



## intergenerational sharing

**purpose** • To provide opportunities for young people and adults to reflect on what they have learned from each other as an outcome of the meeting or event

**time** Approximately 30 minutes

**group size** 20 to 25 participants

**materials** • A space big enough for a large group of people to stand and sit in a circle  
• Flip chart  
• Markers

**trainer note:** This exercise creates an opportunity to honor the learning process that crosses generations. The structure of the exercise allows for each participant to share what he or she has learned from an adult or youth member of the group. This exercise is most effective at the end of a meeting or event.

This exercise is also most effective when the trainer can preface the sharing by acknowledging that insight and lessons learned do not always correlate to age. This preface will help establish a safe place for sharing for both youth and adults.

### introduction

Explain to the group that when adults and young people work together, they risk that the learning process will be viewed as only one way—that the adults will serve as the “teachers” and the young people are the “students.” In reality, both young people and adults have experiences and insights that need to be valued and heard on an equal level.



Tell them that to close the meeting, each participant will have the opportunity to reflect on what he or she learned from people of different ages. Let participants know that they will be divided into groups that include at least one young person and at least one adult. (You may need to double or triple up the number of adults to youth or vice versa to compensate for different proportions of youth or adults). The groups should have four or fewer participants.

### **step one**

In small groups, participants should take a minute to think about one thing that they learned today from a youth (if they are adults) or from adults (if they are youth).

### **step two**

Have the participants share their thoughts one by one in the small groups. On flip chart paper, a member of the group should write down the lessons that come out of the group.

### **step three**

Have each small group post its flip chart paper on the walls around the room. Ask all participants to do a silent “gallery tour,” where they read the lessons that each small group wrote down.

### **reflection and discussion**

When everyone has read all the flip chart papers, bring the participants together and ask the following questions:

- What stood out on the flip chart papers? Any particular words or phrases?
- Where did you feel surprised? Validated?
- How does working in youth–adult partnerships enhance the work or meeting?
- How can these lessons support the group’s next steps in youth–adult partnership work?