Title: Drumming

Recommended for: elders and children 2-5 years
Length of activity: 30 minutes
Suggested group size: 3-4 IG pairs

Objectives:
Children
- Creativity
- Attention to detail
- Fine/Gross Motor
- Hand/Eye Coordination

Adults
- Fine/Gross Motor
- Sensory Integration
- Positive mood
- Creativity

Materials Needed:
- Drums
- Small instruments (maracas, tambourines, etc.)
- Music
- Stereo, computer, etc (to play music)

Methods
Facilitator Preparation
1. Gather/Purchase drums and small instruments
   a. If possible, provide at least one drum and one small instrument per IG pair.
2. Set up “music stations.” Include two chairs, a drum and small instrument at each “station.”
3. Set up a stereo, computer, or iPod, and select appropriate music for the pairs to beat their drums to.
   a. Option: Feel free to create your own beats and tunes with the drums without the assistance of music.

Intergenerational Participants
1. Introduction-pair each older adult with a child and sing the hello song.
2. Discuss music and introduce the different kinds of instruments.
3. IG pairs beat and explore drums and small instruments together.
   a. Option: trade drums and instruments between pairs so that every participant can play every instrument.
4. Use facilitating questions and statements to encourage the adult neighbors to create a beat for their partner to imitate.
   a. Example: ta-ta-ta or tata-tata-tata
   b. Option: Facilitator can create the beat for IG pairs to imitate back.
5. Time permitting, play overhead music and let the IG pairs play instruments along with the music.
6. Older adults, children, and facilitators hold hands and sing the goodbye song.

Best Practices
- **Best Practice 1**: Staff members of adult and child programs collaborate to plan activities.
- **Best Practice 2**: Participants are involved in decision making about the activity.
- **Best Practice 3**: Participation is voluntary.
- **Best Practice 4**: Participants are prepared ahead of time and reflect on activities afterwards.
- **Best Practice 5**: Activities reflect participants’ interests, backgrounds, and social histories.
- **Best Practice 6**: Activities are age and role appropriate.
- **Best Practice 7**: Activities support interaction among intergenerational partners.
- **Best Practice 8**: Facilitators skillfully stage the environment to promote interaction.
- **Best Practice 9**: Facilitators consider the social environment and the role of staff members.
- **Best Practice 10**: Adaptive equipment is used as appropriate.
- **Best Practice 11**: Experiences are documented and communicated to varied resources to build upon in future activities.
a. Option: IG pairs could play their instruments to the goodbye song.

**Special Considerations**
- To avoid distraction during the activity introduction, place the drum mallets and small instruments near the adult neighbor’s chair rather than the child’s chair.
- Safety Concern: make sure that drums are not placed too high or too low compared to the chairs for risk of falling.

**Getting To Know You**
- Ask children and elders to discuss their favorite types of music and/or instruments.
- Find out if your partner knows how to play an instrument or likes to sing.
- Talk to your partner about a time when you danced or sang to music.

**Encouraging Interaction**
- Invite partners to play together on the same drum.
- Challenge partners to play the same beat on the drum or with the small instruments.
- “______can you try to copy the beat that your partner just played?”
- “______ask ______ to show you how to play the tambourine?”
- Invite IG pairs to play the goodbye song with their instruments and sing along.

**Enrichment Opportunities**
- Follow-up Activities:
  - Sing-along (with music, piano, etc.)
  - Dance party (could also dress one another up, make instruments, etc.)

**Technology Opportunities**
- SMART board musical instruments lesson