathy-building techniques equipped participants with tools to engage meaningfully, listen deeply, and respond sensitively across generational lines.

4. Engaging in Interactive Activities

Hands-on experiences, including games, peer-led discussions, and role-playing, fostered trust, broke down stereotypes, and strengthened interpersonal bonds. These activities modeled inclusive, cooperative interaction aligned with Allport's ideal conditions for positive contact.

5. Applying Learning through Collaborative Projects

Implementing real-world projects enabled participants to put their skills into action, working cooperatively toward shared goals that benefit their community. Reflecting on successes and challenges reinforced the value of intergenerational collaboration and highlighted sustainable pathways forward.

4.2 Encouragement for Ongoing Intergenerational Engagement

Overarching Impact

Throughout the program, participants not only learned about each other's worlds but also co-created a supportive environment where all voices are valued equally. By embedding principles such as equal status, common goals, intergroup cooperation, and institutional support throughout the curriculum and activities, the program optimized opportunities to reduce stereotypes, increase empathy, and foster meaningful friendships.

Moving Forward

The knowledge and skills gained here provide a strong platform for ongoing intergenerational engagement—both within participants' local communities and beyond. The success of this program demonstrates that when generations come together with mutual respect and shared purpose, they can effectively address common challenges, enrich each other's lives, and build a stronger, more inclusive society.

This training's key learnings serve as stepping stones toward continuous growth, deeper understanding, and sustained positive interaction across generations—an invaluable contribution to social cohesion and collective wellbeing.

Practical Steps for NGOs and Community Organizations

For NGOs and community organizations seeking to launch or expand intergenerational programmes as self-led initiatives, we recommend the following approach:

1. Integrate Intergenerational Activities into Centre Planning

Make intergenerational sessions a regular feature of your annual activity plan, such as hosting weekly or bi-weekly group sessions during designated periods. By moving beyond one-off events, centres can cultivate ongoing, meaningful exchanges between seniors and young people.

2. Designate an Intergenerational Liaison

Appoint a staff member to take on the role of "intergenerational liaison." This person coordinates with local schools and universities, supports the recruitment and preparation of senior participants, and helps maintain long-term, effective partnerships.

3. Embed Intergenerational Experiences Throughout Centre Life

Incorporate stories, skills-sharing, and collaborative projects from the intergenerational programme into regular centre routines—such as festive celebrations, interest groups, and volunteer activities. Making intergenerational

contact a visible, integrated part of daily centre life helps seniors see it as a natural and enjoyable aspect of their community experience.

4.3 Suggested Qualitative Evaluation Measurement

i-GESS Qualitative Interview Guides for Older Adults

I) Background information of interviewees

1. Age:
2. Sex:
3. Education level:

II) Questions

- 4.1 Do you have family members below 25 years old?
- 4.2 Are you living with those family members?
- 5.1 Have you ever joined inter-generational learning activities?
- 5.2 If yes, how many inter-generational learning activities have you joined?
- 6.1 Do you interact with young people in your daily life?
- 6.2 If yes, how would you approach them and how often do you interact with young people?
- 6.3 If no, are you interested in interacting with young people? Why?
- 6.4 How would you describe your interaction with young people?
- 6.5 What difficulties do you think you will encounter when interacting with young people? How will you deal with those difficulties?
- 6.6 What topics will you talk about with young people (e.g. daily life, current events, studies, health issues, etc.)?
- 6.7 What was your impression of young people before the activity? Do you think your impression of young people has changed after this activity?
- 6.8 What do you think about young people's view of the older adults? Have your thoughts changed after this activity?
- 6.9 How satisfied are you with this inter-generational learning activity? What have you gained?

6.10 What are your views on life-long learning? After participating in this activity, will you continue to learn other new knowledge, or will this activity increase your motivation or interest in life-long learning?

6.11 What will be the impact on yourself and your life after participating in this activity? (For example, is there any increase in self-worth, self-esteem, or achievement)

6.12 Will you participate in more inter-generational learning activities in the future? If so, what types of activities are you interested in (e.g. in-class interaction, large-scale lectures and activities, extra-curricular activities, etc.)?

i-GESS 跨代共學計劃質性訪談面談指引 (活齡人士適用)

受訪者背景資料

1. 年齡
2. 性別
3. 教育程度

題目

- 4.1 你家中**有沒有** 25 歲以下的家庭成員?
- 4.2 你是否與他們同住?
- 5.1 你**有沒有**參加過跨代共學活動?
- 5.2 如有，你參加過幾多個跨代共學活動?
- 6.1 你平時有接觸或同年輕人來往嗎?
- 6.2 如有，你會如何接觸他們和有幾經常與年青人來往?
- 6.3 如**沒有**，你**有沒有**興趣與年青人來往? 點解?
- 6.4 你會如何形容你與年青人的相處?
- 6.5 你認為與年青人相處時會遇到什麼困難? 當你感到困難時會如何處理?
- 6.6 你與年青人溝通時會談及什麼話題 (如: 閒話家常、社會時事、讀書相關、健康問題等)?
- 6.7 你在活動前對年青人有什麼印象? 你認為今次活動後你對年青人的印象有**沒有**改變?
- 6.8 你認為年青人如何看待長者? 你嘅想法喺活動後有**沒有**改變?
- 6.9 你有幾大程度滿意今次的跨代共學活動? 你認為你有什麼得着?
- 6.10 你對終身學習有什麼看法? 參加完今次活動，你會唔會繼續學習其他新知識或者增加你終身學習的動力或興趣?

6.11 你覺得參加完今次活動之後對你自己以及生活有什麼影響？（例如有無增加到自我價值感、自尊或者成就）

6.12 你在未來會唔會想參加更多跨代共學活動？若會，你對什麼類型的活動有興趣（如：課堂互動、大型講座及活動、課後活動等）？

4.4 Suggested Quantitative Assessment Tool

i-GESS Quantitative survey for Older Adults (Pre and post)

Pre & post survey items for all stakeholders, focus on attitudes, communication, and collaboration in intergenerational settings. Likert-scale questions (e.g. 1 = Strongly disagree to 5 = Strongly agree).

	1	2	3	4	5
Attitudes toward other generations					
I feel comfortable interacting with people from other generations (younger or older than me).					
I enjoy spending time with people from other generations.					
I believe people from other generations have valuable knowledge and perspectives to share.					
I feel that people from other generations respect me.					
Stereotypes and prejudice					
I often expect people from other generations to behave in negative ways.					
I think people from other generations are open-minded and willing to learn.					
I believe people from other generations are interested in understanding my point of view.					
I think age-based stereotypes are a serious problem in our community.					
Communication confidence and skills					
I feel confident starting a conversation with someone from another generation.					
I know specific strategies to communicate clearly with people from other generations.					
I can calmly handle misunderstandings that arise in intergenerational conversations.					
I am comfortable asking questions when I don't understand the language or examples used by other generations.					
Perceived equal status and cooperation					
In intergenerational activities, I feel that my contributions are as important as others.					
In intergenerational groups, decisions are usually made together.					

	I feel that we work toward shared goals in intergenerational activities.					
	I feel that institutions (schools, universities, centres' support intergenerational cooperation.					
	Programme experience and impact					
	I am motivated to participate in intergenerational activities.					
	I feel more connected to my community after participating in this programme.					
	I have learned new skills (e.g., communication, digital, facilitation, etc.) through intergenerational activities.					
	I would like to take part in intergenerational programmes again in the future.					

i-GESS 跨代共學計劃問卷 (前後測)

以下問卷旨在了解參加者就不同世代的態度、刻板印象、溝通信心、合作感受及整體活動計劃收集意見，1–5 分量表使用 (1 = 非常不同意 ; 5 = 非常同意)

	1	2	3	4	5
對其他世代態度					
我覺得與不同世代的人 (比我年長或年輕) 相處是舒服的。					
我享受與不同世代的人一起相處的時間。					
我相信不同世代的人都有值得分享的知識和觀點。					
我覺得不同世代的人會尊重我。					
刻板印象質與偏見					
我經常預期其他世代的人會有一些負面的行為。					
我覺得其他世代的人是開放、願意學習的。					
我相信其他世代的人有興趣了解我的看法。					
我認為與年齡有關的刻板印象是社區一個嚴重的問題。					
溝通信心與技巧					
我有信心主動與其他世代的人開展對話。					
我懂得一些具體的方法，可以與不同世代的人清晰溝通。					
當跨世代對話中出現誤會時，我能夠冷靜處理。					
當我聽不明白其他世代的用語或例子時，我都覺得可以放心發問。					
平等地位與合作感受					
在跨世代活動中，我覺得自己的貢獻與其他人同樣重要。					
在跨世代小組裡，決定通常是由大家一起商量作出。					
在跨世代活動中，我覺得大家都是為共同目標而努力。					
我覺得學校、大學或長者中心等機構有支持跨世代活動。					

	計劃經驗及					
	我有動力參與跨世代活動。					
	參加這計劃之後，我覺得自己與社區的連繫加強了。					
	我透過跨世代活動學到新的技能 (如溝通、數碼或帶領活動技巧)					
	我將來願意再參加跨世代的計劃。					

Section 5: Networking and Resources Hub

The success of the i-GESS program would not be possible without the enthusiastic support and collaboration of our valued partners, educators, and community organizations. We express our sincere gratitude to all who have contributed their expertise and energy to foster meaningful intergenerational engagement.

5.1 Potential Partners and Useful Links

- **Elderly Centres:**

- [Comprehensive List of Elderly Centres](#)

- **School Lists by District:**

- [Hong Kong School Listings by District](#)

- **University Partners (For Student Volunteers and Research):**

- [Hong Kong Baptist University, Faculty of Arts and Social Sciences](#)
 - [The Hong Kong Polytechnic University, Research Centres for Gerontology and Family Studies](#)

5.2 Secondary Schools Completed the i-GESS Program

We warmly thank the following schools for their active participation and dedication, listed here in alphabetical order:

- Buddhist Sin Tak College
- CCC Heep Woh College
- CCC Mong Man Wai College
- China Holiness Church Living Spirit College
- Cognitio College (Hong Kong)
- Cognitio College (Kowloon)
- HKTA The Yuen Yuen Institute No. 1 Secondary School
- HKBU Affiliated School Wong Kam Fai Secondary and Primary School
- Law Ting Pong Secondary School
- Salesians of Don Bosco Ng Siu Mui Secondary School
- SKH Chan Young Secondary School
- SKH Lam Kau Mow Secondary School
- SKH Tang Shiu Kin Secondary School
- Tsang Pik Shan (Sung Lan) Secondary School
- Yu Chun Keung Memorial College

5.3 List of Media Coverage

The i-GESS Project has received active promotion through a comprehensive, multi-channel outreach strategy to raise awareness and foster collaboration across the educational and community sectors. A notable highlight was the prominent feature on the HK01 platform on November 13, 2024, which spotlighted the successful i-GESS event held on November 2, 2024.

Media Coverage Details:

- HK01.com & HK01 App
 - Title: 浸大、理大與長者合辦跨代共融活動 冀改善跨代關係 (in Chinese)
 - Hyperlink: <https://www.hk01.com/a/1075298/>
- Facebook
 - Title: 浸大、理大與長者合辦跨代共融活動 冀改善跨代關係 (in Chinese)
 - Hyperlink: <https://www.facebook.com/01education/posts/pfbid02PJqKPGWmbj5JDoU27D7oeGzKbDsznDXWLzUbF3VVBfLetSPdLtJVb6kk52ayyAhnI>

The full online article is also included below for reference.

浸大、理大與長者合辦跨代共融活動 冀改善跨代關係

撰文：謝德勤

出版：2024-11-13 06:00 更新：2025-02-21 13:04



長者和年輕人的跨代隔膜，似乎是每個世代定然會出現的事，特別近年先後出現的社會事件和疫情，更影響兩代關係。為了促進跨代共融，改善跨代關係，自2021年5月起，香港浸會大學文學及社會科學院，以及香港理工大學樂齡與家庭研究中心，在李錦記家族基金和揮善基金會的贊助下，合辦了「I-GESS 跨代共學5Cs班」。項目邀請了一班長者與大學生共同策劃活動，日前選址中華基督教會蒙民偉書院，以「跨代共融」為主題，與學生交流，促進中學生和長者的互相了解。

攝影：黃寶瑩

香港浸會大學黎永亮教授及香港理工大學白雪教授認為，2019年的下半年是香港年輕一代和年長一代之間的跨代關係最低點，主要原因是對當時社會問題的看法存在分歧，再加上及後幾年的疫情，令到跨代關係缺少機會和時間修復。

主辦團體期望活動可加強跨代互相理解、包容接納，令社會更和諧外，亦希望各界認識「跨代共融」的重要性及好處，推動以創新視角將「跨代共融」融入學校課程中，建立學生優良品格及美德。

書院副校長與學生更包容長者 同時連繫社會

今次在中華基督教會蒙民偉書院舉行的跨代共融活動，是由浸大學生和長者共同策劃，為中學生設計不同類型的活動，讓他們加深對長者的了解，而長者亦能打破刻板印象。書院副校長霍碧珊坦言：「中華文化十分重視孝道，因為這象徵著傳承。」



霍副校長認為中華文化十分重視孝道，因為這象徵著傳承。

以往蒙民偉書院曾參加過I-GESS的活動，當時是以「生命教育」和「同理心」為題，而今次再度參加「跨代共融」活動，霍副校長希望學生能運用自己的所學所識去幫助長者：「溝通、尊重和包容是十分重要，特別新生代小朋友的耐性可能相對較弱，所以當他們運用自己的所學所識去幫助長者時，一方面能增加其耐性，更能發揮同理心去包容長者，另一方面亦能加強學生與社會的連繫。特別在計劃結束後，不少學生均表示更願意做義工，實踐我們學校的關注項目『服務學習繫社群』！」

中學生表現令活動設計者驚喜

Ryan是其中一位參加I-GESS的大學生，今次他與長者所設計的活動為「人生大富翁」，讓中學生思考三、四十年後的自己，亦能讓長者回憶起年輕的自己。「我都有留意到關於關愛座的爭議時不時就會出現，所以另外亦設計了一個活動讓中學生感受身體機能受限的感覺，他們從中能了解到長者平時的不便，希望令他們將來更願意關顧長者甚至其他人的需要。」



Ryan設計了「人生大富翁」，讓中學生思考三、四十年後的自己，亦能讓長者回憶起年輕的自己。

▼▼▼即睇當日活動精彩照片▼▼▼



長者認為互相理解、尊重為重中之重

對於參與活動的長者而言，今次的經驗確實拉近了他們與年輕一代的距離，同時亦促進長者對新時代的認識，令他們的晚年活動變得更精彩豐盛。其中一位長者Raymond雖然已經69歲，但仍然精神十足。他承認在過往幾年，跨代關係確實有所惡化，令到兩代的溝通越來越少。「不過今次活動之後，我對年輕一代的看法有所改變，他們其實十分願意與我們溝通！」他補充道：「我認為要保持良好的跨代關係，最重要是互相理解，互相尊重，這樣才能建立一段理想的關係。」



Raymond認為要保持良好的跨代關係，最重要是互相理解、互相尊重。

香港浸會大學文學及社會科學院以及香港理工大學樂齡與家庭研究中心現誠邀志同道合的學校和組織參與這個項目，共同推動跨代關係的積極發展，攜手塑造一個更和諧共融的未來。想要深入瞭解項目細節和合作機會，請到訪項目的[網頁](#)。如有任何疑問或需要進一步討論，歡迎聯繫李小姐

(hazylee@hkbu.edu.hk) 或姜小姐 (hy-amber.keung@polyu.edu.hk) 。

(資料及相片由客戶提供)

浸會大學

理工大學

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5.4 List of Conference Presentations

From 2021 to 2025, the i-GESS project has been presented at 11 local and international conferences, reaching and engaging over 445 stakeholders from Hong Kong and abroad. These presentations have spotlighted project innovations in intergenerational conflict resolution, co-creative learning models, and strategies for cultural adaptability.

Selected Conferences and Presentations:

- Lai, D. W. L., Wong, A. C., Lee, H. H. Y., Huang, C. Z. D., Ou, A. Y. T., Yuan, M., Jia, H., & Bai, X. (2025, November 29). Fostering dignity and generativity through intergenerational co-creation: Outcomes from the i-GESS project [Poster presentation]. 32nd HKAG Annual Congress, Hong Kong Association of Gerontology, Hong Kong, China.
- Wong, A. C., Lai, D. W. L., Bai, X., Lee, H., Li, J., & Huang, C. (2025, June 25–27). An intergenerational lifelong learning model for enhancing social harmony. Paper presented at the 54th British Society of Gerontology Annual Conference, University of Surrey, United Kingdom.
- Wong, A. C., Lai, D. W. L., Ou, Y. T. A., & Bai, X. (2024, November 13-16). iGESS: A co-creative intergenerational strategy for enhancing positive intergenerational outcomes. Paper presented at the Gerontological Society of America (GSA) 2024 Annual Scientific Meeting: The Fortitude Factor, Seattle, WA, United States.
- Lai, D. W. L., Bai, X., Li, C., & Ou, Y.T.A. (2024, October 24-26). Intergenerational conflicts and opportunities for understanding: Interactions of young and older adults in Hong Kong. Paper presented at the CAG 2024 Annual Conference, Edmonton, Canada. <https://www.cag2024.ca/>
- Li, C., Lai, D. W. L. & Bai, X. (2024, July 8-9). Changes in attitude, knowledge, and behavior: A case study on interactions of young and older adults in Hong Kong. [Conference Presentation]. College of Professional and Continuing Education -SHAPE Health Conference, Hong Kong, China. <https://healthconf2024.cpce-polyu.edu.hk/programme.html>
- Lai, D. W. L., & Bai, X. (2023). Users' Perspective toward i-GESS (Inter-Generational Engagement in Secondary Schools). Paper presented at Canadian Association on Gerontology Annual Scientific Meeting (CAG 2023), October 26-28, 2023, Toronto, Ontario, Canada.
- Lai, D., & Wong, A. (2023). iGESS (Inter-Generational Engagement in Secondary Schools). Paper presented at Independent Ageing Convention, 13-15 October 2023 in Aichi, Japan

- Lai, D.W.L. & Yu, W., (2022, July). Intergenerational programs and healthy aging: i-GESS project. The 5th "Beijing, Hong Kong, Macao and Taiwan" Population Aging Summer Camp, Virtual Conference, July 1-8, 2022.
- Lai, D., Bai, X., Lian, O., Wong, A., Lam, R., & Lee, J. (2022) The Model of i-GESS (Inter-Generational Engagement in Secondary Schools) for Intergenerational Interactions of University Students and Ageing People. Proceedings of Inaugural Conference on Health Promoting Colleges and Active Health. UIC, Zhuhai, China.
- Lai, D.W.L., Bai, X., Lian, O., Wong, A., Lam, R., & Lee, J. (2022, June 11). The Model of i-GESS (Inter-Generational Engagement in Secondary Schools) for Intergenerational Interactions of University Students and Aging People [paper presentation]. Inaugural Conference on Health Promoting Colleges and Active Health, Zhuhai, China. <http://sao.uic.edu.cn/healthy.html>
- Zhou, J.J., Lai, D.W.L., Bai, X., Lam, R., Li, Y.Z. (2022, June 11). Experiences and benefits of participation in intergenerational programs by university students and ageing people [paper presentation]. Inaugural Conference on Health Promoting Colleges and Active Health, Zhuhai, China. <http://sao.uic.edu.cn/healthy.html>

Acknowledgements

This training manual was developed to support practitioners working with older adults in NGOs and community organizations, secondary school teachers, university teaching staff, and community partners in designing and delivering intergenerational programs that foster meaningful connections between seniors and young people.

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The authors wish to express sincere appreciation to the practitioners working with older adults in NGOs and community organizations. Their experience and insights into the lives of older adults have shaped the structure, activities, and practical guidance throughout this manual. Special thanks go to the seniors who generously shared their stories, perspectives, and feedback, ensuring that the training content remains grounded in real-life experiences.

We are also grateful to secondary school teachers and school leaders who contributed ideas on curriculum alignment, classroom preparation, and youth engagement. Their dedication to student development and fostering intergenerational understanding has informed many of the examples, activities, and implementation strategies described in these pages.

Our heartfelt thanks extend to The Hong Kong Baptist University and The Hong Kong Polytechnic University, including their university teaching staff, researchers, and students. Their theoretical input, evaluation tools, and pilot projects have strengthened the evidence base and pedagogical coherence of the program. Their work in applying and testing concepts such as intergroup contact and intergenerational communication underpins the framework presented in this manual.

Finally, we acknowledge the invaluable support of our community partners, administrators, and supporting organizations, whose guidance, logistical assistance, and encouragement were essential throughout the development and trial of this training resource. Their belief in the importance of intergenerational connection continues to inspire ongoing collaboration across generations.

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