



A film by Sky Bergman



LIVES WELL LIVED

Celebrating the Secrets, Wit and Wisdom of Age



Intergenerational project wrap party

Lives Well Lived: An Intergenerational Project Connecting the Generations

The purpose of the project is to facilitate interaction between older adults and young adults so they may both gain a deeper understanding of one another and share with each other knowledge and wisdom about living a life well lived.

Everyone has a story to tell if you take the time to listen.

   **Lives Well Lived | lives-well-lived.com**

**INTERGENERATIONAL
PROJECT**

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Intergenerational Project Description

Lives Well Lived is a documentary film by Sky Bergman. The film is a collection of interviews of several older adults sharing historical perspectives, their advice for future generations, and reflections on living a life well lived. This project enables students to attend a



joint screening of this film with elders, and then to interview and connect with one of the elders.

In turn, the elders also have the opportunity to interview the students. The trailer for the film can be viewed at www.lives-well-lived.com.

This project creates a bridge between students and older adults who, like the interviewees from Professor Bergman's film, are examples of how one can age well.

The students will take what they have learned from their interaction with the elder and complete the following:

1. Compose a memoir of the elder's life based on the interview questions. Provide this memoir to the elder. The memoir can be a nicely formatted copy of the interview transcript, a digital or paper-based scrapbook, a poster, an original poem, short video, etc.
2. Write a paper connecting their experience with what they have learned about the psychology of aging. This will be available to the elder if they choose to read it.
3. Create a Google Slides presentation about their experience doing this project which they will present at the wrap party at the end of the project.

Goals/Learning Outcomes:

1. Students will become connected with an elder in the community and in the process, debunk the myths and stereotypes of aging.
2. Students will become comfortable with interacting with the older adult population.
3. Students will learn how to effectively interview someone.
4. Elders will become connected to a student in the community and learn about what it is like to be a young person in 2020.
5. Elders will obtain a life review/life history Memoir to share with their families and friends.

Examples of Student and Elders



“Always expect the very best of every person you meet.”



“Accept what you can’t change and move on forward.”



“Stay connected, have hobbies, and laugh, A LOT!”

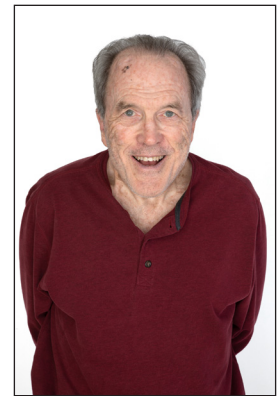


“Do everything you want to do and surround yourself with people who love and care about you deeply.”

Photos from A Wrap Party



Examples of Advice from Elders



“You’re doing great and you don’t have to know everything right now!”

“Find joy in the simple things. Be content with what you have. Don’t worry if other people don’t agree with you.”

“The most important thing is perspective. If you play it right, then you don’t end up caring that much.”

“Life is a journey, don’t get hung up on the end-result. Enjoy the process.”

Sample Comments from Elders about the project

- “It forced me to think about incidents from my past that I relegated normally to the back side of my brain!”
- “My meeting and exchanges with the students opened my eyes to the quality of the Cal Poly participants and, at least with the student I was matched with, their independent spirit!”
- “The two students were so friendly. It felt like they could be my great-grandkids.”
- “I enjoyed having someone genuinely listen to my answers.”
- “My favorite part was the ability to speak openly. I enjoyed the comments from the students.”
- “I enjoyed getting to know the great students.”
- “I would love to stay in touch with the students. I enjoyed the experience.”
- “I’m teaching the two young ladies on their off time how to play bridge!”



Sample Comments from Students about the project

- “[My favorite part of project was] Getting to know our elder and seeing how rich her life has been and her resilience. We can be valuable contributors to life until we are no longer here.”
- “[I got] a new friendship and a new perspective on aging. This project gave me an accessible opportunity to interact with a new age group.”
- “I can and should take the time to befriend individuals from that generation.”
- “I learned that there is just as much diversity in older adults as there is in my own generation-the “cohort effects” are much less prevalent than imagined.”
- “I liked having the opportunity to connect with someone from an older generation that wasn’t a family member. I gained a valuable friendship and lots of advice. I can have friends of all ages and can connect with people not just my age.”



- “I gained a new perspective on aging—there’s still much to enjoy.”
- “I gained another testament (along with my grandparents) to how aging doesn’t necessarily mean a decline.”
- “I loved being a part of something bigger and greater than myself by working on this project. It was so cool to build connections with people and gain better respect and understanding for their lives.”
- [My favorite part of the project was] “Getting to build inter-generational relationships. Applying the information we learned in class to a real-life interaction was very beneficial and impactful.”
- “I have completely changed my perspective of older generations for the better.”



Sample Project Timeline

1. Service-Learning Encounter #1: Plan a screening of Lives Well Lived with a “meet and mingle”/discussion period afterwards. This would be a Q&A via with facilitated group/breakout discussions.
2. Identify approximately 35-40 elders willing to participate in the project by coordinating with site coordinator. Match each elder with a student.
3. Service-Learning Encounter #2: Groups meet for a “get to know you” casual first session at field site on date/time
 - a. Brief meeting/review of the project first
 - b. Students discuss hometowns, majors, jobs, hobbies, etc. with their elder.
 - c. Elders discuss former professions, significant others, etc. with their student.
4. Service-Learning Encounter #3: Groups meet to do interview on date/time virtually via Zoom. Students use interview questions from the Lives Well Lived Discussion Guide and either write or audio record the answers. Elders interview students during this time as well using questions they have come up with or the same questions from the discussion guide.
5. Service-Learning Encounter #4: Groups meet to either do part two of interview or to create/review rough draft of Memoir with the elder and get ideas for edits.
6. Service-Learning Encounter #5: Elders and students gather on date/time to hear student presentations on their experience and each student gives their elder the Memoir they produced. Elders also have option to give a presentation or to join the student when they give their presentation.