Title: Pumpkin Piñatas Part II
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:**
- Paint
- Paintbrushes

**Methods**

**Facilitator Preparation**
1. Purchase or collect all supplies.
2. Cover your workstation and set up chairs alternating adult and child chairs.
3. Refer to Pumpkin Piñatas Part I for the paper mache pumpkin.
4. Once the pumpkin has dried, pop the balloon and pull it out from the opening where the balloon was tied.

**Intergenerational Participants**
1. Introduction-pair each older adult with a child and sing the hello song.
2. Remind adults and children of the first part of the activity when they made the paper mache pumpkin.
3. Have adults and children take turns painting designs on the pumpkin.
4. Let the pumpkin dry.
5. Meanwhile, let adults and children help pick the candy to stuff inside the pumpkin and explain the rules for the piñata game.
6. Once dry, stuff the pumpkin with the candy and close the hole (e.g. use a stopper, such as, a peanut butter jar lid).
7. Attach a string to the top of the piñata to be hung.
8. Hold hands and sing the goodbye song.

**Helpful Websites:**
- [http://www.marthastewart.com/271560/making-a-pinata](http://www.marthastewart.com/271560/making-a-pinata)

**Best Practices**

1. **Best Practice 1:** Staff members of adult and child programs collaborate to plan activities.
2. **Best Practice 2:** Participants are involved in decision making about the activity.
3. **Best Practice 3:** Participation is voluntary.
4. **Best Practice 4:** Participants are prepared ahead of time and reflect on activities afterwards.
5. **Best Practice 5:** Activities reflect participants’ interests, backgrounds, and social histories.
6. **Best Practice 6:** Activities are age and role appropriate.
7. **Best Practice 7:** Activities support interaction among intergenerational partners.
8. **Best Practice 8:** Facilitators skillfully stage the environment to promote interaction.
9. **Best Practice 9:** Facilitators consider the social environment and the role of staff members.
10. **Best Practice 10:** Adaptive equipment is used as appropriate.
11. **Best Practice 11:** Experiences are documented and communicated to varied resources to build upon in future activities.
• http://www.brit.co/20-pinatas/
• http://www.mexconnect.com/articles/459-history-of-the-piñata

Special Considerations
• Use the same adults and children from Pumpkin Piñatas Part I.
• Have adults and children wear protective clothing.

Getting To Know You
• “Ask your partner what his/her favorite candy is.”
• “Tell your partner a scary Halloween story.”
• “Have you ever carved a pumpkin? What did it look like? What does the inside of a pumpkin feel like?”

Encouraging Interaction
• “_______ hold the pumpkin while your partner _______ paints.”
• “_______ help collect the candy and prizes to be put in the piñata.”

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
• Playing on the Halloween theme, have participants in the activity break into small groups and play the iPad app “Pumpkin” where they can create their own pumpkins.