

Intergenerational School Projects Project Toolkit

Introduction

The following Toolkit is designed to assist individuals and groups looking to set-up or develop intergenerational projects in Rhondda Cynon Taf. It aims to be a generic guide that could be used by novices and experts alike.

Contents

The Toolkit is made up as follows:

- Overview of the process (Page 2)
- Detailed “step-by-step” guide through the process (Pages 3 – 9)
- Sample Templates for paperwork you may wish to use (Pages 10 – 21)

Making the Toolkit work for you

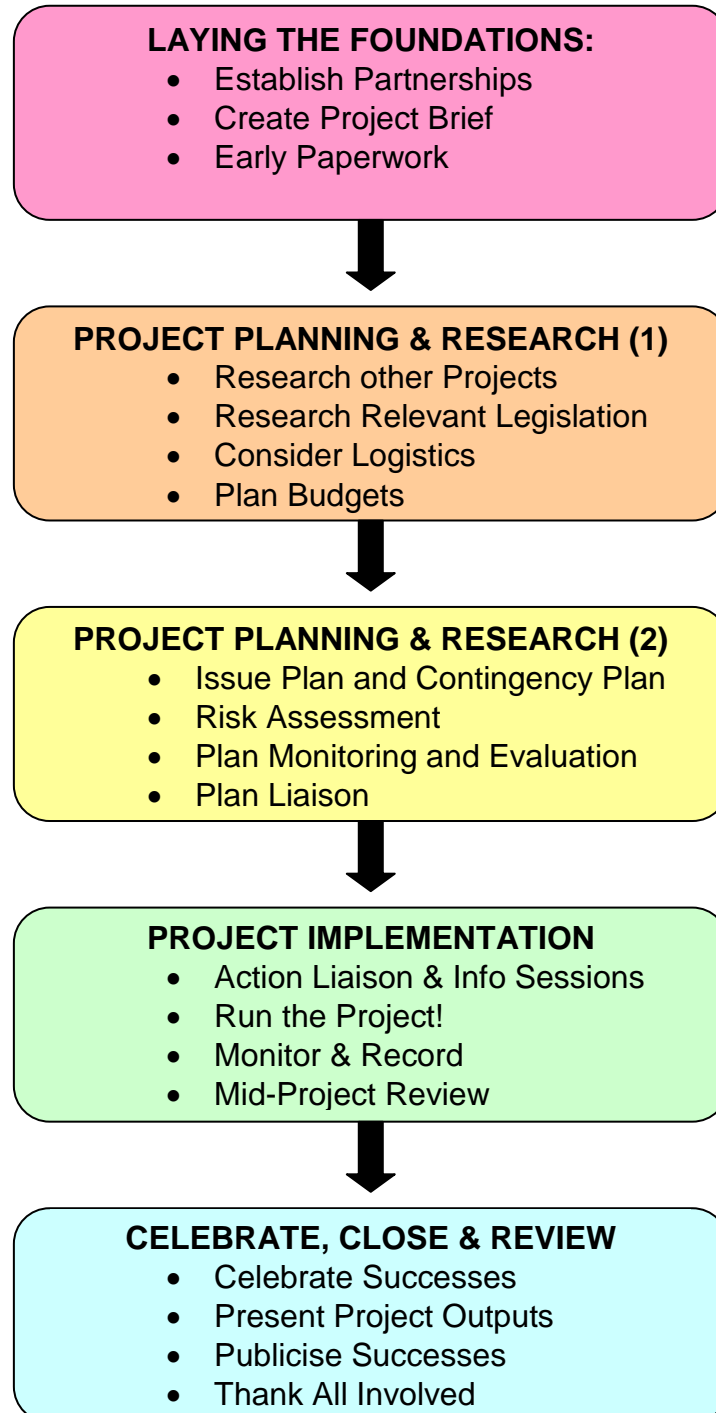
Whilst the Toolkit offers a very structured approach, it should also be viewed as a flexible and versatile guide that can be used as seen fit by the user. Every Project is unique, as are the individuals involved in them, and the approach offered by the Toolkit should be adapted to help you deliver upon the aims of your Project.

As such, please feel free to use, amend or ignore the templates as appropriate to your Project. However, it is strongly recommended that you try using each of the templates provided so you can understand for yourself the value that they may or may not bring.

Thank you, and good luck with your Project!

Intergenerational School Projects

Overview of the Process



LAYING THE FOUNDATIONS

Establish Partnerships	
<ul style="list-style-type: none"> • Establish Partners and achieve buy-in • Establish Project Steering Group 	<ul style="list-style-type: none"> • Think about involving: <ul style="list-style-type: none"> ✗ Community School Cluster Worker ✗ School Head ✗ School Teachers / Learning Support Assistants ✗ Care Establishment / Sheltered Accommodation Manager ✗ Care / Support Staff ✗ Voluntary Agencies ✗ Communities First ✗ Local Police
<ul style="list-style-type: none"> • Agree Roles and Responsibilities 	<ul style="list-style-type: none"> • What are people's roles during the set-up process? • What will people's roles be once the Project is up and running? • Use Action Plans to delegate tasks and actions
<ul style="list-style-type: none"> • Establish Communication Network 	<p>(Template 1)</p>
Create Project Brief	
<ul style="list-style-type: none"> • Create a Project Plan Overview to ensure that all parties are of a consistent understanding of the Project from the outset <p><i>At the early stages it may not be possible to complete the Project Plan Overview in full. However, it can be used to record as much detail as is known and to assist the Project Co-ordinator in understanding some of the additional details that need to be considered in the Research & Planning stage.</i></p>	<ul style="list-style-type: none"> • Project Plan Overview will alter from project to project but a generic template is provided (Template 2) • Project Plan should detail: <ul style="list-style-type: none"> ✗ Aim & Objectives ✗ Brief overview of the Project ✗ Details of Times and Dates ✗ Venue and Transport Logistics ✗ Details of who / how many people will be involved ✗ How you plan to liaise with participants, parents / guardians and relatives ✗ Overview of Health and Safety and Issue Identification ✗ Project Costs and Resources Required ✗ Details of planned Monitoring, Evaluation and Celebration
<ul style="list-style-type: none"> • Update the Project Plan Overview as details change over time 	<ul style="list-style-type: none"> • Ensure all members of the Project Steering Group are up-to-date with the Project Plan Overview as things change

LAYING THE FOUNDATIONS (Cont...)

Early Paperwork	
<ul style="list-style-type: none"> Needs Analysis 	<ul style="list-style-type: none"> May want to consider needs of: <ul style="list-style-type: none"> ✗ School pupils ✗ Older people ✗ Schools ✗ Teachers ✗ Care establishment or sheltered accommodation complex ✗ Care / support staff ✗ Project co-ordinator ✗ Location of Project ✗ Community
<ul style="list-style-type: none"> Project Failure Prevention Analysis 	<ul style="list-style-type: none"> Assess the likely influences that could cause your Project to fail Plan how to overcome these challenges before they hit Sample provided in (Template 3)
<ul style="list-style-type: none"> Action Plans 	<ul style="list-style-type: none"> Use Action Plans to delegate tasks and actions (Template 4) Specify who is responsible for each task and specify when tasks should be completed by to keep Project on track
<ul style="list-style-type: none"> Project Timescale 	<ul style="list-style-type: none"> Make a list of key dates and targets (milestones) to maximise the likelihood of your Project “going live” on the planned date

PROJECT PLANNING & RESEARCH: PART 1

Research other Projects	
<ul style="list-style-type: none"> Research what other projects are being run. Remember, there are already a number of successful Projects in operation within Rhondda Cynon Taf Use the learning to help develop your Project – don't try to re-invent the wheel where it is appropriate to share good practice! 	<ul style="list-style-type: none"> Speak to the Project Co-ordinator and practitioners involved Visit other Projects in operation Shadow relevant practitioners to learn from them Identify things that could work for your Project and what you would need to change Establish good relations with other Projects to share good practice and lessons-learnt Ask questions about concerns that you have – they may have come across similar issues in the past
Relevant Legislation	
<ul style="list-style-type: none"> Research areas of legislation that are relevant to your Project 	<ul style="list-style-type: none"> Ensure that you are aware of child protection and protection of vulnerable adults issues and adhere to good practice guidelines Careful consideration must be given to Health & Safety issues
Consider Logistics	
<ul style="list-style-type: none"> Consider and plan the “nitty-gritty” of the Project in detail <p style="margin-left: 20px;"><i>Many of the logistics are listed in the Project Plan Overview, so make sure this is up-to-date and that all partners have a copy</i></p>	<ul style="list-style-type: none"> Many of the logistics will centre around the: <ul style="list-style-type: none"> ✗ Who? ✗ Where? ✗ What? ✗ Why? ✗ When? ✗ How? The logistics are what make your Project unique to any other
<ul style="list-style-type: none"> Consider how the theoretical logistics will be turned into reality 	<ul style="list-style-type: none"> You may wish to use Action Plans to help with this (<i>Template 4</i>)
Plan Budgets	
<ul style="list-style-type: none"> Consider what budgets and resources will be required for the Project and how these will be sourced 	<ul style="list-style-type: none"> Consider set-up and on-going costs To ensure your Project is sustainable you must ensure you can permanently cover any on-going costs Remember, Projects need not cost vast sums of money. Some Projects have been run successfully on a very low budgets

PROJECT PLANNING & RESEARCH: PART 2

Issue Plan and Contingency Plan

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| <ul style="list-style-type: none">• Create an Issue Plan or Contingency Plan | <ul style="list-style-type: none">• Highlight likely or possible issues that may present in the duration of your Project and how you intend to manage them should they occur• Creating an Issue Plan will help you consider and plan for possible eventualities and help people understand how to react when under pressure• Some examples and suggestions have been formulated and are demonstrated in (Template 5)• You can't plan for every eventuality, but an Issue Plan will help set the tone for the approach that should be taken when reacting to situations• Issue Plans can be used to answer some concerns that parents / guardians or relatives may raise |
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Risk Assessment

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| <ul style="list-style-type: none">• Create a health and safety Risk Assessment, considering risks to all involved with the Project | <ul style="list-style-type: none">• Guidance and template provided (Template 6)• The point of a Risk Assessment is to identify risks along with appropriate ways to reduce and manage them• There is no such thing as a risk-free Project, but risks can be well managed and minimised• Consider risks:<ul style="list-style-type: none">✗ Within the venue✗ Within transport arrangements✗ To staff✗ To pupils✗ To older people✗ To volunteers• Where you have identified measures to control risks, ensure these controls are carried out• Risk Assessments should be reviewed following an incident, following a change in circumstances (e.g. change of venue) or on a regular basis |
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PROJECT PLANNING & RESEARCH: PART 2 (Cont...)

Plan Monitoring, Evaluation, Celebration and Promotion	
<ul style="list-style-type: none"> Plan how you will monitor, evaluate, celebrate and promote the Project 	<ul style="list-style-type: none"> Plan regular monitoring in order to accurately assess the impacts of your Project over a period of time Don't rely solely on retrospective evaluations – many impacts get easily forgotten or overlooked Regular monitoring helps establish if the Project is on course to deliver the benefits that you aimed to achieve Sample monitoring forms provided (Template 7) How do you plan to evaluate the Project to demonstrate its value and review lessons learnt along the way? How will you celebrate the successes of the Project once it is finished? Suggestions include: <ul style="list-style-type: none"> ✗ Celebratory school assembly with participants, parents, relatives, other school pupils etc. ✗ Holding a separate, independent celebration event ✗ Showcase Project work and photos in school or older person's establishment Presuming your Project is successful, how do you plan to publicise it to the wider public? (e.g. via the Council's website, through press releases etc.)
Plan Liaison	
<ul style="list-style-type: none"> Agree with the Project Steering Group how you will liaise with participants and interested parties 	<ul style="list-style-type: none"> Plan how you will explain the project to, and liaise with: <ul style="list-style-type: none"> ✗ Older people ✗ School pupils ✗ Relatives/carers of older people ✗ Parents/guardians of school pupils
<ul style="list-style-type: none"> Agree what (if any) information sessions you plan to run, and who they will be for 	<ul style="list-style-type: none"> Topics may include mental health awareness raising for example, and could be for pupils only or may also include parents How will you integrate these sessions within the Project programme?
<ul style="list-style-type: none"> Consent for photographs 	<ul style="list-style-type: none"> When will you write to parents/guardians of pupils seeking consent for taking photographs? Sample letter provided (Template 8)

PROJECT IMPLEMENTATION

Action Liaison & Information Sessions

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| <ul style="list-style-type: none"> • Put the planned liaison and information sessions into action | <ul style="list-style-type: none"> • You may wish to use Action Plans to help with this (Template 4) • Ensure appropriate consent letters have been sent ample time before taking photos / videos of the Project in operation |
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Run the Project!

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| <ul style="list-style-type: none"> • This is the moment everyone has been working towards! • A few suggestions from existing practitioners have been listed, right, you may wish to consider using | <ul style="list-style-type: none"> • A few suggestions from existing practitioners include: <ul style="list-style-type: none"> ✗ Before the first session ask the school pupils to come up with their own “contracts” for behaviour – if they come up with the rules they may be more likely to stick to them ✗ Run a ‘recce’ session before the first week of the Project so participants know what to expect ✗ Use name badges that also include other interesting information about the person, such as their interests or whether they own a pet etc. These can be great conversation-starters! ✗ Allow time between sessions to reflect on the last session and prepare for the next one |
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Monitor & Record and Mid-Project Review

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| <ul style="list-style-type: none"> • Implement the planned monitoring and recording processes • Mid-Project review with various stakeholders, including members of the Steering Group | <ul style="list-style-type: none"> • In practice, is the Project <ul style="list-style-type: none"> ✗ Mutually beneficial? ✗ Meaningful? ✗ Fun and enjoyable? • Is the Project on course to deliver its aims? • Keep a record of all participants • Take photos or videos • Record examples of individuals that are particularly benefiting / developing from the Project • Record lessons learnt for future reference • Monitor issues such as budgets, how the Project continues to fit in with timetables etc. as relevant to your project |
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CELEBRATE, CLOSE & REVIEW

Celebrate Success

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| <ul style="list-style-type: none"> • Put planned celebration events into action - end the Project on a positive note! | <ul style="list-style-type: none"> • Celebrating success is very important in empowering participants and contributors to recognise what they have achieved • Ending your Project on a positive note is more likely to encourage those involved to get involved in similar initiatives in the future |
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Present Project Outputs

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| <ul style="list-style-type: none"> • Showcase the materials produced by your Project (such as models, scrapbooks, posters etc.) | <ul style="list-style-type: none"> • Where possible, do this in places where people from outside the Project can see what the Project has achieved and participants take pride in what they have produced. For example, materials and information could be displayed at a school fete. |
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Publicise Successes

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| <ul style="list-style-type: none"> • Publicise the Projects successes to a wider audience, as per your plan | <ul style="list-style-type: none"> • Suggestions include: <ul style="list-style-type: none"> ✗ Press release in local newspaper ✗ Council website ✗ School / older person's establishment website ✗ Newsletters, where appropriate ✗ Create posters ✗ Tell people! |
|--|--|

Thank All Involved and Close Project

- | | |
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| <ul style="list-style-type: none"> • Thank participants and staff and close Project | <ul style="list-style-type: none"> • Thanking those involved is a great way to close a Project, and helps to recognise the time and energies that people have contributed • One idea might be to ask the school pupils to write 'thank you' letters to the older people and other participants, such as staff. This has educational value in the form of letter writing and helps to teach the importance of manners and respect. |
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Go back to ...
[Establish Partnerships](#)

Intergenerational School Project Project Steering Group Contact Sheet

Template 1

Name and Address of School: [Name] [Address] [Address] [Post Code] [Tel]	Name and Address of Older Person's Establishment: [Name] [Address] [Address] [Post Code] [Tel]
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Overall Project Co-ordinator	[Name]	[Job Title]	[Telephone No.]	[e-mail address]
Community School Cluster Worker (if involved)	[Name]		[Telephone No.]	[e-mail address]
School Representatives	[Name]	[Job Title]	[Telephone No.]	[e-mail address]
	[Name]	[Job Title]	[Telephone No.]	[e-mail address]
	[Name]	[Job Title]	[Telephone No.]	[e-mail address]
Care Establishment / Sheltered Accommodation Representatives	[Name]	[Job Title]	[Telephone No.]	[e-mail address]
	[Name]	[Job Title]	[Telephone No.]	[e-mail address]
	[Name]	[Job Title]	[Telephone No.]	[e-mail address]
	[Name]	[Job Title]	[Telephone No.]	[e-mail address]
Voluntary Organisation Representatives	[Name]	[Voluntary Organisation]	[Telephone No.]	[e-mail address]
	[Name]	[Voluntary Organisation]	[Telephone No.]	[e-mail address]
	[Name]	[Voluntary Organisation]	[Telephone No.]	[e-mail address]
Communities First Co-ordinator (if applicable)	[Name]		[Telephone No.]	[e-mail address]
Other Representatives	[Name]	[Organisation]	[Telephone No.]	[e-mail address]
	[Name]	[Organisation]	[Telephone No.]	[e-mail address]
	[Name]	[Organisation]	[Telephone No.]	[e-mail address]

Intergenerational School Project **Template 2**

Project Plan Overview (Page 1 of 3)

School:	Older Person's Establishment:
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Project Co-ordinator:

The Project	
Brief description of what will happen in the Project	
What are the desired benefits that the Project will deliver and what will "success" look like?	
Have you considered... (✓ as appropriate)	
Activities are "Meaningful" <input type="checkbox"/>	Project is "Mutually Beneficial" <input type="checkbox"/>
Activities are "Enjoyable" <input type="checkbox"/>	Activities are "Equal Opportunities" <input type="checkbox"/>
Appropriate Theme(s) <input type="checkbox"/>	Fits into National Curriculum <input type="checkbox"/>
Times and Dates	
Project start date?	
What day of the week will the groups meet and at what times?	
How regularly will the groups meet?	
For how many weeks will the groups meet?	
Have programme timetables or class-plans been created? (If not, by whom and by when?)	
Details of who is responsible for the session-to-session planning / collation of work / further research etc. and time that is made available to undertake this:	
Venue & Transport	
Where will the groups meet?	
How will the school pupils get to the venue?	
How will the older people get to the venue?	
Does the venue meet accessibility criteria?	
Have you considered logistics within the venue , such as where the toilets are / security etc.	

Intergenerational School Project Project Plan Overview (Page 2 of 3)

Involvement	
How many school pupils will be in each session?	
How many older people will be in each session?	
How many Teachers / LSA's will be required?	
Who are they?	
How many care / support staff will be required?	
Who are they?	
How many volunteers will be involved?	
Who are they?	
Who requires a CRB Check before they can get involved in the Project (and isn't already checked)?	
What is the role of the Project Co-ordinator once the Project is up and running?	
What staff training and development requirements are there prior to the Project starting?	
Liaison	
How and when will you liaise with the older people about the project?	
How and when will you liaise with the older people's relatives / carers about the project?	
How and when will you liaise with the school pupils about the project?	
How and when will you liaise with the school pupils' parents / guardians about the project?	
Date of letters sent out requesting Parental / Guardian Consent for taking photographs?	
Details of any of information sessions that will be run as a part of this Project (<i>e.g. Mental Health awareness raising session for school pupils etc.</i>)	

Intergenerational School Project Project Plan Overview (Page 3 of 3)

Health & Safety and Identification of Issues	
Has a Risk Assessment been completed?	
Risk Assessment review date ?	
Have you listed likely issues and identified appropriate solutions or contingency plans?	
Where do you keep a record of accidents / incidents and near misses ?	
Project Costs and Resources Required	
What are the predicted project set-up costs?	
<u>Approx Cost:</u>	<u>Met By:</u>
What are the predicted on-going Project costs?	
<u>Approx Cost:</u>	<u>Met By:</u>
List equipment / resources / IT / software etc required for the Project	
<u>Resource required:</u>	<u>Provided By:</u>
Monitor / Evaluate & Celebrate	
How do you plan to monitor progress made by the Project?	
How do you plan to evaluate the impacts of the Project?	
How do you plan to celebrate / close the Project (e.g. <i>presentation assembly etc.</i>)?	
How do you plan to publicise the Project and the impacts it has made?	

Intergenerational School Project Failure Prevention Analysis

Go back to ...
Early Paperwork

School:	Older Person's Establishment:
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Project Co-ordinator:

What factors could cause the Project to fail?	Likelihood (Score 1 – 10)	Impact (Score 1 – 10)	Overall (Likelihood X Impact)

A Failure Prevention Analysis may sound like a very formal document but, put simply, it can be used to help you identify factors that may cause your Project to fail so you can make plans to prevent or manage them.

Start by listing any potential factors in the table above, grade the Likelihood of each of them occurring out of 10 (with 10 being very likely) and grade the Impact that factor would have on the Project. Finally, multiply the two numbers to give an Overall score – the ones with the highest overall scores are the factors that you should concentrate on preventing or managing as a priority.

You will not be able to prevent all of the factors, and some may be outside of your control, but completing this exercise should help identify some actions that you (and your team) need to take to ensure your Project goes according to plan.

A very brief sample table follows as an example:

What factors could cause the Project to fail?	Likelihood (Score 1 – 10)	Impact (Score 1 – 10)	Overall (Likelihood X Impact)
Parents are not supportive of the Project and don't want their children to participate	4	10	40
Residents feel that the one-hour sessions are too long	5	5	25
School mini-bus becomes unavailable	2	8	16

Go back to ...
[Early Paperwork](#)

Intergenerational School Project Action Plan

Template 4

School:

Older Person's Establishment:

Project Co-ordinator:

Date Issued:

Page ____ of ____

Action Number	Action / What needs to happen	Who is Responsible	By When	Details of Progress or General Notes
A1.				
A2.				
A3.				
A4.				
A5.				
A6.				
A7.				
A8.				
A9.				
A10.				

Template 5

Intergenerational School Project Issue Plan (Page 1 of 2)

School:	Older Person's Establishment:
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Project Co-ordinator:

Potential Issues	Planned way of managing this issue
"Inappropriate behaviour" of school pupils	Teacher / LSA will ask the pupils to come up with their own "rules" for good behaviour prior to the first session to make sure pupils understand what is and isn't appropriate. Teacher / LSA will attend each session and will discipline pupils in the same way as if they act inappropriately at school, although they will be removed from the Project setting in the first instance to minimise disruption to service users / other pupils / care staff. The teacher / LSA will make a decision concerning whether the pupil be allowed to continue in future Project sessions.
"Inappropriate behaviour" of service user	Staff providing care will be aware of individuals who may act inappropriately on occasions due to confusion/dementia. These staff will monitor these individuals and are prepared to intervene and prevent incidents occurring. If an incident does occur the individual should be distracted and engaged in another more appropriate activity. Where this is not possible they should be helped to leave the area where the project is taking place. Consideration will then be given as to whether it would be appropriate for the individual to continue to participate in the future. In these cases the younger people participating will be referred back to the information and discussion they have had on dementia at an appropriate time (this may not be appropriate while they remain in the care setting). Where inappropriate behaviour is unrelated to confusion etc. the older person should be asked to leave the area where the project is taking place, the issue should be discussed and consideration given as to whether their continued involvement is appropriate.
Service user is feeling unwell during the session	Member of care staff sees to the service user and they are offered the opportunity to withdraw from the session. Health matters take a priority over the Project operation, although the teacher / LSA will remain with the school pupils at all times.
Teacher / LSA responsible for the school group is off work on one of the Project's days	School Headteacher has agreed that the Supply Teacher will accompany the group should this occur.

Intergenerational School Project Issue Plan (Page 2 of 2)

Potential Issues	Planned way of managing this issue
Teacher / LSA does not have enough time between sessions to complete the required preparation work	Teacher / LSA has been designated two hours of class preparation time, which should be ample. Teacher / LSA to understand time restraints and manage their time. If at a later date it is felt that this is insufficient the teacher / LSA will inform the Headteacher.
The number of service users participating in the Project drops significantly	Care staff to speak to residents outside of the Project and establish the reasons for this. Participation will always be optional, but care staff to motivate residents where appropriate.
The Project requires specialist skills that we don't have (such as advanced IT skills)	Specialist skills to be identified in the Project plan. Where other staff have specialist skills already they will be encouraged to share them. For example, Mr Bloggs at the School could help care staff learn IT skills if required.
Addressing the issue of bereavement if a service user the pupils know passes away	Use this to teach pupils about death and celebrate life. Give pupils the opportunity to express how they feel appropriately and ask if they would like to write or draw something. Say it is OK to be sad but use positive reminiscence to focus of the person's memory. Make sure parent or guardian is aware of situation so they can also offer support.
School pupil, service user or member of staff have an accident	First aid only to be administered by trained individuals. Accident / Incident forms to be completed after each accident and forwarded on as appropriate.
The Fire Alarm is activated during one of the sessions	Pupils to be told that the fire drill is exactly the same as in school – we go outside quickly but calmly and queue for the teacher / LSA to take a register. Care staff to tend to service users in the usual way.

Health & Safety Risk Assessment: A Rough Guide

The following is a brief guide for how to complete a Risk Assessment for your Intergenerational School Project. More comprehensive information can be obtained from the Council's Health & Safety Team or by visiting the Health & Safety Executive website, <http://www.hse.gov.uk/>

Definitions:

- Hazard** = Anything that may cause harm, such as sharp objects, use of electricity or chemicals etc.
- Risk** = The likelihood of someone being harmed by the hazard, together with an indication of how serious the harm could be.

How do I go about assessing risks?

- STEP 1:** Brainstorm a list of activities that may cause harm and list all recognised Hazards. Try to do this with other people involved in the Project if possible (e.g. Project Steering Group) to cover all areas. You may find that members of the Steering Group can also advise on Risk Assessments which have already been completed that you could use / refer to, such as Risk Assessments covering school trips etc.
- STEP 2:** From this list you can discount any hazards that you consider to be both extremely unlikely and that would cause little harm. However, you should keep a copy of this list on file in case required at a later date.
- STEP 3:** Complete a Risk Assessment for the other Hazards you have identified, as per the attached Risk Assessment template.
- STEP 4:** Ensure that any "Further Action Required" highlighted in the Risk Assessment is completed prior to Project commencing.
- STEP 5:** Ensure Project Staff are aware of any hazards and that they implement any control measures / safe ways of working.
- STEP 6:** Record any Accidents that occur, or any Incidents that could have caused injury but didn't on this occasion.
- STEP 7:** Review your Risk Assessment after Accident / Incident, following a significant change (e.g. change of venue) or on a regular basis.

Evaluating Risks:

The following table may help you decide the Risk Level when completing your Risk Assessment:

	Unlikely to Happen	Likely to Happen	Highly Likely to Happen
Minor Injury	Very Low	Low	Medium
Major Injury	Low	Medium	High
Severe Injury or Death	Medium	High	Very High

Go back to ...
[Risk Assessment](#)

Intergenerational School Project Health & Safety Risk Assessment

Template 6

School:

Older Person's Establishment:

Project Co-ordinator:

Date Produced:

Page ____ of ____
















Ref No.	Identify Hazard	Description of who might be harmed and how?	Risk Level (Low, Medium, High)	Action Required	Action Completed
R1.	Trailing cables within communal meeting area	Pupils, Residents, Staff and volunteers at risk from trips. Risk is especially noteworthy as many of residents are frail and a fall could have particularly serious implications	Medium	Trailing cables to be removed from the area wherever possible. All remaining trailing cables to be covered. Staff to be aware of issue and responsible for monitoring.	✓
R2.					
R3.					
R4.					
R5.					
R6.					
R7.					
R8.					

[NAME OF INTERGENERATIONAL PROJECT]
Individual Happiness Log

Template 7

Complete this sheet to say how you felt about today's session. Fill in as much as you can and if you want to add any other comments you can write them overleaf. Please keep this log sheet in your Project Folder.

Today's Date:

<p>What was good about today? For example, what did you learn or discover and how?</p>	<p>Tick the words that describe today or add your own words underneath:</p> <table border="0"> <tr> <td>Fun</td> <td>Enjoyable</td> </tr> <tr> <td>Helpful</td> <td>Positive</td> </tr> <tr> <td>Stimulating</td> <td>Friendly</td> </tr> <tr> <td>Interesting</td> <td>I asked questions</td> </tr> <tr> <td>I listened well</td> <td>I learnt new things</td> </tr> <tr> <td>OK</td> <td>Hard work</td> </tr> <tr> <td>Boring</td> <td>Not enjoyable</td> </tr> <tr> <td>Unfriendly</td> <td>Negative</td> </tr> <tr> <td>I didn't pay attention</td> <td></td> </tr> </table>	Fun	Enjoyable	Helpful	Positive	Stimulating	Friendly	Interesting	I asked questions	I listened well	I learnt new things	OK	Hard work	Boring	Not enjoyable	Unfriendly	Negative	I didn't pay attention	
Fun		Enjoyable																	
Helpful		Positive																	
Stimulating	Friendly																		
Interesting	I asked questions																		
I listened well	I learnt new things																		
OK	Hard work																		
Boring	Not enjoyable																		
Unfriendly	Negative																		
I didn't pay attention																			
<p>What was not so good about today? What did you not enjoy, find uninteresting or too difficult?</p>																			
<p>I was happy / not happy with things because...</p>																			
<p>How would I rate my overall level of contribution?</p> <table border="0"> <tr> <td>100%</td> <td>75%</td> <td>50%</td> <td>25%</td> <td>0%</td> </tr> <tr> <td>(TOTAL)</td> <td>(GOOD)</td> <td>(AVERAGE)</td> <td>(POOR)</td> <td>(NIL)</td> </tr> </table>	100%	75%	50%	25%	0%	(TOTAL)	(GOOD)	(AVERAGE)	(POOR)	(NIL)	<p>Overall, how do you feel about today's session?</p> <table border="0"> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </table>								
100%	75%	50%	25%	0%															
(TOTAL)	(GOOD)	(AVERAGE)	(POOR)	(NIL)															
																			

Date: 05/01/2016

Dear Parent,

As you are aware we are taking part in a very exciting intergeneration project with [NAME OF OLDER PERSON'S ESTABLISHMENT]. This project will hopefully [STATE KEY AIMS OF PROJECT], which will be of great benefit to all pupils in school.

The children will be visiting [NAME OF OLDER PERSON'S ESTABLISHMENT] from [START DATE] for [NUMBER] weeks. We would like your permission to take photographs of the children working with the elderly residents so that we can log the project as it progresses. Some of these photographs may be used to publicise the project appearing in the local or possibly national press (no names will be added to identify pupils). I would be grateful if you would fill in the slip below and send it back to school as soon as possible.

Yours sincerely,

[Name]

[Job Title]



.....



I give/do not give permission for photographs to be taken of my child, and I realise that any photographs taken may appear in the press.

Child's name.....

Parent signature.....

Date.....