

# Shared time between grandparents and grandchildren: A time for personal development\*

## *Tiempos compartidos entre abuelos y nietos, tiempos de desarrollo personal*

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### Abstract:

Increased well-being and life expectancy have helped increase and strengthen relationships between grandparents and their grandchildren, although these relationships have been affected by the quarantine resulting from the COVID-19 pandemic. This work analyses the frequency and periodicity of shared leisure time by these two family generations before the pandemic and grandchildren's perception of their personal development resulting from the time they spent with their grandparents. This research considered 1080 children aged between 6 and 12, 53.61% of whom were fe-

male ( $n = 579$ ) and 46.38% male ( $n = 501$ ), resident in Cantabria, Vizcaya, Gipuzkoa, Álava, Navarra, La Rioja, Burgos, and Palencia. The target variables are: year of birth and gender of respondents, frequency of shared leisure time with grandparents, and reasons for this shared leisure time. 99.16% of these children shared leisure time with their grandparents with 96.18% doing so every week. 53.71% identified the learning their grandparents conveyed to them as one of the main reasons for sharing intergenerational family leisure time. The personal development they derived from their grandparents in shared

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leisure times was an important reason for 26.75% of respondents. Significant differences were found by year of birth and gender of the grandchildren, and gender and kinship of grandparents. This article highlights the great value of grandparents and grandchildren sharing leisure time in daily family life and that children were aware of the personal development these shared times produced. Social and family intervention policies should be aimed at facilitating, stimulating, and rebuilding shared time between grandparents and grandchildren and seeking two-way personal development between the two generations.

**Keywords:** leisure, human development, family relationship, childhood, aging.

## Resumen:

El incremento del bienestar y la esperanza de vida ha contribuido al aumento y fortalecimiento de las relaciones entre abuelos y nietos. Relaciones que se han visto puestas en cuarentena como consecuencia de la pandemia generada por el COVID-19. Este trabajo analiza la frecuencia y el período de los tiempos de ocio compartidos entre estas dos generaciones familiares antes de la pandemia y la percepción que tienen los niños del desarrollo personal que producen esos momentos disfrutados con sus abuelos. Participaron en esta investiga-

ción 1080 niños y niñas de entre 6 y 12 años, 53.61 % mujeres (N = 579) y 46.38 % hombres (N = 501) residentes en Cantabria, Vizcaya, Guipúzcoa, Álava, Navarra, La Rioja, Burgos o Palencia. Las variables contempladas son: año de nacimiento y género de los encuestados, frecuencia con que se comparte ocio con abuelos, y motivos de ese ocio compartido. Un 99.16 % de niños compartían tiempos de ocio con sus abuelos. El 96.18 % todas las semanas. El 53.71 % identificaron como una de las principales razones para vivir tiempos de ocio intergeneracional familiar los aprendizajes que sus abuelos les transmitían. Un 26.75 % percibieron como razón importante el desarrollo personal que ellos procuraban a sus abuelos en esos tiempos de ocio compartidos. Se observaron diferencias significativas en función del año de nacimiento y género de los nietos, y del género y parentesco de los abuelos. Se resalta el gran peso de los tiempos de ocio compartidos entre abuelos y nietos en la cotidianidad familiar y cómo los niños eran conscientes del desarrollo personal que procuraban esos tiempos compartidos. Las políticas de intervención social y familiar deben ir orientadas a facilitar, estimular y reconstruir tiempos compartidos entre abuelos y nietos que procuren desarrollo personal bidireccional entre ambas generaciones.

**Descriptores:** ocio, desarrollo humano, relación de familia, infancia, envejecimiento.

## 1. Introduction

The study of time has inspired much interest from various academic disciplines such as philosophy, physics, history, anthropology, and psychology. This

phenomenon has become more important in modern societies since the start of the 20th century, and there has been a focus on acquiring an in-depth understanding of how people spend their time so that

personal and social life can be categorised and organised (Codina, Pestana, Caride, & Caballo, 2013). These uses of time are shaped by the major events that affect society. One clear example can be found following the declaration of the COVID-19 pandemic, when social distancing strategies recommended by public health authorities limited non-essential services, restricting our options for choosing how to use our time for the good of the health of all of humankind.

The concept and perception of time are learnt in infancy, as is the perception of the passage of time, a perception that is internalised and depends on each person. A series of personal and situational variables such as prior experience, state of mind, motivation, and an individual's life stage mean that an individual's personal clock moves at a faster or slower speed (Isaacowitz & Fung, 2016; Vázquez Echeverría, 2011; Ornstein, 1975; Zimbardo, 2009).

Considering the perception of time, in successive life stages, it has been argued that we are born with the perception that time is static and it is in early childhood that the child, through its movements and the succession of routine activities, as well as completing tasks, becomes aware of time and learns to determine the space-time relationship (Vázquez Seguí, 2014). In the second half of life, being occupied with tasks, having a positive attitude and motivation, and successfully completing activities lead to a perceived acceleration of the passage of time (Gambara, Botella, & Gempp, 2002;

John & Lang, 2015). In older people, the difference in the perception of time lies in the novelty of the events experienced (Fraisie, 1998). In early childhood, we are constantly doing new activities (acquiring new information, expanding social networks, accepting challenges, and experiencing new things); in old age, there is little novelty in life experiences. Academic literature has shown that subjective time is a very interesting construct given its important implications for people's well-being, and how older people perceive time can also be a potential indicator of their adaptation, well-being and health and, ultimately, successful aging (Gabrián, Dutt, & Wahl, 2017; Gil & Droit-Volet, 2009; Izal, Bellot, & Montorio, 2018; Noulhiane, Mella, Samson, Ragot, & Pouthas, 2007; Wiesmann, Ballas, & Han-nich, 2018).

At a time when scientific and technological advances have enabled increased life expectancies, the traditional pyramid-shaped population structure has changed into a vertical one. Owing to demographic growth in the groups of people aged over 50 and a smaller younger generation (Meil, 2006), encouraging older people's participation in meaningful activities that could provide them with a perception of greater fluidity in the passage of time with resultant positive effects on their emotional well-being is seen as necessary. As Izal et al. argue (2018), as people age, their motivations move towards emotional aspects that can provide them with well-being in this stage in life, such as relationships with family members and friends that form the cor-

nerstones of the use and enjoyment of their time. Relationships that have been abruptly interrupted by the health crisis that has hit all of humankind during the first half of 2020.

Taking into account these premises and that this move towards a more vertical demographic has also affected the family structure with a greater number of generations per family and an increase in grandparents' lifespans overlapping with those of their grandchildren (Ramos, 2019), as well as the sociocultural and family changes that have occurred in recent decades and those that have occurred owing to the unexpected impact and spread of the coronavirus, it is vital to recognise the value of research into relationships between these two generations, the benefits these special interactions provided for promoting active and successful aging, as well as the time and the activities that grandparents and grandchildren shared before the health crisis of 2020. Knowing the immediate past will, in the near future, help with rebuilding intergenerational family networks that preserve older people's health and reinforce their development and that of their grandchildren.

According to academic literature, grandparents feel very close links with their grandchildren (Triadó, 2000; Triadó, Martínez, & Villar, 2000) and grandchildren regard their grandparents as major figures in their lives (Attar-Schwartz, Tan, & Buchanan, 2009); furthermore, when shared time is used for leisure, it has valuable, educational potential (Caride, 2012; Sanz, Sáenz de Jubera, & Cano, 2018).

The coronavirus pandemic (COVID-19), the greatest recent challenge facing humankind, has dealt a direct blow to the family network and has had a serious impact on the time shared by grandparents and grandchildren. The home confinement policies implemented by health authorities all over the world to control the spread of the illness have meant that these two groups, classed as especially vulnerable, have had to remain in their homes without the mutual contact they previously enjoyed, without their daily routine and isolated from all of their surroundings, something which can have major emotional consequences with a range of somatic and psychological effects (Brooks et al., 2020; Wang, Zhang, Zhao, Zhang, & Jiang, 2020).

This negative impact on the well-being of children and their grandparents, carers, and usual companions is, in most cases, compounded by a lack of interaction between the two groups. The children and their grandparents often find this situation worrying and upsetting, as they miss their shared time and hope for its return (Dalton, Rapa, & Stein, 2020).

This is especially so when the intergenerational exchange between grandparents and grandchildren provides significant benefits for both generations (Coall & Hertwig, 2010; Kim, Kang, & Johnson-Motoyama, 2017). On the one hand, it provides positive factors for the children's continuous process of comprehensive development thanks to the transmission of social and emotional values such as self-esteem, self-confidence, and tolerance of adversity. In addition, it avoids isolation

and prevents unhealthy habits (Álvarez, Cala, & Riaño, 2019; Martínez, 2017); furthermore, grandchildren help their grandparents feel useful, young, and happy (Osuna, 2006) and so they perceive greater levels of social support (Muñoz & Zapater, 2006). In turn, grandparents offer emotional, practical, and financial support during their grandchildren's childhood (Martínez, 2017) and have also been identified as an element of stability in family crises (Hagestad, 1985). The relationship with their grandchildren provides them with vitality, hope, and happiness, it optimises resources for handling mental illness, increases the feeling of personal esteem, and encourages motivation (Aranda, 2013; MacCallum et al., 2006; Martínez de Miguel, Escarbajal, & Moreno, 2012). Recent studies (Larrain, Zegers, & Orellana, 2019; Triadó, 2018; Villar, 2013) highlight the generative potential of relationships between grandparents and grandchildren, encouraging active and successful aging in older people that helps them feel better in themselves, helps with their personal development, and helps them adapt better to changes in life, and increases their satisfaction with life.

Ultimately, time shared by grandparents and grandchildren has an impact on the quality of these relationships, in particular in dimensions such as intimacy, closeness, affection, optimism, enjoyment, and happiness, resulting in a unique family legacy (Hebblethwaite & Norris, 2011).

These intergenerational relationships can be strengthened when grandparents and grandchildren share family leisure.

Renowned authors have underlined that the frequency of contact and the possibility of providing company and/or caring activities (sharing meals, conversing, listening to music, speaking on the telephone, telling stories, playing, going for walks, visiting family members and friends, discussing things, making important decisions, worship) are variables that affect grandchildren's satisfaction with their relationship with their grandparents (González & de la Fuente, 2007, 2008; Pinazo & Montoro, 2004). When these grandchildren reach adulthood, they then provide important practical and emotional support for the grandparents (Kemp, 2004) and their grandparents perceive that they receive better expressive and practical support than that which they can give (Pinazo & Montoro, 2004). In other words, this intergenerational family tie is strengthened and has a positive impact on their values, goals, and quality of life. Over time, a generational continuity develops that entails an inversion of care, so that the grandchildren provide care for their grandparents. Badenes and López (2011) and Martínez (2017) explain that this bidirectionality results in a relationship of intergenerational family solidarity, based on disinterested love and the transfer of values, which develops and changes over time for both of the agents involved (grandparent-grandchild).

Part of the academic literature emphasises that, owing to social changes (the growing equality of women in the workplace, new family models, etc.), grandparents had become as a key component in



families' systems of care for their grandchildren before the COVID-19 pandemic (Morgado & Román, 2011) and their role often included care, protection, and supervision of grandchildren, featuring obligations ranging from full-time care to regular or occasional involvement (Buchanan, 2008). Earlier studies even detected stress in grandparents resulting from performing this role (Luna, Ramos, & Rivera, 2016). Nonetheless, it is important to note that time shared by grandparents and grandchildren can go beyond these caring and family obligations and build leisure experiences that are of value for both of the generations involved and are open to the pleasure, satisfaction, and personal development that these experiences provide.

This principle for proceeding defines the aim of this study: to identify the times and frequency of shared leisure with grandparents and grandchildren before the COVID-19 pandemic and discover how boys and girls perceive the personal devel-

opment these moments they spent with their grandmothers and grandfathers produce for them.

## 2. Methodology

### 2.1. Population and sample

The research population for this project comprised children aged between 6 and 12 living in the northern region of Spain. This northern region comprises eight of Spain's provinces: Cantabria, Vizcaya, Gipuzkoa, Álava, La Rioja, Navarra, Burgos, and Palencia.

Taking into account the fact that in Spain it is obligatory for all children aged between 6 and 12 to be educated at an educational institution, the research population was defined on the basis of the statistical data published by the offices and departments of education of each autonomous region. The data collected show a population size of 250,357 primary school pupils in the northern region of Spain.

GRAPH 1. Northern Region of Spain: Cantabria, Basque Country, La Rioja, Navarra, Burgos, and Palencia.



Source: Own elaboration.

Establishing an absolute error of 3%, a confidence interval of 95%, and assuming that  $p = q = 0.5$ , the sample size was es-

timated to be 1075 pupils. With an experimental attrition rate of 1.11%, the final sample size was 1063 pupils.

TABLE 1. Population and sample. Children in primary education (aged 6-12) in the northern region of Spain.

	Provinces	Population	Sample
NORTHERN REGION OF SPAIN	Cantabria	33,608	146
	Basque Country	129,432	553
	La Rioja	19,366	83
	Navarra	40,468	175
	Burgos	19,774	85
	Palencia	7709	34
	TOTAL	250,357	1063

Source: Offices and Departments of Education of Cantabria, Castilla León, La Rioja, País Vasco and Navarra, n.d.

## 2.2. Variables

This study considers five variables: year of birth and gender of respondents, living grandparents of respondents, how often respondents spend time with their grandparents, and reasons for this shared leisure.

- The year of birth, an ordinal interval variable with 6 categories, recorded between 2007 and 2012 when each pupil was born.
- Gender, a dichotomous variable, identified whether the participant was a boy or a girl.
- Living grandparents, a categorical variable with 4 categories, established whether the respondent had a living maternal grandmother, ma-

ternal grandfather, paternal grandmother, or paternal grandfather.

- The frequency of shared leisure with grandfathers and grandmothers, an ordinal variable, recorded in 8 categories relating to how often boys and girls shared leisure activities with their grandparent(s). The categories were: (0) I never spend leisure time with my grandparent(s); (1) only in the holidays, (2) only 1 or 2 days a month; (3) 1 day of the weekend (4) both days of the weekend; (5) 1 or 2 days a week; (6) 3 or 4 days a week; (7) 5 days a week.
- The reasons why grandchildren share leisure with their grandparent(s), a categorical variable, com-

prised 8 categories: because I like it; they look after me; I don't have anyone else to share this activity with; my grandparent(s) don't have anyone else to share this activity with; my grandparent(s) know a lot about this activity and teach me; I know how to do this activity and I show my grandparent(s); to entertain my grandparent(s); to spend more time with my grandparent(s). Two of these 8 categories are especially relevant and relate to the learning grandchildren obtain or derive from the shared leisure. These provide us with information about the children's perception of the personal development provided by enjoying leisure activities with their grandparents (my grandparent(s) know a lot about this activity and teach me; I know how to do this activity and I show my grandparent(s)).

### 2.3. Procedure

The questionnaire was administered at random among the pupils of the different schools in each of the 8 provinces in Spain's northern region. Before administering the questionnaire, we requested permission from the Director-General of Education of each autonomous region. Once we had obtained permission, we contacted the heads of various schools in each autonomous region to inform them of the objectives of the study, ask if it was possible for some of their pupils to participate by completing the questionnaire, and request their cooperation by sharing and collecting informed consent forms from the parents of the pupils. Five appropriately trained

researchers visited each school in person to guide the pupils directly in completing the questionnaire, thus reducing the experimental attrition. Within each of the selected groups (schools), we attempted to maintain proportionality with regards to aspects such as sex and educational level and we only surveyed those pupils who had signed consent from their father, mother, or legal guardian.

### 2.4. Data analysis

An initial univariate analysis established the proportion of primary school pupils who had grandparents, how many of the children spent leisure time with their grandparents, how often they did so, and for what reasons. To do this, we used frequencies, means, and standard deviations.

A second bivariate analysis was used to analyse the differences between girls and boys and between pupils of different ages in primary education. For this level of analysis, we used Student's *t* test for independent samples, which set out to identify significant differences between boys and girls with regards to frequency of shared intergenerational family leisure. We used Pearson's correlation coefficient to check for a significant relationship between year of birth and frequency of shared leisure with grandparent(s). Contingency tables, using the phi coefficient, permitted a more in-depth inferential analysis between boys and girls with regards to the reasons that led them to share leisure with their grandparent(s). Finally, the simple linear regression model enabled an analysis of whether each reason was mentioned more often as



the participants' years of birth increased or decreased. The significance level used at all times was  $p < 0.05$ .

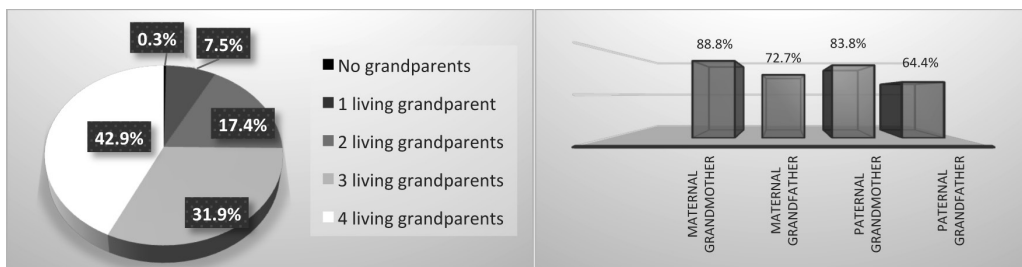
### 3. Results

Of the children in primary education in the northern region of Spain, 42.9% had 2 living grandmothers and 2 living grandfathers. 31.9% had 3 living grandparents. Only 0.3% had no living grandparents. Female grandparents were more common

than male ones; 88.8% of respondents had a maternal grandmother and 83.8% had a paternal grandmother. These percentages drop to 72.7% and 64.4% in the case of maternal and paternal grandfathers respectively (Graph 2).

Of the pupils aged between 6 and 12, 99.16% spent leisure time with their grandparents. Only 0.54% did not practice any leisure activities with their grandparents.

GRAPH 2. Living grandmothers and grandfathers.

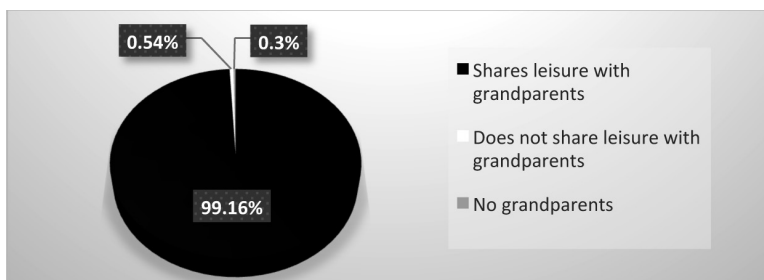


Source: Own elaboration.

93.4% of them practiced some leisure activity with their grandparents every week. 40.1% did so more than 2 days a

week and 53.2% did so 2 days a week, 26.1% during the week and 27.1% at weekends.

GRAPH 3. Primary education pupils who spend leisure time with their grandparents.

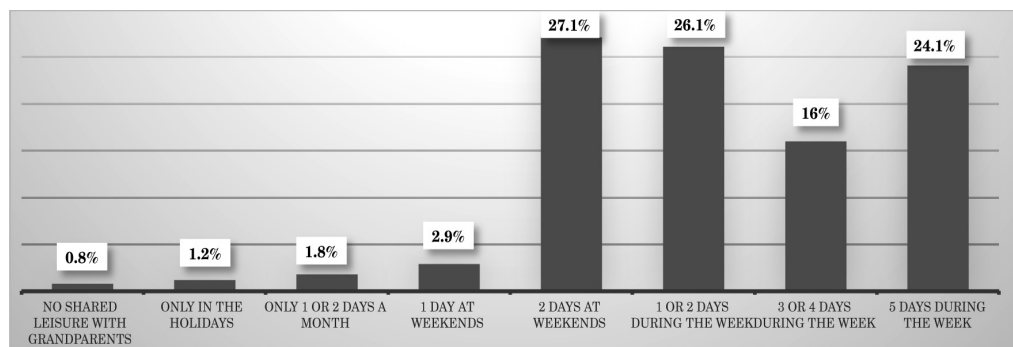


Source: Own elaboration.

It is very notable that the most common reason primary school pupils gave for practising intergenerational leisure was autotelic with 93.9% stating that they did this

leisure simply because they liked it. The second most frequently reported reason related to emotional ties, as 72.8% did it to spend more time with their elder relatives.

GRAPH 4. How often primary education pupils spend leisure time with their grandparents.

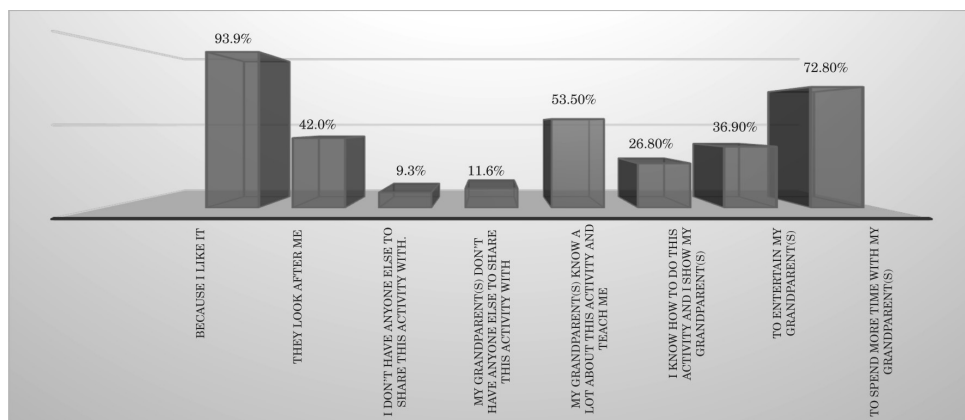


Source: Own elaboration.

Nonetheless, a not insignificant percentage, 53.5%, said that another reason for sharing leisure with their grandparents was the learning they received from them. In the opposite

generative direction, 26.7% regarded the personal development they provided for their grandparents in these shared leisure periods as important (Graph 5).

GRAPH 5. Reasons for sharing leisure activities with grandparents.



Source: Own elaboration.

Student's  $t$  test for independent samples showed no significant differences in how often grandparents and grandchildren shared leisure activities according to the grandchildren's gender ( $w = 5.19 \pm 1.368$ ;  $m = 5.15 \pm 1.498$ ;  $p = .687$ ). Boys and girls both experienced inter-generational family leisure with a mean frequency of one or two times a week.

Pearson's correlation coefficient also showed no relationship between pupils' year of birth and how often they did leisure activities with their grandparent(s) ( $r = .055$ ;  $p = .070$ ).

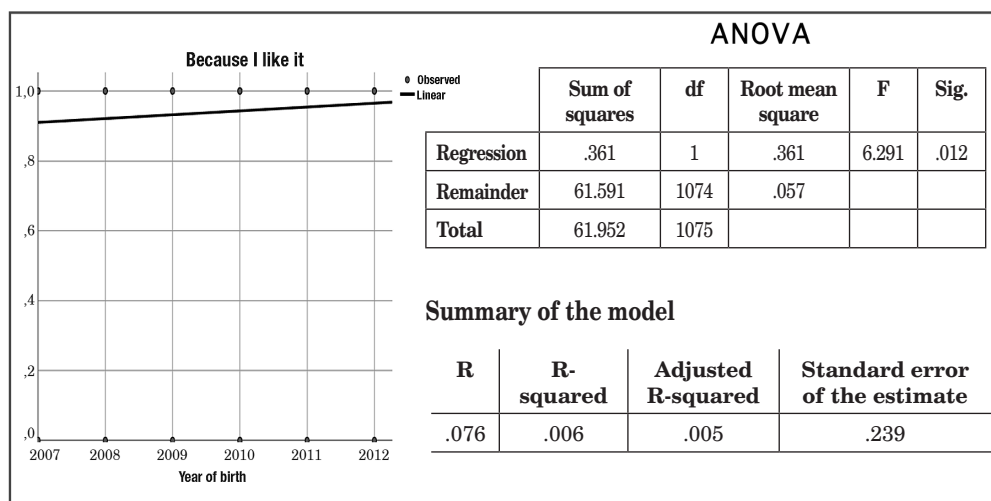
We used the phi coefficient for square contingency tables to identify significant differences between boys and girls in the reasons why they share leisure with their grandparent(s). This identified significant differences for two of the reasons: "my

grandparent(s) don't have anyone else to share this activity with" ( $\phi = .082$ ;  $p = .027$ ) and "because my grandparent(s) know a lot about this activity and teach me" ( $\phi = .104$ ;  $p = .003$ ). Boys were more likely to do an activity with their grandparent(s) so that their grandparent(s) would have someone to do it with (14.4% of boys compared with 9.2% of girls). In contrast, girls were more likely to identify the personal development their grandparent(s) provided in this shared time more (58.1% of girls compared with 48.1% of boys).

The other reasons were provided equally by boys and girls as the approximate significance levels were greater than 0.05.

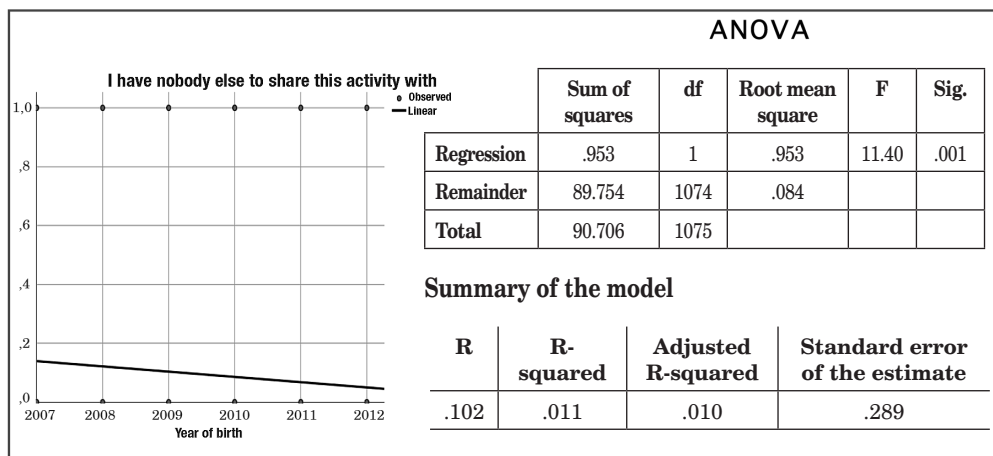
The simple linear regression model showed that the youngest respondents did the most with their grandparent(s) because they liked it ( $R^2 = .006$ ;  $p = .012$ ) (Graph 6).

GRAPH 6. Linear regression: year of birth and the reason "because I like it".



Source: Own elaboration.

GRAPH 7. Linear regression: year of birth and reason “I have nobody else to share this activity with”.

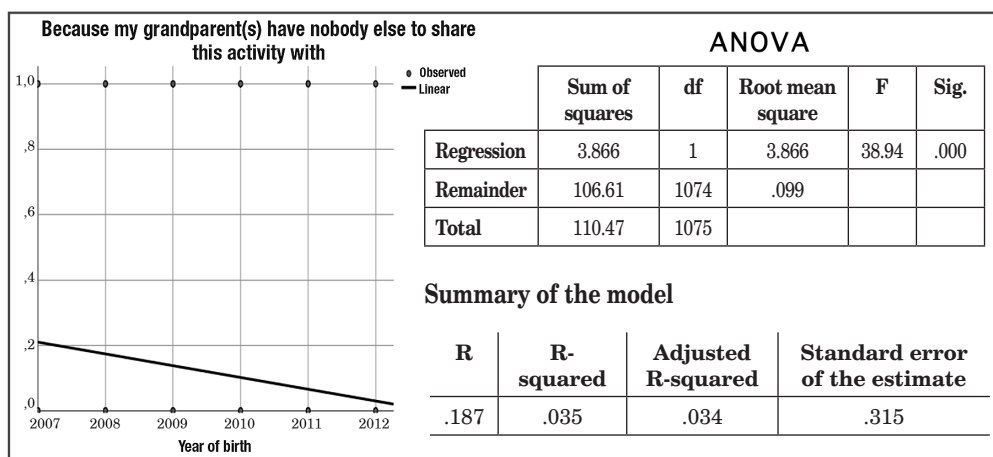


Source: Own elaboration.

In contrast, older respondents said that they shared leisure with their grandparent(s) for 5 reasons: because they ( $R^2 = .011$ ;  $p = .001$ ) or their grandparent(s) ( $R^2 = .035$ ;  $p = .000$ ) did not have anyone else to share this activity with (Graphs 7 and 8), be-

cause they knew how to do the activity and taught their grandparent(s) ( $R^2 = .031$ ;  $p = .000$ ) (Graph 9), to entertain their grandparent(s) ( $R^2 = .012$ ;  $p = .000$ ) (Graph 10), to spend more time with their grandparents ( $R^2 = .012$ ;  $p = .000$ ) (Graph 11).

GRAPH 8. Linear regression: year of birth and reason “my grandparent(s) have nobody else to share this activity with”.

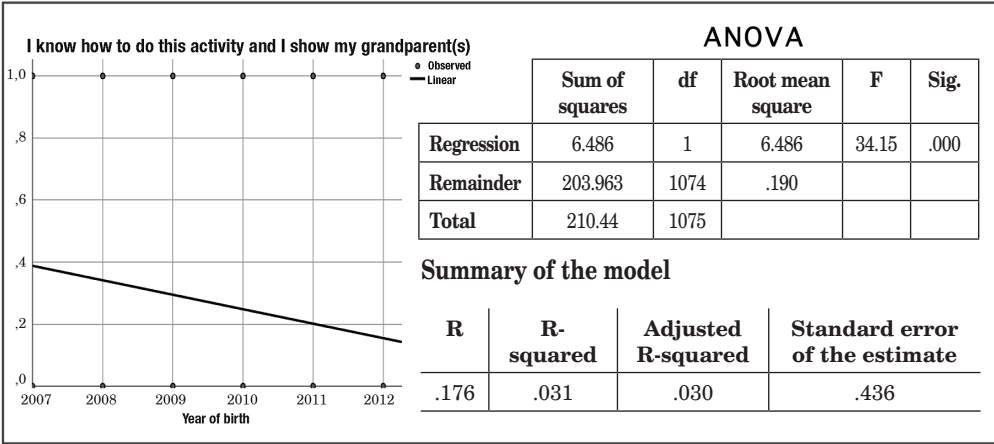


Source: Own elaboration.

Finally, the simple linear regression model established that there were no significant differences associated with year of birth when the following were identified as important reasons for

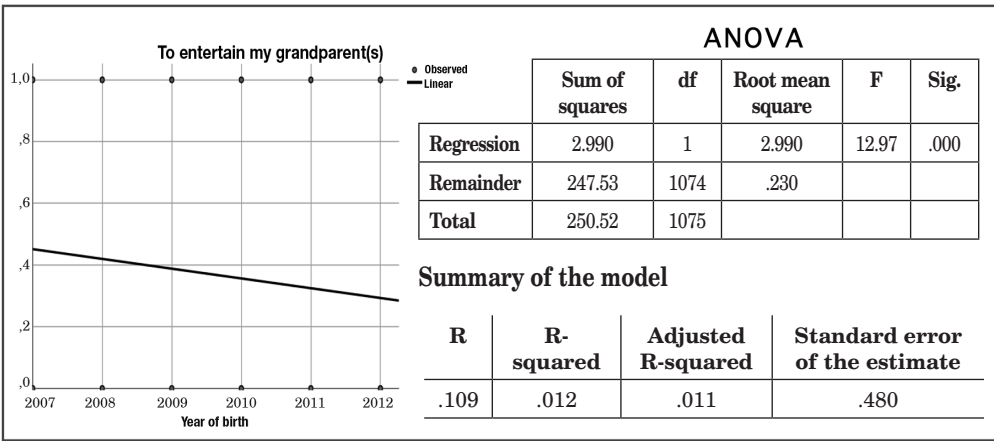
sharing leisure with grandparent(s): the learning their grandparents provided for them ( $R^2 = .000$ ;  $p = .884$ ) or because their grandparent(s) look after them ( $R^2 = .000$ ;  $p = .657$ ).

GRAPH 9. Linear regression: year of birth and reason “I know how to do this activity and I show my grandparent(s)”.



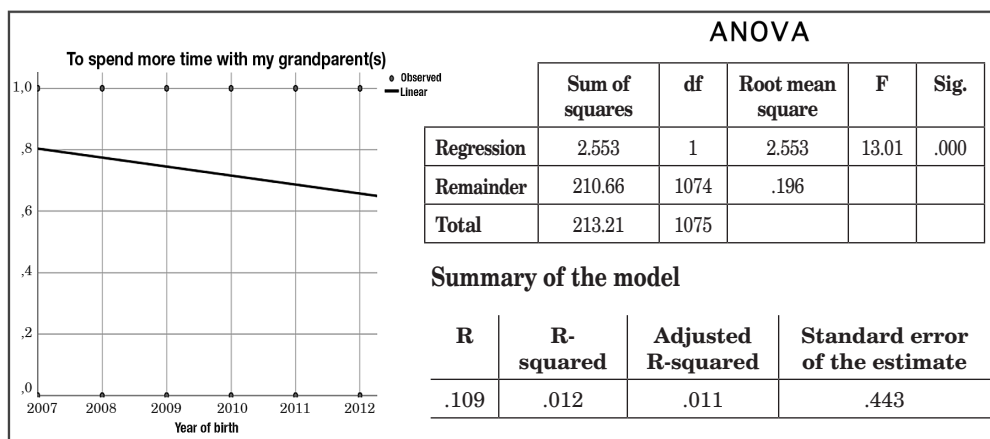
Source: Own elaboration.

GRAPH 10. Linear regression: year of birth and reason “to entertain my grandparent(s)”.



Source: Own elaboration.

GRAPH 11. Linear regression: year of birth and reason  
“to spend more time with my grandparent(s)”.



Source: Own elaboration.

## 4. Discussion

This study showed that most of the boys and girls in the northern region of Spain who were at primary school before the COVID-19 pandemic shared leisure time with their grandparents and that they did so every week, something that is in line with the data from the latest European SHARE survey (*Survey of Health, Ageing and Retirement in Europe*), which showed that Spain leads Europe with regards to the intensity of the time shared between grandparents and grandchildren, second only to Italy (Börsch-Supan, 2019; Mari-Klose & Escapa, 2015).

This work also underlines that children regard time they share with their grandparents as beneficial for their personal development, this being more apparent in girls than in boys. They experience intergenerational activities as genuine leisure, given that they stated that they obtain satisfaction and enjoyment from

them, which are key elements of valuable leisure (Cuenca, 2014). Furthermore, grandchildren perceive a correspondence in the contributions these experiences make to their own needs and those of their grandparents, affirming the existence of areas that benefit people from both age groups through the enjoyment of shared leisure periods (Newman & Smith, 1997). In particular, they consider that the need to teach and be taught is covered for both age groups; grandchildren show their grandparents how to do leisure practices that they know how to do and their grandparents guide them in the development of leisure activities about which they have more knowledge and experience.

This mutual positive influence on the personal development of children and older people helps build more solid emotional and vital bonds between the two generations and to strengthening involvement and closeness in the family setting. Sim-



ilarly, it credits grandparents as agents of socialisation in the family, identifying them as vital transmitters of values, moral codes, and social rules (Hagestad, 1985; Kopera & Wiscott, 2000; Osuna, 2006; Taubman-Ben-Ari, Ben Shlomo, & Findler, 2018).

It is interesting to note another finding from this research, namely that the younger the children being studied, the more they practice leisure activities with their grandparents for personal enjoyment (simply because they like to do it) while as the children get older, reasons become more important that relate to emotional ties (such as spending more time with grandparents or entertaining them), social aspects (such as not having other people with whom to carry out these activities) and, finally, reasons associated with aspects of personal development (such as a good knowledge of how to do the shared activity that makes it possible to facilitate the grandparent's learning). These results are thought to be consequences of the developmental stage of children aged from 6 to 12, which entails different needs and interests depending on their age.

What is truly important is to enjoy autotelic experiences in intergenerational leisure settings from the start of the primary school stage, as there is extensive evidence that its positive effects remain all through people's lives (Csikszentmihalyi, 1998; Kleiber, 2012), given that people's future heritage is established in this period and because learning through leisure activities, and therefore through intergenerational leisure, increases competences

and skills in the cognitive, social, emotional, and physical areas (Berrios, Lazcano, & Madariaga, 2017).

The results obtained confirm the great importance of shared leisure time between grandparents and grandchildren in everyday family life, and that grandchildren are aware of the personal development this shared time provides. Social and family intervention policies should be designed to facilitate shared time by grandparents and grandchildren to expedite bidirectional personal development between the two generations.

A suitable organisation of intergenerational leisure periods is necessary, implementing proposals aimed at joint participation by grandchildren and grandparents. This organisation must be stimulated by the families themselves in cooperation with public administrations, associations, and institutions and companies dedicated to the field of education and leisure. In turn, these intergenerational leisure proposals must be supported in a global context that must be approached from four interrelated directions: research, policy, practice, and theory (Newman & Sánchez, 2007).

This study reflects a situation relating to the amount of leisure time shared by grandparents and grandchildren before the COVID-19 pandemic. The prevention measures adopted during the health crisis, along with the fact that grandparents are one of the most vulnerable groups, have resulted in drastic restrictions on possibilities for intergenerational family leisure. Health experts predict a new reality in

the immediate future which will make it necessary to incorporate new habits and hygiene measures into everyday life that might affect how we relate to each other. This new reality underlines the need to extend this study to assess and understand the implications of confinement at home on shared leisure by grandparents and grandchildren. Knowledge of the recent past, along with an understanding of what people have lived through during the health crisis of 2020, will act as a guide for shaping family and social policies aimed at adapting and building new strategies to enable use of time that strengthens a shared leisure which contributes to the personal development of grandparents and grandchildren.

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