

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

## **Training Manual**

For University Teaching Staff

(December 2025 version)

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# **i-GESS Training Manual for University Teaching Staff**

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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 university teaching staff in 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 university teaching staff in embedding intergenerational learning with seniors and secondary school students into courses, service-learning modules, and community-based projects. It provides a structured framework that links social and psychological theory with field-based activities, offering guidance on program design, facilitation, and evaluation. By aligning intergenerational practice with academic learning outcomes, the manual helps you mentor university students as reflective practitioners while contributing to age-friendly, inclusive community development.

## 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.

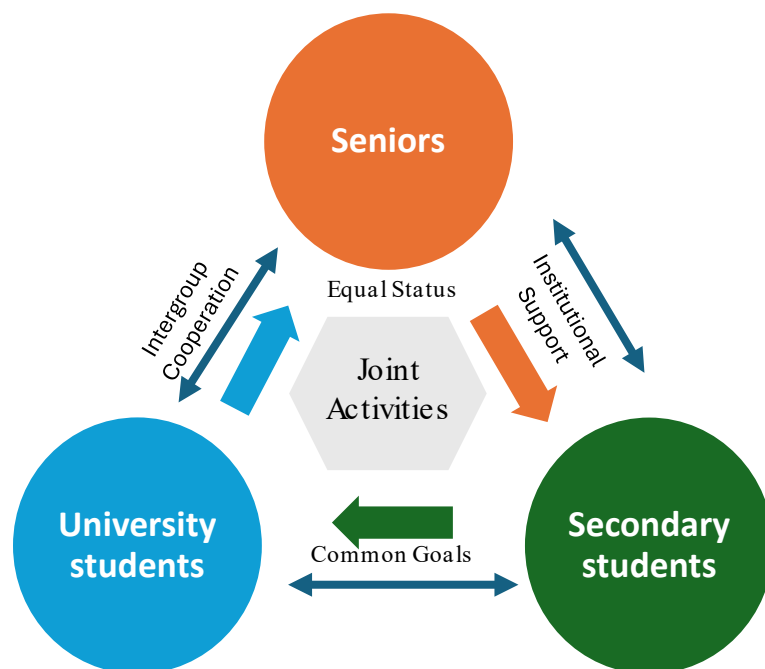
## **Applications in Intergenerational Programs**

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.
- University teaching staff should coordinate transport, accessibility, and digital support as needed.
- Materials and resources (e.g., WhatsApp or print versions for students and 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 University Teaching Staff

Lead the pedagogical framing and evaluation, and higher-level facilitation or mentorship of activities and projects, especially for university students.

- **Design the training arc:** Adapt modules (generational differences, barriers, communication strategies, interactive activities, project planning) into session plans and resources usable by all facilitators.
- **Lead training and higher-level facilitation:** Deliver short inputs or mini-lectures at key points, mentor university students as co-facilitators for small groups, and support complex project work.
- **Coordinate evaluation:** create simple tools (surveys, reflection prompts, and observation checklists) and oversee analysis and knowledge-sharing.
- **Sustain institutional support:** Secure university endorsement, credit or recognition for student participation, and help with document, reporting and potential funding applications.

#### 2.1.1 Core Responsibilities

Acting as mentors for university students, leading and facilitating training sessions, lectures, and workshops, examining the program's impact, conducting research, evaluation, and enhancing learning integration.

- **Program Evaluation and Research:** Design and implement systematic assessment of program effectiveness
- **Advanced Project Facilitation:** Guide complex collaborative projects requiring research and analysis
- **Professional Development:** Provide academic credit and career development opportunities for university students
- **Best Practice Documentation:** Research and disseminate program models for replication

#### 2.1.2 Contact Theory Implementation

- **Evidence-Based Design:** Apply research on intergroup contact to optimize program structure
- **Outcome Measurement:** Develop rigorous evaluation protocols aligned with contact theory predictions
- **Institutional Support Cultivation:** Secure university support through academic and research value
- **Theory-Practice Integration:** Ensure program activities reflect current social psychology research

### 2.1.3 Specific Activities Leadership

- **Research Projects:** Guide intergenerational teams in community-based research initiatives
- **Data Collection and Analysis:** Facilitate systematic documentation of community issues and solutions
- **Academic Presentation Development:** Help teams present findings to broader community
- **Professional Skill Building:** Integrate career development and academic learning objectives

### 2.1.4 Collaborative Contributions

- **Research and Evaluation Expertise:** Design assessment tools and analyze program effectiveness
- **Theoretical Framework Knowledge:** Apply social psychology and gerontology research to program improvement
- **Grant Writing and Funding:** Secure external funding for program sustainability and expansion
- **Publication and Dissemination:** Share program models with academic and professional communities

## Section 3: Training Course

### Module 1: Generational Awareness

#### Overview of Generational Characteristics

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.
- 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 Framework

#### 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: Identifying and Addressing Barriers

This module helps university students understand common barriers when communicating and collaborating across generations: including seniors and secondary school students, by focusing on two key areas: *Common Misunderstandings in Communication* and *Cultural Competence in Interactions*. Understanding these aspects fosters empathy, reduces ageism, and improves mutual respect and collaboration.

### A. Common Misunderstandings in Communication

- **Generational Stereotypes and Ageism:** Negative assumptions such as seniors being "stubborn" or "living in the past" and youth being "disrespectful" often hinder open communication. Evidence shows intergenerational contact can reduce these biases by promoting positive experiences with the seniors.
- **Differences in Communication Styles:** Seniors may prefer face-to-face, slower-paced conversations and value storytelling, while younger generations often rely on digital platforms and brief messaging. Awareness of such preferences prevents frustration and misunderstandings.
- **Hearing and Cognitive Barriers:** Sensory declines or cognitive impairments, common among some seniors, require patience, clear articulation, and confirmation of understanding.
- **Emotional and Cultural Expectations:** Seniors might expect respect or formality, while younger people lean toward casual talk. Recognizing these expectations can prevent perceived disrespect.
- **Strategies to Overcome:** Active listening, patience, clarifying questions, and respectful confirmation ensure messages are understood as intended.

## B. Cultural Competence in Interactions

- **Understanding Generational Contexts:** Each generation grows under different historical, social, and technological environments shaping their values and behaviors. For example, seniors may value loyalty and resilience due to life events like wartime or economic hardship, while youth prioritize innovation and diversity.
- **Embracing Diversity and Inclusion:** Cultural competence means recognizing and valuing these differences rather than judging them. It fosters openness to different worldviews.
- **Addressing Institutional and Psychological Barriers:** Older adults may face barriers like lack of transportation, health issues, or low confidence that impede participation. Younger generations should be empathetic and proactive in facilitating access and support.
- **Combating Stereotypes Through Intergenerational Engagement:** Structured programs that encourage meaningful contact help dismantle myths about seniors and youth.
- **Practical Tips:** Approach every interaction with curiosity and humility, avoid assumptions, seek to learn from others' experiences, and adapt communication styles to be inclusive.

### Summary & Application

- **Reflect:**  
What stereotypes or assumptions do I hold about seniors or younger generations?
- **Practice:**  
Use active listening and clarify meaning in intergenerational conversations.
- **Engage:**  
Participate in intergenerational activities to gain firsthand experience, reducing ageism and improving communication.

### **Module 3: Advanced Communication Techniques**

This module equips participants with practical tools to communicate effectively across generations, focusing on 1) *Basic Communication Skills*, 2) *Building Empathy and Understanding*, and 3) *Conflict Resolution Strategies*. These strategies help bridge misunderstandings, foster trust, and strengthen intergenerational collaboration.

#### **A. Basic Communication Skills**

Focus on developing skills tailored for communicating respectfully and effectively with seniors, including awareness of slower speech, hearing challenges, and the value of patience.

#### **Interactive Exercises:**

- **Role-Playing with Senior Communication Tips:**

Students pair up; one plays a senior (using guidance on typical senior communication styles), while the other practices clear speaking, pacing, and active listening. Switch roles after feedback.

- **Non-Verbal Sensitivity Practice:**

Students engage in activities that emphasize reading subtle facial expressions or tone variations common among seniors and responding empathetically.

**Learning Outcomes:** Students become more patient and attentive communicators, adapting their communication style to seniors' preferences and needs.

## **B. Building Empathy and Understanding**

Foster deeper awareness of seniors' life experiences, values, and potential challenges like isolation, generational gaps, or health issues.

### **Learning Objectives**

- Develop cognitive and emotional empathy skills specifically for intergenerational relationships
- Practice perspective-taking across different generational experiences
- Learn to suspend judgment while building genuine understanding
- Create emotional bridges that connect rather than divide generations

### **Content:**

#### **Empathy Foundations for Intergenerational Understanding**

##### Cognitive Empathy: Understanding Different Perspectives

- **Historical Context Appreciation:** Understanding how different historical periods shaped worldviews
- **Generational Logic Recognition:** Seeing how behaviors and attitudes make sense within generational context
- **Systems Thinking:** Understanding how different economic, social, and technological systems influenced different generations
- **Future vs. Past Orientation:** Appreciating different time perspectives and their validity

##### Emotional Empathy: Feeling with Others

- **Universal Emotion Recognition:** Identifying shared human emotions across generational expressions
- **Contextual Emotion Understanding:** Recognizing how same emotions manifest differently across generations
- **Emotional Validation:** Acknowledging and honoring emotional experiences different from one's own
- **Compassionate Response:** Responding with care rather than judgment to generational differences

## Empathetic Communication Techniques

- **Perspective Bridging:** "If I had grown up when you did, I might feel similarly"
- **Experience Validation:** "Your experience sounds really challenging/meaningful/important"
- **Curiosity Expression:** "Help me understand what that was like for you"
- **Connection Finding:** "That reminds me of when I experienced..."

## **Interactive Learning Activities**

**Activity: Empathy Circle Storytelling Setup:** Intergenerational circles of 8-10 participants with structured storytelling protocol

### **Round 1: Life Challenge Stories**

- **Process:** Each person shares a significant challenge they faced and how they overcame it
- **Listening Focus:** Others listen to the emotions, resources, and strategies used
- **Empathy Practice:** Reflecting the courage, wisdom, or resilience they hear in each story

### **Round 2: Dream and Hope Sharing**

- **Process:** Each generation shares their hopes and dreams for the future
- **Listening Focus:** Identifying shared hopes despite different expressions
- **Empathy Practice:** Connecting to the emotions and values behind different dreams
- **Contact Theory Application:** Common goals (shared future hopes), cooperation (understanding different paths to similar goals)

### **Round 3: Wisdom Exchange**

- **Process:** Each person shares one piece of wisdom they'd want other generations to know
- **Listening Focus:** Receiving wisdom with openness and appreciation
- **Empathy Practice:** Understanding the life experiences that generated this wisdom
- **Contact Theory Application:** Equal status (everyone has wisdom to share), institutional support (valuing all forms of knowledge)

### **C. Conflict Resolution Strategies**

Tailored to address typical intergenerational misunderstandings or conflicts between university students and seniors, such as technology use, communication pace, or social values.

#### **Interactive Exercises:**

- **Scenario Role-Play on Senior-Student Conflicts:** Scenarios include challenges like digital literacy gaps, value mismatches, or perceived impatience. Students practice patient listening, validating senior concerns, and collaboratively find respectful compromises.
- **Collaborative Solution Workshops:** Groups brainstorm practical strategies to bridge generational divides, emphasizing role reversal to see conflicts from seniors' perspective.
- **Reflection Journal:** Students write brief reflections on how understanding seniors' experiences alters their approach to conflict or communication challenges.

**Learning Outcomes:** Students develop patience, flexibility, and respectful dialogue skills to navigate and resolve intergenerational conflicts positively.

## 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.

### 1. 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.

### 2. 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.

### 3. Planning for Collaborative Projects (with Seniors and Secondary School 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, 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 (practitioners 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 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-minutes 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 DECC.
- **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: Reflection and Growth**

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, 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 (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 learnings serve 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 University Teaching Staff and Academic Departments**

For university staff and academic units interested in initiating or expanding intergenerational programmes, the following pathway supports a self-led, sustainable approach:

#### **1. Integrate Intergenerational Elements into Existing Courses**

Identify opportunities to embed the programme within current courses—such as those in social sciences, education, health, humanities, communication, or business. Incorporate intergenerational engagement as part of service learning, practicum, capstone, or community-based project requirements, ensuring that participation is recognized with explicit course credit or assessment weighting.

#### **2. Create a Dedicated Intergenerational Stream or Module**

Work with your department to establish an ongoing intergenerational or community engagement stream within the curriculum. Strive to ensure that each academic year involves at least one cohort of students collaborating with seniors and, where possible, secondary school students, fostering continuity and broadening impact.

### **3. Embed Reflection, Research, and Continuous Improvement**

Design course components—such as reflective journals, research projects, presentations, or portfolio assessments—that encourage students to evaluate both their learning and the effectiveness of the intergenerational activities. Use these insights to refine the programme each year, and share successful practices and findings through departmental seminars, faculty meetings, or broader university networks.

### 4.3 Suggested Qualitative Evaluation Measurement

#### i-GESS Qualitative Interview Guides for University 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 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 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?
- 7.7 What do you know about inter-generational learning activities?
- 7.8 Are you interested in promoting inter-generational integration after becoming a teacher? How will you promote it?

7.9 What do you think of the relationship between the young and the older adults?

7.10 Based on your understanding, how would you evaluate the current inter-generational learning activities in local secondary schools? How would you suggest schools to organize better activities?

## 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
<b>Attitudes toward other generations</b>					
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.					
<b>Stereotypes and prejudice</b>					
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.					
<b>Communication confidence and skills</b>					
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.					
<b>Perceived equal status and cooperation</b>					
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.					
	<b>Programme experience and impact</b>					
	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.					

## 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.
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