

Generation Exchange Grant  
Cindy Calvin/Larry Nimmer

This grant was intended to build communication and bridge the gap between the children of the community of Carpinteria and its senior citizens. The grant was primarily done with video technology during two filming sessions. Four students were given the opportunity to first interview a senior citizen, and then write a fun interactive story using their imagination. There were also students chosen to help with the filming of the sessions. They were involved in running the cameras and helping Mr. Nimmer direct. At the end of the filming, the students then introduced their senior citizen to the class and shared the story that they had written together. You can see the final outcome by going to the You Tube link called Generation Exchange.

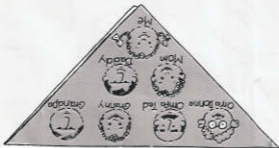
Lessons=The “Open Court” Reading Program was used as a backdrop for this grant  
The unit we were studying was called “storytelling”.

1. One part of this unit encourages children to research their family history and ancestry. As a homework assignment, all the students wrote a family story and did some research on their family history-See attachment of “Family Triangle” These stories were read out loud to the class and displayed for Open House...Some of the stories were about WW2, some about how their family immigrated to the United States and others were about how their parents met or about the day they were born.
2. The Storytelling unit also teaches children the history and importance of preserving stories, and how the stories reflect the culture and values of the country where they originated from. Children read a variety of fiction and non fiction stories including a biography of “The Brother’s Grimm”, an African Folk Tale and many fairy tales- Cinderella, Hansel and Gretel and
3. Prior to the senior citizen interviews, the class worked in pairs to create and write open ended questions that they wanted to ask the senior citizens both about their lives and about what the past was like. Then the best questions were chosen and written on a chart to help direct and focus the interviews. Students who did the interviewing were also asked the same questions by the senior citizens so there was a connection between the generations. Students were especially intrigued by stories of the senior citizen’s school experiences and how different the world was for them.

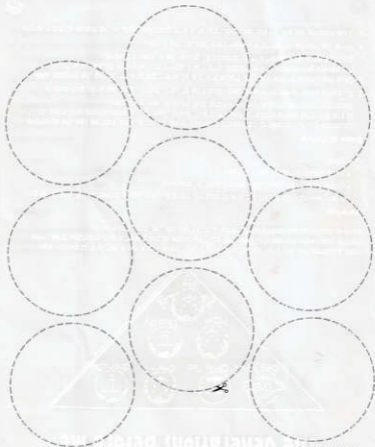
- Steps to Follow**
1. Students cut out circles to represent grandparents, parents, and themselves. Be sensitive to the fact that some students have more or fewer than four grandparents and more or fewer than two parents. Allow variations that work for every student.
  2. Students color faces on the circles. Glue bits of yarn, fabric, and paper to add details.
  3. Glue the circles to the triangle. Place the grandparent generation along the longest side, the parent generation in the middle, and the student on the point. Students without grandparents and parents may choose to group the circles differently.
  4. Write the names of the family members beside the circles.
  5. Glue reports, letters, or stories about parents and grandparents to the inside of the triangle.

- Materials**
- triangle—12" (30.5 cm) square of colored construction paper folded in half diagonally
  - circle pattern on page 22, reproduced for students
  - yarn, paper scraps, fabric scraps
  - glue

Help students identify their roots by having them make this simple family triangle collage. Before you begin the activity, talk with your students about parents and grandparents, read several books about extended families, and introduce the term *generation*.



## The Generations Before Me



Circle Pattern

ONE OF A KIND • POCKET 2



Handwritten lines for writing, slanted downwards from left to right.

MY FAMILY STORY  
By: \_\_\_\_\_