

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

Training Manual

For Secondary School Teachers

(December 2025 version)

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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 guide secondary school teachers 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 secondary school teachers in integrating intergenerational learning with seniors into the school experience of adolescents. It offers concrete lesson ideas, preparatory activities, and reflection tools that align intergenerational encounters with curriculum goals, student wellbeing, and character development. By combining clear guidance on communication across generations with adaptable project templates, the manual helps you prepare students for respectful, meaningful contact with seniors while strengthening skills such as empathy, civic engagement, and collaborative problem solving.

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 and community organizations, 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).

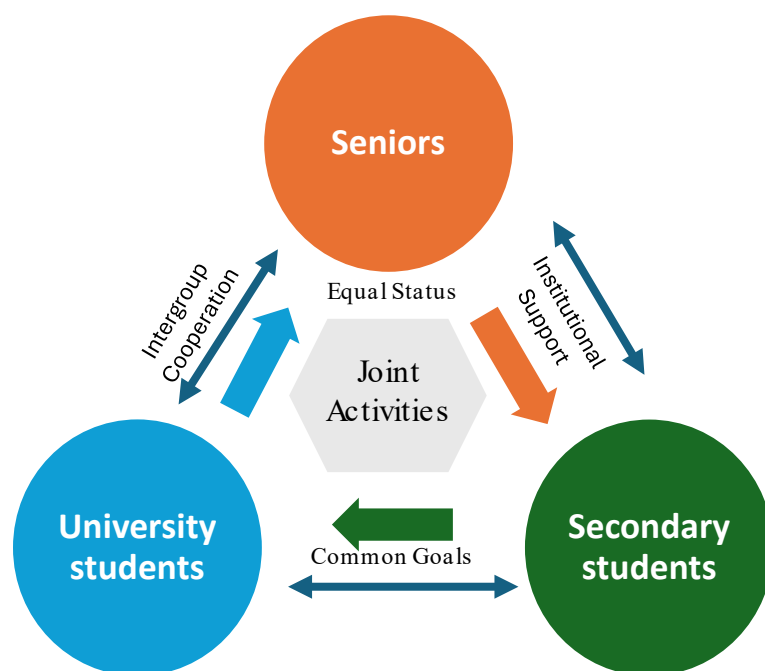


Diagram I. i-GESS Collaborative Framework utilizing Allport's Contact Theory.

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.
- Secondary school teachers should coordinate transport, accessibility, and digital support as needed.
- Materials and resources (e.g., WhatsApp or print versions for students) 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 Secondary School Teachers

Lead student-side preparation, curriculum integration, and on-site supervision of secondary school students.

- **Prepare and brief students:** Teach core expectations, intergenerational communication basics, and programme goals in class, link activities to curriculum outcomes and assessment.
- **Supervise and manage behavior:** Accompany students to the venue, manage conduct and safety, model respectful interaction, and step in to resolve conflicts or misunderstandings on-site.
- **Lead student-facing components:** Guide reflection tasks, documentation projects, and creative outputs connected to the program (e.g., journals, presentations, multimedia pieces).
- **Coordinate with partners:** Align school timetable with centres and university schedules, communicate parental/ administrative requirements, and share student feedback to refine sessions.

2.1.1 Core Responsibilities

Incorporating i-GESS into the curriculum, establishing learning objectives, and evaluating student outcomes related to adolescent development and educational integration.

- **Student Preparation and Motivation:** Prepare adolescents for meaningful intergenerational interaction
- **Academic Integration:** Connect program activities to curriculum standards and learning objectives
- **Behavioral Management:** Guide appropriate social interaction and conflict resolution
- **Parent and Family Engagement:** Communicate program value to families and secure support

2.1.2 Contact Theory Implementation

- **Equal Status Facilitation:** Ensure students see themselves as valuable contributors, not just learners
- **Common Goals Alignment:** Connect program objectives to student academic and personal goals
- **Cooperation Skills Development:** Teach collaborative problem-solving and teamwork

- **Institutional Support:** Secure school administration support and policy integration

2.1.3 Specific Activities Leadership

- **Research and Documentation Projects:** Guide students in investigating community issues and history
- **Creative Expression Activities:** Facilitate art, writing, and multimedia projects showcasing intergenerational learning
- **Technology Integration:** Help students share digital skills while learning from others
- **Peer Leadership Development:** Train students as program ambassadors and facilitators

2.1.4 Collaborative Contributions

- **Youth Development Expertise:** Advise on adolescent psychology and motivation strategies
- **Educational Standards Knowledge:** Ensure program meets learning objectives and assessment requirements
- **Family System Navigation:** Bridge between school, home, and community expectations
- **Innovation and Creativity:** Bring fresh pedagogical approaches to program design

Section 3: Training Course

Module 1: Exploring Generational Perspectives

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. Overview of Generational Characteristics

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.
- Seeking 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

1. Learning Objectives

- Explore core values that drive different generational perspectives
- Identify shared fundamental values despite different expressions
- Understand how historical context shapes value priorities
- Develop appreciation for diverse approaches to common human concerns

2. Content

2.1 Core Value Dimensions

Work and Career Values

Seniors/Silent Generation:

- **Security and Stability:** Long-term employment, pension benefits, clear advancement paths
- **Duty and Loyalty:** Commitment to employers and institutions
- **Hierarchy Respect:** Deference to authority and established processes
- **Craftsmanship:** Pride in quality work and attention to detail

Baby Boomers:

- **Achievement and Success:** Career advancement, material prosperity, recognition
- **Individualism:** Personal fulfillment and self-expression through work
- **Competitive Drive:** Outperforming peers, climbing corporate ladder
- **Work Centrality:** Career as primary identity source

University Students (Millennials):

- **Purpose and Meaning:** Work aligned with personal values and social impact
- **Collaboration and Teamwork:** Collective achievement over individual success
- **Flexibility and Balance:** Remote work, flexible schedules, life integration
- **Continuous Learning:** Skill development and career adaptability

Secondary Students (Generation Z):

- **Authenticity and Transparency:** Honest workplace culture and leadership
- **Entrepreneurial Spirit:** Creating own opportunities, side hustles

- **Social Responsibility:** Companies with ethical practices and environmental consciousness
- **Financial Pragmatism:** Practical approach to earning and saving money

Family and Relationship Values

Seniors:

- **Traditional Family Structures:** Marriage-centered, defined gender roles, extended family importance
- **Community Involvement:** Neighborhood connections, civic participation
- **Face-to-Face Connection:** In-person gatherings, formal social etiquette
- **Intergenerational Responsibility:** Caring for both children and aging parents

Baby Boomers:

- **Family Flexibility:** Divorce acceptance, blended families, geographic mobility
- **Friendship Networks:** Chosen families, social circles based on interests
- **Personal Growth:** Self-improvement, therapy acceptance, lifestyle experimentation
- **Child-Centered Parenting:** Intensive involvement in children's development

University Students:

- **Inclusive Relationships:** LGBTQ+ acceptance, diverse family forms, gender equality
- **Digital Connection:** Online relationships, social media intimacy, global friendships
- **Delayed Milestones:** Later marriage, home ownership, parenthood
- **Mental Health Awareness:** Therapy normalization, emotional intelligence focus

Secondary Students:

- **Authentic Self-Expression:** Gender identity exploration, personal brand development
- **Global Community:** International friendships, cultural diversity appreciation
- **Supportive Networks:** Mental health advocacy, peer support systems
- **Independence with Connection:** Autonomy while maintaining close family ties

Module 2: Overcoming Communication Barriers

This module helps secondary school students understand common barriers when communicating and collaborating across generations: including seniors and university students, by focusing on two key areas: identifying Stereotypes and *Misconceptions* and *Strategies to Foster Open Dialogue*. Understanding these aspects fosters empathy, reduces ageism, and improves mutual respect and collaboration.

A. Identifying Stereotypes and Misconceptions

What Are Stereotypes?

Key Concepts:

- **Stereotype Definition:** Oversimplified beliefs about a group of people based on characteristics like age
- **Why stereotypes harm:** They create barriers, limit relationships, and prevent us from seeing people as individuals

Activity: Stereotype Brainstorm

- Students write on sticky notes: "Seniors are..." and "University students are..."
- Post anonymously and discuss common themes
- Reveal how these are often stereotypes, not reality

Common Stereotypes About Seniors

Myths vs. Reality:

Common Stereotype	The Reality
"Seniors can't use technology"	Many seniors are tech-savvy; they may just need different learning approaches
"Old people are stuck in their ways"	Seniors have adapted through decades of change; they're resilient learners
"They're fragile and need constant help"	Most seniors are independent and capable; asking first shows respect
"Seniors are boring and out of touch"	They have diverse interests, hobbies, and knowledge from rich life experiences
"They don't understand modern problems"	They've faced similar challenges and offer valuable perspective

Real-World Impact:

- How these stereotypes make seniors feel isolated or undervalued
- How they prevent meaningful relationships from forming
- Personal story or video testimonial from a senior breaking these stereotypes

Discussion Questions:

1. Where do these stereotypes come from? (media, limited exposure, family attitudes)
2. Have you ever been stereotyped based on your age? How did it feel?
3. What seniors do you know who break these stereotypes?

Common Stereotypes About University Students

Common Stereotype	The Reality
"University students party all the time"	Most balanced academics, work, and responsibilities seriously
"They're just focused on grades/careers"	Many are passionate about social issues, volunteering, and community
"They think they know everything"	They're still learning and often value guidance and mentorship
"They're too busy for younger students"	Many enjoy mentoring and sharing their experiences
"They're all stressed and unapproachable"	Most are friendly and remember being in secondary school recently

Real-World Impact:

- How secondary school students might avoid reaching out for help or mentorship
- Missed opportunities for learning and guidance
- How university students feel misunderstood

Activity: Flip the Script

- In pairs, students role-play meeting a university student
- First round: Acting on stereotypes
- Second round: Approaching with openness
- Discuss the difference in outcomes

About Secondary Students

- **"They're immature and irresponsible"**
 - *Reality*: Dealing with complex social pressures and accelerated development expectations
 - *Root Cause*: Forgetting the natural developmental process and changing social context
 - *Impact*: Underestimating their capabilities and insights

- **"They have no attention span"**
 - *Reality*: Skilled at processing multiple information streams simultaneously
 - *Root Cause*: Confusing different information processing styles with deficits
 - *Impact*: Missing opportunities to learn from their adaptive skills

- **"They don't respect authority"**
 - *Reality*: Question authority as part of healthy development and changing social norms
 - *Root Cause*: Expecting traditional deference patterns in changing social context
 - *Impact*: Power struggles instead of mutual respect relationships

Understanding Communication Barriers

Beyond Stereotypes - Real Barriers

1. Generational Communication Style Differences

Generation	Preferred Communication	What to Know
Seniors (65+)	Face-to-face, phone calls, written letters	Value depth, eye contact, and personal connection
University Students (18-25)	Mix of text, social media, and in-person	Efficient, multitasking, appreciate directness
Secondary Students (13-18)	Text, social media, video calls	Visual, quick, informal style

Key Insight: Different isn't wrong - it's about bridging styles, not changing them.

2. Technology Gaps

- Not about capability, but about familiarity and teaching approach
- Different comfort levels with platforms and tools
- Patience and clear explanation bridges this gap

3. Assumptions and Prejudgment

- Assuming "they won't understand" before trying
- Judging based on age rather than individual personality
- Not giving people a chance to surprise us

4. Fear of Judgment

- Seniors may worry about seeming incompetent
- University students may feel pressure to have all the answers
- Secondary students may fear not being taken seriously

5. Different Life Experiences and Reference Points

- Historical events vs. current trends
- Different cultural touchstones (music, movies, events)
- Opportunity to learn, not a barrier if approached with curiosity

Activity: Barrier Scenarios Students receive scenario cards and identify:

- What stereotype or barrier is present?
- How could this situation be improved?
- What would you do differently?

B. Strategies to Foster Open Dialogue

Finding Common Ground:

Universal Topics That Connect Generations:

- Hobbies and interests (sports, music, cooking, games)
- Stories and experiences (travel, achievements, challenges overcome)
- Values and beliefs (what matter most, hopes for the future)
- Current events (from different perspectives)
- Learning and education (school experiences then vs. now)

Effective Question Types:

Open-ended questions (encourage stories and dialogue):

- "What was your favorite subject in school? What made it special?"
- "What's something you're proud of accomplishing?"
- "What advice would you give about [topic they care about]?"
- "How has [technology/society/your field] changed since you were my age?"
- "What are you passionate about right now?"

Avoid closed yes/no questions initially:

- Instead of: "Did you like school?"
- Try: "What do you remember most about your school days?"

Building Respect and Empathy

Show Respect Through:

1. Use appropriate names/titles
 - Ask how they prefer to be addressed
 - Err on the side of formality initially with seniors
2. Value their time and expertise
 - Thank them for sharing
 - Acknowledge what you've learned
3. Be patient with different paces
 - Some need more time to express thoughts
 - Technology may take longer - offer help respectfully
4. Share your own perspective respectfully
 - "In my experience..." not "You're wrong because..."
 - Bridge don't battle: "That's interesting, I've also noticed..."
5. Acknowledge differences without judgment
 - "We do things differently now, but I can see why that worked then"
 - "I hadn't thought of it that way before"

Building Empathy:

- Perspective-taking: Imagine being in their position
- Ask about feelings: "How did that make you feel?"
- Share vulnerabilities: Opens space for genuine connection
- Celebrate differences: Different perspectives make collaboration richer

Reflection

Key Takeaways

Remember:

1. Stereotypes are learned and can be unlearned, every person is an individual
2. Different communication styles are opportunities, not obstacles
3. Curiosity defeats assumptions, ask, don't assume
4. Everyone has something valuable to teach and learn, including you
5. Empathy grows through genuine connection, give people a chance

Reflection Questions

1. What surprised you most in this training?
2. What's one stereotype you held that you're reconsidering?
3. How will this change how you interact with seniors and university students?
4. What excites you about intergenerational collaboration?

Module 3: Developing Communication Skills

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 across 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 grabs 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 Seniors 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)**
 - Ask each participant to list topics they care about (e.g., health, neighborhood safety, storytelling, digital skills, environment, etc.)
 - As a group, cluster-overlapping interests on flipchart or sticky notes, highlighting where generations share motivation or complementary strengths.

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

- **Define clear goals and beneficiaries**
 - Guide groups to complete a prompt: “We want to work together to... (do what) ... for ...(who)...so that... (intended impact).”
 - 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 centre-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 Seniors and Secondary School 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: seniors 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 (Access Alliance).
- **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 Module 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 learning serves as steppingstones toward continuous growth, deeper understanding, and sustained positive interaction across generations: an invaluable contribution to social cohesion and collective wellbeing.

Practical Steps for Secondary Schools

Whether you are an existing or new school eager to initiate or expand intergenerational programming as a self-led effort, we recommend the following practical pathway:

1. Form a Core Team

Assemble a committed group of teachers from core subjects such as Citizenship, Economics and Society, Health Management and Social Care, Ethics and Religious Studies, Religious Education, or Life and Society. This team will drive the initiative forward and foster collaboration across disciplines. Aim to incorporate at least one intergenerational activity per term into these subjects or as part of service-learning curricula, drawing on the structured modules and project ideas provided in this manual.

2. Identify Community Partners

Connect with local elderly centres, NGOs, or community organizations to engage potential older adult partners. Schedule an introductory meeting to build rapport, align expectations, and explore areas of mutual interest.

3. Pilot and Integrate Activities

Begin by embedding an intergenerational activity within one existing subject or school-based programme (such as Service-Learning). Use the modules and resources in this manual as your foundation. Plan for at least one recurring intergenerational project cycle each year (e.g., 6–8 weeks), include this in the school calendar, and clearly assign responsibilities to teachers, coordinators, and student leaders.

4. Use and Adapt Project Resources

Utilize session plans, facilitation tools, and activity guides included in this manual. Tailor group sizes, topics, and schedules as needed to fit your unique school context and community partner.

5. Embed Reflection and Assessment

Incorporate meaningful reflection and assessment components—such as journals, presentations, or project reports—so that students’ and older adults’ participation is linked to academic and personal growth. This also ensures intergenerational engagement is an integrated part of holistic education, rather than a one-off activity.

6. Review, Refine, and Celebrate

After each programme cycle, gather feedback from students, older adults, and facilitators to identify successes and areas for improvement. Celebrate achievements in your school community, and use insights gained to enhance future programme cycles and expand participation.

4.3 Suggested Qualitative Evaluation Measurement

i-GESS Qualitative Interview Guides for Secondary School Students

Background information of interviewees

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

Questions

- 4.1 Do you have family members over 60 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 (For university students, secondary school teachers) Have you ever organized inter-generational learning activities?
- 6.2 If yes, how many inter-generational learning activities have you organized?
- 7.1 Do you interact with the older adults in your daily life?
- 7.2 If yes, how would you approach them and how often do you interact with the older adults?
- 7.3 If no, are you interested in interacting with the older adults? Why?
- 7.4 How would you describe your interaction with the older adults?
- 7.5 What difficulties do you think you will encounter when interacting with the older adults? How will you deal with those difficulties?
- 7.6 What topics will you talk about with the older adults (e.g. daily life, current events, studies, health issues, etc.)?
- 7.7 What were your impressions and understanding of the older adults before this inter-generational activity? Do you think your impressions and understanding of the older adults have changed after this activity?

7.8 What do you think about the older adult's view of young people? Have your thoughts changed after this activity?

7.9 How satisfied are you with this inter-generational learning activity? What have you gained?

7.10 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.)?

7.11 Will you devote yourself to courses or professions related to caring services in the future?

i-GESS Qualitative Interview Guides for School School Teachers

- 1.1 Were there any inter-generational learning activities organized at your school?
- 1.2 If yes, please introduce the activity.
- 1.3 If no, is your school interested in organizing inter-generational learning activities?
Why?
- 1.4 Based on your understanding, what do you think of the relationship between the young and the older adults?
- 1.5 What difficulties do you think schools will encounter when promoting inter-generational integration? How will you deal with these difficulties?
- 1.6 What factors will your school consider when organizing inter-generational learning activities (e.g. students' interest, nature and objectives of the activities, teachers' workload)?
- 1.7 What do you think of the benefits gained by students, teachers, and schools in inter-generational learning activities?
- 1.8 To what extent do you think this activity meet your expected goals?
- 1.9 Are you interested in integrating inter-generational integration into your teaching (or extra-curricular activities)? If so, how would you start?
- 1.10 Will you recommend or co-organize inter-generational learning activities with other schools? Why?
- 1.11 What role do you think you and your school can play in the future development of inter-generational learning activity?
- 1.12 How could the government or social service organizations support schools to promote inter-generational integration?

i-GESS 跨代共學計劃質性訪談面談指引 (中學生適用)

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** 60 歲以上的家庭成員?
- 4.2 你是否與他們同住?
- 5.1 你有**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 你在日常生活中會與長者來往嗎?
- 6.2 如有，你會如何接觸他們和有幾經常與長者來往?
- 6.3 如**沒有**，你有**有沒有**興趣與長者來往？點解？
- 6.4 你會如何形容你與長者的相處？
- 6.5 你認為與長者相處時會遇到什麼困難？當你感到困難時會如何處理？
- 6.6 你與長者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 你在跨代活動前對長者有什麼印象和認識？你認為今次活動後你對長者的印象和認識**有沒有**改變？
- 6.8 你認為長者如何看待年青人？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)?
- 6.11 你在未來會唔會修讀或投身與護老服務有關的課程或行業？

i-GESS 跨代共學計劃質性訪談面談指引 (中學校長及教師)

- 1.1 你有**沒有**舉辦過跨代共學活動?
- 1.2 如有，你舉辦過幾多個跨代共學活動?
- 2.1 你嘅學校有**沒有**舉行過跨代共學活動?
- 2.2 如有，請簡介活動內容。
- 2.3 如**沒有**，你嘅學校有**沒有**興趣舉行跨代共學活動? 點解?
- 2.4 就你所見，你認為年輕人和長者的關係如何?
- 2.5 你認為學校在推動跨代共融時會遇到什麼困難? 你會如何處理這些困難?
- 2.6 你嘅學校在舉行跨代共學活動時會考慮什麼因素 (如: 學生利益、活動的性質和目標、教師的工作量)?
- 2.7 你認為學生、教師和學校在跨代共學活動中有什麼得着?
- 2.8 你認為今次的活動有幾大程度達到你嘅預期目標?
- 2.9 你有**沒有**興趣將跨代共融融入你的教學中 (或者課外活動中) ? 若有，你會如何入手?
- 2.10 你會否向其他學校推介或合辦跨代共學活動? 點解?
- 2.11 你認為你和你嘅學校在未來的跨代共學活動發展中可以擔當咩角色?
- 2.12 你認為政府或社會服務機構可以如何支援學校推動跨代共融?

4.4 Suggested Quantitative Assessment Tool

i-GESS Quantitative survey (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 mu 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：黃賈瑩

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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