

Welcome to our 'Become a Care Home Friend' Intergenerational Challenge!

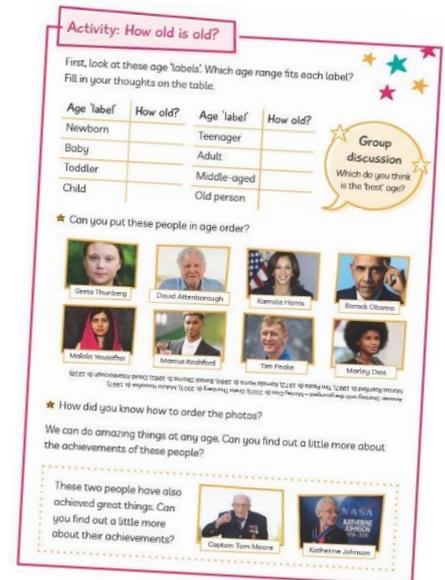
We're [Care Home FaNs: Intergenerational Linking](#), and we want to give more children across the UK the opportunity to engage in intergenerational work with care homes. We'd love them to take on our new challenge, have fun whilst learning and become Care Home Friends!

Through the challenge, children will:

- Think more about different ages and different generations
- Learn about care homes and the people that live and work in them
- Make/write something to share with a nearby care home

The challenge runs for a period of 10 weeks and each week we will be releasing activity sheets geared towards Key Stages 1, 2 and 3. Below is a more detailed overview of the activities and themes, as well as curriculum links.

To sign up, please visit: myhomelife.org.uk/challenge



Activity overview

Week/ date	Theme	Activity Overview
1) W.B. 25.4.2022 Global Intergenerational Week	Understanding and self-perception of 'age-friendly'	In this first activity, children and think about age and what it means to be age-friendly. They think about the question 'What does 'old' mean?' and consider how people from all generations can do amazing things. Older children are given the opportunity to begin exploring age stereotypes and are inspired by Jenny Joseph's poem, 'Warning'.
2) W.B. 2.5.2022	Age-integration: Who do we spend time with?	In week 2, children and young people think about the different people in their own lives and consider who, where and how they mix with people of different ages. This leads into considering how society could become more intergenerational.
3) W.B. 9.5.2022	Understanding care homes	Week 3 of the challenge gives the opportunity to understand more about care homes for older people. Children and young people explore what a care home is and the people who live there through videos and photos. Older children can also find out more about the different types of care homes e.g.

		residential, nursing, dementia specialist.
4) W.B. 16.5. 2022	Roles in a care home	Building on the previous week, children and young people now find out more about the different people who work in a care home and the kind of help they provide.
5) W.B. 23.5.2022	Get to know your local care home	In week 6, children and young people are asked to think about the care homes in their own area and find out a little bit more about it through internet research.
6) W.B. 30.5.2022	Half- term	As this is half-term in most areas, week 6 is designed to be a family engagement activity where children and young people can share what they've learned so far about care homes with the people at home. They're then encouraged to create a postcard for someone at a local care home which will be brought back to school/ youth group and sent from the teacher/ adult leader.
7) W.B. 6.6.2022	Intergenerational Activities	<p>Across these weeks, children and young people are given a selection of activities that will bring a little joy to a care home. This might be making a bird feeder for the garden, creating an identity pack or creating a window decoration. They are encouraged to pick one or two from the selection given.</p> <p>These activities will guide children and young people in ensuring what they send is accessible to as many care home residents as possible, taking into account their individual needs.</p>
8) W.B. 13.4.2022		
9) W.B. 20.6.2022		
10) W.B. 27.6. 2022 Care Home Open Week	Care Home Open Week	The final week of the challenge coincides with Care Home Open Week, which is an opportunity for care homes to connect and celebrate with their local communities. Children will be encouraged to connect with their local care home and exchange anything they have created in the previous weeks.

Curriculum links

Subject	Age	Curriculum Statement
PSHE *Taken from the PSHE Association Programme of Study	KS1	<p>Core Theme 2: Relationships: KS1: R22. How to treat themselves and others with respect; how to be polite and courteous R23. To recognise the ways in which they are the same and different to others</p> <p>Core Theme 3: Living in the wider world LS2. How people and other living things have different needs; about the responsibilities of caring for them L5. About the different roles and responsibilities people have in their community L6. To recognise the ways they are the same as, and different to, other people</p>
	KS2	<p>Core Theme 2: Relationships KS2: R32 about respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background R33. To listen and respond respectfully to a wide range of people including those whose traditions, beliefs and lifestyle are different to their own.</p> <p>Core Theme 3: Living in the wider world L4. The importance of having compassion towards others; shared responsibilities we all having caring for other people and living things; how to show care and concern for others L6 about the different groups that make up their community; what living in a community means L9 about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes</p>
	KS3	<p>Core Theme 3: Living in the wider world L12 about different work roles and career pathways, including clarifying their own early aspirations</p>
Citizenship *Taken from the non-statutory programme of study	KS1	<p>2e. to realise that people and other living things have needs, and that they have responsibilities to meet them 3d. about the process of growing from young to old and how people's needs change 4c. to identify and respect the differences and similarities between people 5e. meet and talk with people (for example, with outside visitors such as religious leaders, police officers, the school nurse)</p>
	KS2	<p>1a. about the range of jobs carried out by people they know, and to understand how they can develop skills to make their own contribution in the future 2e. to reflect on spiritual, moral, social and cultural issues, using imagination to understand other people's experiences 4a. that their actions affect themselves and others, to care about other people's feelings and try to see things from their points of view 4e. to recognise and challenge stereotypes 5a. take responsibility (for example, for the needs of others) 5e. meet and talk with people (for example, people who contribute to society through environmental pressure groups or international aid organisations; people who work in the school and the neighbourhood, such as religious leaders, community police officers)</p>
	KS3	<p>Pupils should be taught about the roles played by public institutions and voluntary groups in society, and the ways in which citizens work together to improve their communities, including opportunities to participate in school-based activities</p>