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# INTERGENERATIONAL

Programming Toolkit

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## DEFINITION

**Intergenerational programming is a great way to connect individuals of any age and across generations, to allow them to share, learn and engage with each other.**

## INTRODUCTION

The City of Edmonton is committed to building an inclusive city for all ages. This toolkit, and accompanying resource guide, was designed to assist organizations in the planning and implementation of intergenerational programs. Intergenerational programming provides opportunities for generations to socialize, learn and grow together. By developing intergenerational programming in our communities, and connecting citizens across generations, we hope to achieve our vision of a truly age friendly city.

### **What is intergenerational programming?**

Intergenerational programming provides an opportunity to connect children, youth, adults and seniors. Participants come together to share, learn and engage with each other. Intergenerational programming can take a variety of shapes and forms – from a single event to weekly scheduled activities.

### **Supporting initiatives**

**Age Friendly Edmonton** is a partnership of organizations and individuals committed to building a city that values, respects and actively supports the well-being of seniors. The initiative connects people of all ages and improves quality of life for Edmonton seniors by increasing knowledge and awareness, changing policies and systems, and improving service delivery.

**Child Friendly Edmonton**, in a spirit of cooperation and collaboration, works with citizens, community groups and orders of government to create the best possible results for children and their families. A child friendly city welcomes and involves children and youth and promotes their well-being and safety. It fosters the rights of young people as contributing members of society who have a sense of ownership and a voice in their community.



## Why is intergenerational programming important?

The benefits of intergenerational programming are as diverse as the types of programs offered. Here is a short, and in no way exhaustive, list of benefits to taking an intergenerational approach to program offerings.

1. *Learning opportunities.* Participants can share their skills, knowledge and expertise. Positive role modeling and mentorship can result from intergenerational interactions. Bringing diverse groups together can also be a source of emotional and social support for those involved.
2. *Addressing the myths and stereotypes behind ageism.* Intergenerational programming, done well, has the potential to bridge gaps and challenge participants' preconceived notions of other age groups.
3. *Community collaboration.* When organizations work together, and build strong relationships, they are able to create thriving community spaces. Collaboration can result in sharing resources and expertise where everyone 'wins'.

**With any new project there are bound to be some 'bumps' along the way. Planning ahead and responding to challenges in a thoughtful, respectful way can make all the difference.**

## Addressing ageism

Although there may be limited familiarity with the word 'ageism', a report addressing ageism in Edmonton reveals ageist attitudes do exist in our city.

Simply put, ageism is defined as discriminating or stereotyping groups or individuals based on their age. In Edmonton, both youth and seniors feel the effects of ageist attitudes. Some of the most common perceived forms of ageism towards both age groups include unfair hiring practices and being considered 'rude' or disrespectful. Ageist perceptions also include seniors viewing youth as relying too much on technology, and youth viewing seniors as being stubborn and grumpy.

Intergenerational programming has the potential to break down negative stereotypes held by people of all generations. Programs can provide a safe space for participants to learn and engage with each other in positive ways. These positive interactions can challenge preconceived notions of age in our communities.

## How to use this toolkit

This toolkit is designed to assist you in developing, implementing and evaluating intergenerational programming in your community. It includes practical tasks, worksheets and checklists to help guide you through the process.

With intergenerational programming the possibilities are unique to each community and, because of this diversity, this toolkit should be thought of as a starting point. The attached resource guide can hopefully help fill any gaps. Using the resource guide you can explore current research and best practice in Edmonton, Canada and across the globe.



## Barriers to participation

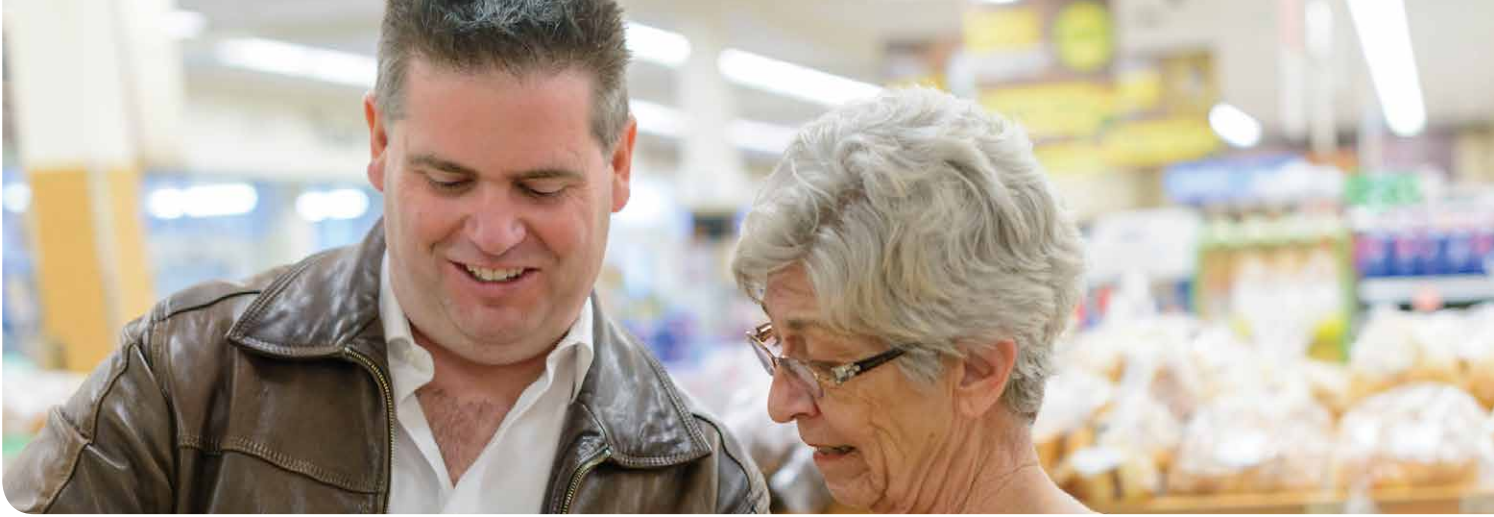
When offering community programming, you are likely to encounter a few challenges throughout the process. With thorough planning you can help address these issues before they arise. Below is a list of potential challenges specific to intergenerational programming that you can keep in mind as you work with your program.

- *Staff unfamiliar working with a particular age group.* Staff members may have very specialized skills working with a particular population, and limited experience working with other age groups. Training and open communication with staff members can help mitigate these concerns.
- *Choosing activities that appeal to all generations.* Many of the resources in the Resource Guide section can offer you additional suggestions on selecting appropriate activities above and beyond what is available in the toolkit.
- *Selecting an appropriate time of day.* Finding a suitable time that appeals to varying age groups is an important consideration in the planning process.
- *Transportation.* Selecting a convenient location with access to public transit, public parking spaces or providing transportation options if available, can help attract program participants.
- *Participant attitudes.* Individuals have unique perspectives and personal experiences. Keeping open channels of communication and having a plan in place to address conflict or inappropriate language will help create a welcoming space for all participants.



**“I loved talking to seniors and listening to their stories.”**

*– Youth participant*



## GETTING STARTED

### Setting the stage

Before jumping straight into a project it's important to do an initial assessment of your current position through an intergenerational lens. The following questions will get you thinking about your organization's strengths, potential opportunities, and to consider the barriers to delivering the program you have in mind.



**Create a list of your organization's current strengths.** For example, what do you have to offer? Do you have talented staff or volunteers with specific expertise? Space available for programming? What makes your organization stand out from the crowd?

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**Create a list of potential challenges to engaging with a new project.** These challenges could be internal to your organization or external in the community. For example, does your staff have the time to commit to a new initiative? Would participants have reliable transportation to your location?

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**Create a list of opportunities that, if explored, could help support a new project.** For example, could you engage in partnerships with other organizations? Could you pursue a new funding source?

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**Next, explore how these opportunities could help overcome challenges or barriers to participation.** Brainstorm past challenges you may have encountered. How did you overcome these challenges? What did you learn from these experiences?

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**Finally, brainstorm what you believe the needs of the community are.** What is your rationale for engaging with your program? Think about why you are interested in pursuing intergenerational programming. For example, where are the gaps in programming? What have your customers/members/program participants been requesting?

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# WHAT'S NEXT?

## Planning your program

After completing the section outlining strengths, challenges and opportunities, you should have a better sense of your organization's readiness to take on a new program. This self-analysis will allow you to move forward with a program that best fits your organization's unique circumstance.

## Choosing activities

An identified barrier to offering successful intergenerational programming is selecting activities that appeal to all ages. Findings from a research project funded by the City of Edmonton revealed some insightful information that addresses this challenge.

According to the report, there were a number of activities that appealed to both youth (defined as ages 13-21) and seniors.

These activities were viewed as the most interesting for both generations. Other examples of intergenerational activities include working in community gardens, volunteering at a school library or a seniors' residence, students teaching seniors how to use iPads, and storytelling. There are many creative options available.

Intergenerational programs also do not necessarily have to be 'brand new' initiatives. Current programming has the potential to benefit from taking an intergenerational approach. For example, if your organization is running a cooking class with youth, you could introduce an intergenerational teaching opportunity by bringing in seniors to demonstrate traditional dishes.

When selecting activities, it's important to be conscious of the dynamics of your group. What type of energy levels will you be working with? Will participants be interested in a more passive or active role? How skilled will participants be at completing the task? Flexibility and awareness of the needs of your group will allow you to incorporate learning and mentorship opportunities into your program.

### Top 5 activities enjoyed by both seniors & youth:

- 1 Exploring different ethnic food, music and culture
- 2 Physical activities
- 3 Mentorship programs or career information sessions
- 4 Finding ways to make the community more accessible for people with disabilities
- 5 People helping each other out with home maintenance







## Developing goals and objectives

Having a clear understanding of your program goals and objectives is a key step in the planning process. Although there are varying definitions of the words 'goal' and 'objective', for the purposes of this toolkit 'goals' are defined as broader, overarching principles that guide project decisions while 'objectives' are defined as measurable steps taken to reach these goals. Goals and objectives for an intergenerational program can vary, but good examples are SMART or specific, measurable, attainable, realistic and timely.

The following formula can assist in the development of program objectives:

1. How many individuals are involved and/or are you targeting?
2. Who are your participants?
3. What do you hope to achieve?
4. When should this be completed and/or achieved by?

For example:

**Goal:** The student will understand the importance of continued education and career training by the end of the Fall semester.

**Objective:** The student will attend two professional development opportunities related to their field of study by December.

Benefits of intergenerational programming often include increased social connection, cultural learnings, and shared resources. You may want to consider these benefits when developing program goals and objectives.

**Good goals and objectives are SMART or specific, measurable, attainable, realistic and timely.**





## Developing a budget

Funding is an important consideration when developing a project. Available funds can affect the scope of the project and what you are able to achieve. Careful planning can help keep you on track and moving forward. The planning sheet on the following page can assist you in developing your budget.

If you are planning on accessing funds through community grants or external funding, here are a few additional considerations:

- Grant funding may only cover very specific areas of work. When creating your budget, make sure you allocate your funding to the appropriate areas (i.e. will your funding cover staff costs? Equipment? Transportation? Space costs?)
- Funding may also be conditional on the completion of a final report or achievement of predetermined goals. Make sure to factor in the time required to complete and submit documentation such as a final report.
- Keep your receipts! Good record keeping keeps you accountable and may be required for a final report submission.

**“It was a very nice way to spend time with young people. Very refreshing.”**

*–Senior participant*



Complete the budget worksheet on the next page. Remember to check in with your budget continuously throughout your project.







## Budget planning sheet

### EXPENSES: WHAT ARE THE COSTS TO RUN THIS PROGRAM/EVENT?

Expenses	Projected Cost
Instructor	\$
Staffing	\$
Programming equipment	\$
Cost of room rental	\$
Insurance, licenses or permits	\$
Advertising	\$
Food/refreshments	\$
Participant transportation	\$
Other	\$

Total expenses: \$ \_\_\_\_\_

### REVENUE: HOW WILL YOU BE FINANCING THIS PROJECT?

Revenue Source	Expected Revenue
Participant fees	\$
Sponsors	\$
Grants	\$
Fundraising	\$
Community groups	\$
Other	\$

Total revenue: \$ \_\_\_\_\_

### Creating your budget

- Compile your list of expenses and income into one document
- Include a contingency or 'emergency' amount that is 10 – 15% of your total budget
- Ensure that this financial outcome corresponds to your goal for the project (i.e. cost recovery model, profit margins)
- Don't overestimate your income
- Secure approval for your budget, if required

### Managing your budget

- Track your actual expenses and income for comparison with your budget
- Make adjustments as necessary (i.e. determine if you need to make more money, reduce your expenses or spend more money to achieve the approved goal for the program)

## Determining location and schedule

Location can have a significant impact on the success of a program. An intergenerational program can bring together a diverse range of participants with varying abilities and needs. The following checklist will assist you in selecting a suitable location for your program that addresses these diverse needs.

Another important consideration to keep in mind is the time of day that the program may be offered. Participants often have varying schedules and availability. Be considerate of these needs during the planning phases of your program!

**An intergenerational program can bring together a diverse range of participants with varying abilities and needs.**



Complete the appropriate sections of the following Location Checklist.

### LOCATION CHECKLIST

#### 1 Facility Access:

- Is there parking available?
- Are there accessible parking stalls available?
- Is the building serviced by public transit?
- Are there drop-off areas near the entrance?
- Are the entrances accessible to participants using wheelchairs and/or mobility aids and/or with strollers? (i.e. ramps, power doors, curb cuts on sidewalks)
- Does the facility have emergency procedures in place?
- Is there a first aid kit on the premises?
- Have you chosen a convenient location for all participants?
- OTHER:

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## 2 Indoor Spaces:

- Is the room clear of safety hazards (i.e. tripping hazards, uncovered wall plug-ins)
- Is the space accessible to participants using wheelchairs and/or mobility aids and/or with strollers?
- Is the space an appropriate size for your participant numbers?
- Is the space an appropriate size for your planned activities?
- Does the space have the appropriate equipment readily available? (i.e. wall plug ins, projector screens, projector, flipchart, coffee maker)
- Does the space have appropriate seating? (i.e. the appropriate number of tables and chairs)
- Is there minimal background noise?
- Is there adequate lighting?
- Can the program be re-located to another space if required?
- Is the space easy to locate? (i.e. signs or maps that point the way)
- Is the space near to an accessible washroom?
- Are there additional costs associated with using the space? (i.e. rental fees, cost of refreshments)
- Is the space a warm and welcoming environment?
- OTHER:

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**“I had so much fun  
and wish to see the  
seniors again!”**

*– Youth participant*



### 3 Outdoor Spaces:

- Can the space be used in all weather conditions?
- Are there shaded areas available for sunny days?
- Are there sheltered areas available for rainy days?
- Is there an alternative location available in the case of inclement weather?
- Is the space accessible to participants using wheelchairs and/or mobility aids and/or with strollers? (i.e. paved walkways, flat surfaces)
- Are there washrooms onsite?
- Are the washrooms accessible to participants using wheelchairs and/or mobility aids?
- Are there family washrooms available?
- Is there adequate seating available?
- OTHER:

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## Building relationships

The very nature of intergenerational projects involves partnership. When reaching out to potential partner organizations, remember that it takes time and commitment to build a good relationship. The following is a list of tips and ideas to consider when developing and maintaining a strong organizational partnership:



**Listen.** Be open to listening and acknowledging other people's perspectives. Truly listening to what another person has to say goes a long way in building positive relationships.



**Identify shared interests.** When organizations are working towards a common goal, there is a more natural incentive to work together as a team.



**Develop clear roles and responsibilities.**

Before the launch of a program, it is important to define the roles of each organization. Simply bringing the right people around the table does not guarantee a successful partnership. Clearly articulating individual roles and responsibilities, and developing timelines and specific action items, will help you to achieve success. Schedule regular check-ins to make sure everyone is on track.



**Stay connected.** Keep a consistent, open line of communication with your partner organization(s) and develop a communication plan. If there is any changeover in staff it is important to hand over any necessary information so that the program is not negatively affected by transition.



**Create a friendly working environment.**

When you first start meeting as a group consider introducing some 'icebreakers' or team building activities so everyone is familiar with one another. Make sure everyone around the table has a voice by creating intentional opportunities for participation.



**Rotate meeting locations.** Choosing meeting spaces in different locations can be inclusive and can help each partner organization learn about each other's 'day-to-day' activities.





## Health and Safety

Beyond providing a safe physical space for programming, liability is an essential consideration when engaging with intergenerational projects. When working with partner organizations, it is important that all organizations involved are 1) aware of their respective policies and liability

insurance and 2) up to date with appropriate policy and liability insurance coverage. All parties involved should discuss expectations related to health and safety before engaging with the proposed project.



Complete the appropriate sections of the following Health and Safety Checklist.

### HEALTH AND SAFETY CHECKLIST

The following checklist can also assist in addressing concerns related to health and safety.

- Are there procedures in place for reporting and addressing problems or concerns?
- Are there procedures in place for handling inappropriate behaviour or language?
- Are staff and/or facilitators and/or volunteers trained in risk management procedures?
- Are there designated individuals trained in first aid and CPR on site?
- Is there a first aid kit at your location?
- Do instructors have the appropriate insurance and certifications?
- Are you aware of both you and your partner organization(s) insurance/liability coverage as it applies to your program?
- Are the applicable liability waivers and/or consent forms completed and signed?
- Is emergency contact information for participants readily available?
- Has relevant participant information been collected? (i.e. allergies, physical activity screening form, PIPA)

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## IMPLEMENTING YOUR PROGRAM

Now that you have a solid foundation in place, you are ready to move ahead with your desired program. The following section outlines some important information to keep in mind after you have your program up and running.

### Orientation and training

It's important to provide an opportunity to familiarize staff, volunteers and participants with the expectations of your program. Training can appear in a variety of forms depending on the scope of the project. You may have separate staff and volunteer orientation sessions, ongoing training opportunities throughout the program, or targeted information sessions. The following are a few considerations to keep in mind when planning orientation and training sessions:

- Introduce the program.
- Introduce clear expectations around appropriate language and behavior to staff, volunteers and participants.
- Consider addressing commonly held attitudes or stereotypes related to 'ageism'.
- Include logistical information about your program. Where will you be meeting? What time? What materials are participants required to bring?
- Include contact information for staff members who will be available to answer any questions or concerns.
- Prepare any forms and liability waivers and collect important participant information.
- Outline any risk management concerns and relevant emergency procedures.
- Make sure to include opportunities for discussion or questions.



**TIP!**

### **Schedule multiple orientation sessions**

Depending on the scope of your program, consider providing separate program orientation sessions for different age groups before bringing everyone together. This can help to create a comfortable environment for participants.





Develop an orientation and training plan for your project. What information needs to be presented to staff and volunteers? To your participants?

Lined area for writing the answer to the task question.



## Marketing and promotions

Marketing and promotions communicate the value of your program to your potential participants. Getting the word out to the community can help attract new people to your organization. Here are a few suggestions that will help you develop a strategy for your project:

1. *Define your target markets.* Who do you want to attract to your program? Once you know who your participants are, focus on the best way to engage with these groups. For example, are they active on social media? Would they see a poster at the local supermarket?
2. *Develop promotional materials.* Options include printed posters, newsletters, articles, information emailed using distribution lists, website announcements and social media posts. Using eye-catching visuals and photos can make your promotions stand out.
3. *Provide good information.* Include all of the necessary information in your promotional materials. This should include: dates and times, location, and pricing. A short description of your program will help potential participants know what to expect when they arrive. Include any information about materials participants are required to bring.
4. *Be conscious of your budget.* Make sure to include the cost of promotional materials in your initial project budget (i.e. printing costs, staff time etc.)
5. *Word of mouth.* Sometimes the best forms of promotion are through word of mouth. When someone has a good (or bad) experience with a program, they often share this information with their family, friends and colleagues. Creating positive experiences for participants can result in the best form of promotion!

Because of Canadian anti-spam legislation, when sending out information through email distribution lists or other electronic formats it's important for participants to 'opt-in' to this service. For more information about the legislation, please visit <http://www.law-faqs.org/national-faqs/casl/>.



**Brainstorm what types of promotion will be most beneficial to your program and develop a timeline. What types of promotions and marketing techniques do you currently use? How could you improve your promotional materials?**

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## Tips and tricks

The following are a few final 'tips and tricks' for implementing your intergenerational program:

**Tip #1:** Preparation is key! Before your program begins, take the time to prepare your location. Set up any supplies for the day, clear the room of any accessibility barriers, turn on the coffee pot etc.

**Tip #2:** Keep organized. Have information related to your project (i.e. schedules, forms, participant information etc.) in a designated, easily accessible location. See a sample timeline below.

**Tip #3:** Be flexible. Be willing to change your strategy depending on the dynamics of the group – not all activities go according to plan!

**Tip #4:** Have a contingency plan. Hosting your program in an outdoor location? Expecting a guest facilitator? Have a backup plan ready for when something does not turn out as expected!

**Tip #5:** Create spaces that foster conversation. For example, if you are working with younger children and older adults, alternate seating so different generations are sitting next to each other. If you are working with an activity that requires the use of supplies, consider having only enough supplies to share so participants need to interact.

### ▶ SAMPLE TIMELINE FOR PLANNING PURPOSES

Task	Description	Complete by	Team Member
Gather pictures for the Fall 2022 Program Guide	Take pictures at special events and daily programs. Ensure photo release forms are signed. Send photo selections to committee for review.	May 20, 2022	Allison





Complete the following activity planning sheet to help keep you organized.



**SAMPLE ACTIVITY PLANNING SHEET**

**Facilitators/Instructors:**

**Date(s) and Time(s):**

**Contact Information:**

**Program Name:**

**Location:**

Program Description:

Program Goal(s):

What equipment is required to facilitate the program?

How will the space be set up?



What staffing assistance is required?

What are the minimum and maximum numbers of participants?

Schedule of Activities per Session:

- 1.
- 2.
- 3.

Special Considerations:

Key Conversation/Facilitation Questions:





## Program evaluation and documentation

Evaluation is one of the most important aspects of program planning. Effective evaluation practices can help you make improvements and provide invaluable feedback to why you are engaging with an intergenerational project. Evaluation should be considered from the very beginning to the very end of your project.

Final evaluation forms are what we typically think of when considering project evaluation. Although final evaluations are important tools, remember to incorporate evaluation in all stages of your program. When formulating your evaluation processes, consider what kind of information would be useful to you for future planning purposes. The following are examples of evaluation that can be incorporated throughout a project's implementation:

- *Provide opportunity for reflection.* Encourage participants to reflect on their experiences. Suggestions include offering time at the end of a session to complete journal entries or to discuss the day's learnings as a group.
- *Collect testimonials.* Anecdotal evidence of participant experiences can provide important learning opportunities and attract participants to future program offerings.
- *Data collection.* For example, track the number of participants attending your program each week and record participant demographic information. Consider what type of data would be most useful to your organization.
- *Pre- and post-program surveys.* Identify what information is needed to determine the success of your project and incorporate this into pre- and post-project surveys. Are you planning for a specific learning outcome? An observed change in participant attitudes?
- *Collect feedback from program staff and instructors.* Check in with your program facilitators for updates on the progress of your program. Schedule regular meetings or request interim progress reports.



## SAMPLE FACILITATOR FINAL EVALUATION FORM

**Program Name:**

**Dates:**

**Location:**

Was the facility appropriate for the program? Please list any concerns:

Were the supplies and equipment adequate for your needs? Please list any concerns:

Did you feel that the following were appropriate?

	YES	NO
Number of Sessions		
Number of Hours Per Session		
Time of Day		
Ratio of Staff/Facilitators to Participants		
Total Participants Registered		

Please provide any additional feedback:



Can you give an example of a particularly memorable moment from the program?

What challenges did you encounter during the program?

What changes would you suggest for the future?

What types of follow-up activities or intergenerational interactions could result from this program?







## SAMPLE PARTICIPANT FINAL EVALUATION FORM

**Program Name:**

**Dates and Time:**

**Location:**

How did you find out about the program?

- Internet
- Newsletter
- Word of Mouth
- Other (please specify):

Why did you want to participate?

Did you feel that the following were appropriate?

	YES	NO
Number of Sessions		
Number of Hours Per Session		
Time of Day		
Ratio of Staff/Facilitators to Participants		
Total Participants Registered		

Please provide any additional feedback:



What did you enjoy about the program?

What would you improve about the program? Please be specific!

Please list one thing you learned from participating in the program

Would you participate in this program again? YES / NO

Why or why not?

If you could describe your experience in 1-5 words, what would you say?





## SAMPLE PRE/POST-PARTICIPATION EVALUATION FORM

**Program:**

**Dates:**

**Location:**

Please circle the number that best corresponds to your feelings towards each of the following statements:

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
I enjoy spending time with seniors	1	2	3	4	5
Seniors are active in their communities	1	2	3	4	5
Youth and seniors enjoy the same activities	1	2	3	4	5
Seniors are knowledgeable and intelligent	1	2	3	4	5



## REMEMBER TO CELEBRATE

Intergenerational programs involve the coordinated efforts of talented community partners, staff, volunteers and participants. Without their continued support and contributions, intergenerational programming would not be possible. Below are a few suggestions for recognizing these efforts:

1. Gift giving. Offer gift cards or other small tokens of appreciation. Spontaneous cookie trays or food platters at meetings will also not go unnoticed.
2. Throw a party. A special event at the end of a program provides the opportunity for good conversation, reflection and celebration.
3. Continuous, consistent recognition. Take the time to thank your staff, volunteers and participants for their hard work in person. Write a personal thank you note. Tell them how they are making a difference every day. Recognition does not have to wait until the end of a program!

Be creative with your recognition. Sincere, heartfelt acknowledgements of appreciation can go a long way in showing your community partners, staff, volunteers and participants that your care about their contributions.




# ACKNOWLEDGEMENTS

**THE CITY OF EDMONTON ACKNOWLEDGES THE CONTRIBUTIONS OF THE FOLLOWING FIVE GROUPS FOR THEIR WORK AS PROJECT SITES:**

- Edmonton Public Library – Memory Kits
- Creating Hope Society of Alberta – Learning our Aboriginal History
- Senior Citizen Opportunity Neighborhood Association (SCONA) – Community Garden
- Westend Seniors Activity Centre – One-on-One Personal Training Program, Christmas Dinner Project, Mavie's Mitten Tree Christmas Dinner Project
- Multicultural Family Resource Society – Cultural Celebration Collective Kitchen Project.







# **RESOURCE GUIDE**



# RESOURCE GUIDE

## Organizations and initiatives

### AGE FRIENDLY EDMONTON

Age Friendly Edmonton is an initiative to improve the quality of life for seniors in Edmonton.

- Website: [www.edmonton.ca/city\\_government/initiatives\\_innovation/age-friendly-edmonton.aspx](http://www.edmonton.ca/city_government/initiatives_innovation/age-friendly-edmonton.aspx)
- Email: [agefriendly@edmonton.ca](mailto:agefriendly@edmonton.ca)

### CITY OF EDMONTON YOUTH COUNCIL

The City of Edmonton Youth Council's mission is to 'educate and empower youth to provide meaningful input and to take action on local issues and municipal politics in Edmonton'

- Website: <http://ceyc.ca/>
- Email: [youthcouncil@edmonton.ca](mailto:youthcouncil@edmonton.ca)

### I2I INTERGENERATIONAL SOCIETY

Based out of British Columbia, this organization works across Canada to promote intergenerational programs and learning opportunities. They work to assist in developing rich and sustainable connections between generations. Their website offers a variety of resources related to intergenerational projects.

- Website: [www.intergenerational.ca/index.php?option=com\\_content&view=frontpage&Itemid=1](http://www.intergenerational.ca/index.php?option=com_content&view=frontpage&Itemid=1)
- Email: [i2i@intergenerational.ca](mailto:i2i@intergenerational.ca)

### INTERGENERATIONAL CENTRE FOR ACTION LEARNING (ICAL)

Based out of British Columbia, this organization develops and promotes intergenerational programming. They are currently engaged with a variety of intergenerational projects.

- Website: [www.ical.ca/](http://www.ical.ca/)
- Email: [mail@ical.com](mailto:mail@ical.com)

### INTERGENERATIONAL MANITOBA

This website is funded through the Government of Manitoba and their Age Friendly Initiative. The website includes a comprehensive resource gallery with information about intergenerational activities.

- Website: [www.intergenerationalmanitoba.ca/](http://www.intergenerationalmanitoba.ca/)
- Email: [info@intergenerationalmanitoba.ca](mailto:info@intergenerationalmanitoba.ca)

### VOLUNTEER GRANDPARENTS

Based out of British Columbia, this is a non-profit volunteer organization whose mission "is to bridge and enrich the generations by fostering intergenerational understanding, communication and cooperation between the generations".

- Website: [www.volunteergrandparents.ca/](http://www.volunteergrandparents.ca/)
- Email: [info@volunteergrandparents.ca](mailto:info@volunteergrandparents.ca)



## XYBOOM

An innovative intergenerational organization focused on intergenerational learning events and fostering intergenerational understanding and collaboration.

- Website: [myloudspeaker.ca/project/xyboom](https://myloudspeaker.ca/project/xyboom)

## GENERATIONS UNITED

Based out of Washington, DC, Generations United's mission is to "improve the lives of children, youth, and older adults through intergenerational collaboration, public policies and programs for the enduring benefit of all". Their website includes a comprehensive resource list and examples of intergenerational activities.

- Website: [www.gu.org](http://www.gu.org)

## LEGACY PROJECT

Based out of Whitchurch–Stouffville, Ontario, the Legacy Project is described as "a big-picture research, learning, and social innovation group" with a focus on children/youth and elders. Their website includes an extensive 'across generations' activity list and guides.

- Website: [www.legacyproject.org/activities/activitiesag.html](http://www.legacyproject.org/activities/activitiesag.html)
- Email: [admin@legacyproject.org](mailto:admin@legacyproject.org)

## TORONTO INTERGENERATIONAL PARTNERSHIPS (TIGP)

"Toronto Intergenerational Partnerships (TIGP) first came into existence in 1981 as a working group in Toronto's Riverdale community, responding to the needs of two distinct groups – children and youth, and seniors". Their website includes information on programs, volunteer opportunities and organizational specific information.

- Website: [www.tigp.org/](http://www.tigp.org/)
- Email: [sue@tigp.org](mailto:sue@tigp.org)

## BETH JOHNSON FOUNDATION CENTRE FOR INTERGENERATIONAL PRACTICE

Based out of the United Kingdom, "the Centre was established in 2001 to support the development of intergenerational practice throughout the UK and to promote an understanding of the potential of intergenerational practice to address social issues". The following website includes resources and links to intergenerational toolkits and guides.

- Website: [www.centreforip.org.uk/resources/toolkits-and-guides](http://www.centreforip.org.uk/resources/toolkits-and-guides)
- Email: [generations@bjf.org.uk](mailto:generations@bjf.org.uk)

## Additional toolkits

### CONNECTING GENERATIONS STRENGTHENING COMMUNITIES TOOLKIT

*The Intergenerational Center Temple University*

Based out of Philadelphia, the Intergenerational Centre works to “address critical concerns and [to create] opportunities for lifelong civic engagement”. They also “develop, evaluate and replicate innovative programs, offer high quality training and consultation, and conduct research that examines the impact of our work and identifies promising practices”. The toolkit serves as a comprehensive resource for community program planners.

- Link: <http://education.temple.edu/igc/resources/connecting-generations-strengthening-communities-toolkit>

### TRIED AND TRUE: A GUIDE TO SUCCESSFUL INTERGENERATIONAL ACTIVITIES AT SHARED SITES

*Generations United*

This comprehensive resource focuses on intergenerational programming for older adults/ seniors and young children.

- Link: [www.intergenerational.clahs.vt.edu/pdf/jarrottriedtrue.pdf](http://www.intergenerational.clahs.vt.edu/pdf/jarrottriedtrue.pdf)

### CREATING CARING COMMUNITIES

*BC Caregivers Association*

Developed by the BC Caregivers Association, “this resource contains practical information and resources to support educators, care providers and community agencies in coordinating successful intergenerational (IG) programs that

promote learning, understanding, and mutual respect between generations”.

- Link: [www.intergenerational.ca/images/stories/pdfs/community-toolkit.pdf](http://www.intergenerational.ca/images/stories/pdfs/community-toolkit.pdf)

### A GUIDE TO INTERGENERATIONAL PRACTICE

*Beth Johnson Foundation*

Developed in the United Kingdom, “the purpose of this Guide is to introduce some of the fundamental elements of Intergenerational Practice. It is intended to be of practical use particularly to those working in Voluntary and Community Sectors (VCS), Local Authorities (LAs) and Central Government Departments (CGDs)”.

- Link: [www.centreforip.org.uk/res/documents/page/BJFGuidetoIPV2%20%2028%20Mar%202011.pdf](http://www.centreforip.org.uk/res/documents/page/BJFGuidetoIPV2%20%2028%20Mar%202011.pdf)

### ACROSS THE GENERATIONS: RESPECT FOR ALL AGES

*i2i Intergenerational Society*

This toolkit was designed “to encourage children and older adults towards greater awareness and understanding of differing challenges and attitudes”. It includes information for practitioners, suggestions for age-friendly activities, as well as resource materials.

- Link: [www.intergenerational.ca/images/stories/pdfs/AcrossGenerationsEnglish.pdf](http://www.intergenerational.ca/images/stories/pdfs/AcrossGenerationsEnglish.pdf)



## Useful links

### GOOD PRACTICES IN INTERGENERATIONAL PROGRAMMING: MODELS ADVANCING POLICY, PRACTICE AND RESEARCH

*New York City Department for Aging*

“This is a compendium of information about intergenerational programs in New York City and Westchester County that demonstrate good practices. The goal in producing this manual is to encourage implementation of intergenerational programs, to share good practices, to document a variety of programs and to provide professional linkage for those wanting to learn more. It is the result of collaboration between New York City Department for the Aging and New York State Intergenerational Network”.

- Link: [www.nyc.gov/html/dfta/downloads/pdf/publications/good\\_practices.pdf](http://www.nyc.gov/html/dfta/downloads/pdf/publications/good_practices.pdf)

### SAN DIEGO INTERGENERATIONAL PROGRAMS DIRECTORY 2014–15

*County of San Diego*

“This directory is a compilation of IG efforts that have been implemented in San Diego County. A summary of each program is included, along with its goals, objectives, outcomes, funding sources, and contact information. Though by no means comprehensive, this directory will hopefully be a rich source of ideas—both to those wishing to participate in existing projects as well as to those wanting to create new ones”.

- Link: [www.sandiegocounty.gov/content/dam/sdc/hhsa/programs/ais/documents/IGDirectory.pdf](http://www.sandiegocounty.gov/content/dam/sdc/hhsa/programs/ais/documents/IGDirectory.pdf)

### FINDING THE RIGHT FIT: AGE FRIENDLY COMMUNITY PLANNING

The Ontario Seniors' Secretariat (OSS), the Accessibility Directorate of Ontario (ADO), the University of Waterloo and McMaster University worked together to develop this guide.

The guide was designed to assist community planners work towards creating an 'age-friendly future'. This guide consolidates existing Age Friendly Community resources into a single document and outlines a process that helps to answer the question: Where do we begin?

- Link: [www.seniors.gov.on.ca/en/afc/guide.php](http://www.seniors.gov.on.ca/en/afc/guide.php)





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# INTERGENERATIONAL

Programming Toolkit

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