PROGRAM INTERCONNECTION IN INTERGENERATIONAL EXCHANGE
Through creative activities and natural experience
Masako YOSHIZU*, Makoto YANO**, Hirotsugu TAZUME*, Kazushige MIZOBEX

1. OVERALL DESIGN OF PROGRAM
As shown in Fig. 1, the program was based on two main themes: “My Own Art Museum” and “Everybody’s Art Museum” and was conducted in three stages: stage 1 (creative program), stage 2 (natural experience program), and stage 3 (review).

Individual work, in the form of children and seniors each making their own picture frames, was weighed heavily in the creative program. The natural experience program involved interaction between individuals to deepen group activity, through sharing outdoor scenes framed in their own picture frames and those of their partners in the activity. These activities made up the “My Own Art Museum” portion of the program.

Lastly, the program concluded with the “Everybody’s Art Museum” portion in which all participants gathered together to view and discuss their views on the outdoor scenes framed by each group.

4. ACTIVITIES
“Creative program”

“Natural experience program (My Own Art Museum)”

5. EXAMPLES OF INTERACTION FROM RECORDS OF OBSERVATION


5. EXAMPLES OF INTERACTION FROM RECORDS OF OBSERVATION


(1) Records of observation [Photos 3, 4]
- Senior (male)
  Attempting to find the correct wooden pieces and put them back into their original circular shape.
- A senior who watched the children begin to draw pictures understood the next step and began drawing a picture on a piece of wood → Observation, understanding, imitation
- Children (Child A) Constantly staring at the hand of a senior in the group → Observation
- Staring wide-eyed at a shape made by a senior → Surprise
- Child B) Trying to hand small fragments to a senior
- Exclaiming, “That’s awesome!” in response to a shape made by a senior → Admiration
- Child A) After observing the actions of seniors, Child A tried to make a work combining fragments together → Imitation, application

(2) What kinds of things did seniors and children learn from each other?
Children and seniors were guided toward the following activities shown in Fig. 2 through observation of each other, suggesting the importance of non-verbal interaction and possibilities for learning in an intergenerational setting.

5. EXAMPLES OF INTERACTION FROM RECORDS OF OBSERVATION


(1) Records of observation [Photos 3, 4]
- Senior (male)
  Attempting to find the correct wooden pieces and put them back into their original circular shape.
- A senior who watched the children begin to draw pictures understood the next step and began drawing a picture on a piece of wood → Observation, understanding, imitation
- Children (Child A) Constantly staring at the hand of a senior in the group → Observation
- Staring wide-eyed at a shape made by a senior → Surprise
- Child B) Trying to hand small fragments to a senior
- Exclaiming, “That’s awesome!” in response to a shape made by a senior → Admiration
- Child A) After observing the actions of seniors, Child A tried to make a work combining fragments together → Imitation, application

(2) What kinds of things did seniors and children learn from each other?
Children and seniors were guided toward the following activities shown in Fig. 2 through observation of each other, suggesting the importance of non-verbal interaction and possibilities for learning in an intergenerational setting.

6. SUMMARY
This project made it clear that intergenerational interaction could be enriched through building stages on the processes of the creative program and the natural experience program. In particular, use of attractive creative materials and teaching materials by children and seniors together can be considered to have been an effective way of improving the quality of exchange. While this program used materials appealing to the senses of sight, hearing, touch, and smell, in the future we would like to develop a program to stimulate all five senses, including taste.