Title: Pumpkin Piñatas Part I

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

Objectives:

Children
• Fine motor
• Follows directions
• Problem solving
• Engagement

Adults
• Fine motor
• Initiation
• Alertness
• Positive mood

Materials Needed:
• One balloon
• Newspaper
• Bowls
• Glue
• Paint brushes

Methods

Facilitator Preparation
1. Purchase or collect all supplies.
2. Set up chairs alternating adult and child chairs.
3. Cover your workstation.
4. Place a small bowl with glue and water mixture in between each IG pair. Place one paintbrush and several sheets of newspaper next to each IG pair.
5. Blow up a large balloon.

Intergenerational Participants
1. Introduction-pair each older adult with a child and sing the hello song.
2. Discuss piñatas: has anyone ever seen a piñata? Where did piñatas originate? What goes inside a piñata?
3. Next, have the IG pairs rip up the newspaper into small pieces.
4. Demonstrate submerging the newspaper pieces into the glue mixture and pressing it onto the balloon.
5. Have the IG pairs work together to submerge newspaper pieces and then press them onto the balloon. Be sure the entire balloon is covered.
6. Set the balloon aside to dry.
7. Hold hands and sing the goodbye song.
8. Proceed to Pumpkin Piñatas Part II with the same group later in the week.

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.
Helpful Websites:
- http://www.marthastewart.com/271560/making-a-pinata
- http://www.brit.co/20-pinatas/

Special Considerations
- Be sure the glue and water mixture is not ingested.
- Have participants wear protective clothing.

Getting To Know You
- “Now that we have learned where piñatas come from, talk with your partner about family traditions and cultural games they have and enjoy.”
- “Ask your partner what Halloween costumes they have been.”
- “Tell your partner what your favorite part of Halloween is.”

Encouraging Interaction
- “_______ help _______ hold the piece of paper on the balloon while you press the edges.”
- “_______ help _______ by holding the balloon while you put the newspaper on.”

Enrichment Opportunities
- Horizontal extension: have a Halloween celebration with costumes and the crafts made throughout the week.
- Upward extension: have participants carve and decorate a pumpkin.

Technology Opportunities
- Document the activity using the video camera function on the iPad
- Use iMovie to edit the video footage and add music from the iTunes library
- Save the finished movie to the camera roll.
- The finished movie can be shown to the center and parents.