

Rate your parish's efforts in the context of intergenerational ministry.

(Ranking: 1. Poorly, 2. Doing it But Barely, 3. We're Doing OK, 4. We're Doing Good, 5. We Could Help Others Do This)

How well would you say your parish is:

1. Providing Variety ____

Practitioners cited that variety was important—variety of opportunities for people to engage in intergenerational learning, variety of learning options, variety of hands on learning activities, a variety of blends of learning, sharing, and ritual, and overall providing creative activities.

2. Managing the Timing of Learning Sessions ____

Practitioners commented on how important timing is in the intergenerational learning dance. Because of the various attention spans of learners and the diversity of age groups in the room, it is critical that presentations are not too long, activities are broken into manageable units so they do not take too long to explain, and it is important that large group facilitators pay attention to the ebb and flow of the energy in the room, making shifts to the program as needed.

3. Modeling Team Leadership and Involving a Diversity of People in Leadership ____

Again and again practitioners cited how vital team leadership is to the successful implementation of intergenerational learning.

4. Being Open to the Spirit ____

In the dance of intergenerational learning, as in all good learning offerings, space for the Holy Spirit (time and relational presence usually) is needed. Good planning and organization lead to greater flexibility in implementation!

5. Providing a Welcoming Environment ____

As one parish said, the intergenerational learning session needs to “be a welcoming environment for all ages to participate”, and another said that it needs to be an “inviting, flexible atmosphere for all ages.”

6. Being Clear About Learning Goals ____

- Know What: What theological learning about the event or content does the parish need?
- Know How: What do we want parishioners to be able to do better through participating in this learning?
- Know Why: What do we want parishioners to better value through their participation in this learning?

Do you have a record of all the learning that you are hoping is taking place in your intergenerational context as articulated in the learning goals? ?

7. Exhibiting Passion and Commitment _____

Parishes said that it was important to “show enthusiasm when talking about the program”, to have “interested leaders”, and that the “enthusiasm of both presenters and attendees” has impact on the learning taking place.

8. Providing Good Facilitation _____

Intergenerational learning may require a parish to “dig deeper” for facilitators, inviting and working with people who have different skills and comfort zones than the once a week age specific catechists.

9. Respecting the Learning Audience _____

Some parishes find that drama works well with their group of learners, others find that their parish loves learning through game shows and interactive activities. Practitioners say that it is important to “know your audience” and to “know the needs of your community.”

10. Engaging all Learners _____

Intergenerational learning is not a passive learning experience, it simply is not possible to engage learners of all ages in a passive style of learning like 90 minute lectures. The art of intergenerational learning is that no one is sitting on the sidelines and watching while someone else learns, but that all are actively engaged in the learning.

11. Providing Meaningful Learning Experiences _____

In today’s world with so many options tugging at our time, learners want good quality for their time. As one practitioner said, “provide quality, theologically sound, yet interesting sessions that are worth the time commitment required.”

12. Using Good materials/Resources _____

Practitioners will tell you to use “good resources that cover all generations and languages.”

13. Experiencing Integrated Prayer _____

Prayer is not an “add on” to intergenerational learning but a central component. Practitioners cited that “opening/closing prayers which involve the participants (symbolism, ritual, etc.)” are essential to the learning sessions.

14. Making Discipleship and Living the Faith the Goal _____

In gathered programs and offerings consider the three fold process of:

- a. Show/learn
- b. Practice
- c. Reflect and take home