Intergenerational Connections Project

Work Plan - FINAL

Background

The NWT Seniors’ Society has been working on a project entitled “Leading the Way – Networking to Prevent Abuse of Older Adults”. The purpose of the project is “to work with pilot community and regional support networks to address elder abuse to enable a coordinated response to elder abuse.” The intent is to ensure older adults in the NWT feel safe and secure in their home communities by: promoting support networks and protocols to enable strong community response to elder abuse; raise awareness; disseminate information and tools that address abuse of older adults and equip care givers, service providers, older adults and their families with information about promising practices identified in research that are relevant for use in the north. As well, a component of this project is to “engage young people in schools on the issues of abuse of older adults e.g. i2i Intergenerational Society Workshops.” The funders have informed the NWT Seniors’ Society this can be interpreted fairly broadly, however, eight workshops need to be piloted and evaluated over the next two fiscal years – four in 2013/2014 and four during the 2014/2015 fiscal years. This can mean eight distinct workshops or the same workshop offered a few times in different settings that specifically address and/or display the concepts of intergenerational ideology.

An Intergenerational Committee was established as a sub-committee of the NWT Network to Prevent Abuse of Older Adults. This committee is to: develop options/models for intergenerational events to be a beginning for a community (or school) to do more events on its own on a regular basis. Events will bring together young people and older adults in positive learning and sharing environments. The focus will be on increasing awareness about older adult abuse through innovative ways. The pilot projects will become models and a catalyst for ongoing intergenerational events throughout the NWT, in communities, schools, sponsored by local organizations such as the school or a community agency.
**Definition of Intergenerational Practice**

“Intergenerational practice aims to bring people together in purposeful, mutually beneficial activities which promote greater understanding and respect between generations and contributes to building more cohesive communities. Intergenerational practice is inclusive, building on the positive resources that the young and old have to offer each other and those around them.”

*Centre for Intergenerational Practice: Beth Johnson Foundation, 2001.*

Activities typically involve the sharing of skills, knowledge, or experience between young and old.

**Suggested Outcomes for the Intergenerational Project**

The anticipated outcome is:

- The generational gap between young people and older adults is reduced.

This will be accomplished through:

- Attitudes of ageism being better understood and rejected
- Increased understanding of the value of young people and older adults
- Stronger intergenerational relationships and connections between young people and older adults
- More youth and seniors supporting and protecting each other, and,
- Young and old alike having a better understanding of issues younger and older people face, with a specific focus on the issue of abuse, how to help themselves and each other and where to get assistance if needed, and,
- Increased skills and knowledge exchange

**Deliverables (Outputs) for the Intergenerational Project**

- There are to be eight intergenerational projects delivered between the fall 2013 and March 2015 that will lead to developing sustainable connections between generations. There does not need to be eight distinct projects but there does need to be eight sessions delivered.
• There will be an evaluation strategy developed for the overall project to determine if the outcomes were met.

• Each individual project will be evaluated, including a pre and posttest to determine if the level of understanding and respect between the ages has occurred.

• Projects need to be sustainable, using little resources (financial and human) to ensure continuity.

• The end result is to develop a "Intergenerational Connections" handbook/guide that will be available to all NWT communities about initiating Intergenerational Projects/Activities.

**Project Considerations**

1. The main consideration is that the intergenerational work will continue long after this project is complete. Therefore, it is important to create cost effective models (low human and financial resource requirements). To be sustainable, the pilot projects selected and presented to the communities/schools as models must be achievable with limited resources. Volunteerism and gifts in-kind for this work needs to be emphasized.

2. There are four things to remember when creating sustainable intergenerational activities (as per discussion with Sharon MacKenzie, ED, i2i Intergenerational Society, [www.intergenerational.ca](http://www.intergenerational.ca)). They are:

   • The activity has to be FUN, people want to be part of this and enjoy themselves
   • To keep it simple
   • To reflect on why this project is being done and whether the outcome shows that the activity is doing what we want it to do
   • To collaborate from the start, ensure all partners are part of the planning, implementation and assessment/evaluation.

3. Need to ensure the project parameters are clearly stated e.g. all projects are one-time events or projects will occur over a number of sessions.

4. Need to recognize liability issues, especially with younger children in attendance.

5. There is a need to obtain and keep on file waivers or signed consents to participate for the youth, from those who can sign (age 16 and over) or from the parent/guardian for children and youth who are under 16. If a project is being carried out in a school, the school may have their own form to use.
6. Projects need to be in line with and developed to support the anticipated outcomes as agreed upon and noted above.

7. It is necessary to have an Intergenerational Committee Member living in the community where a project is completed. The committee member will be the “eyes and ears on site” who will report back to the committee. Their role is to ensure the project is offered, evaluated, records and forms are kept including evaluation questionnaires, and consent to participate forms, pictures are taken, and provide guidance as needed.

8. Volunteers will complete projects within the community. The lead could be the member from the Intergenerational Committee or community volunteers who works with the committee member. There will be some minimal external support but the overall organization will be done within the community-by-community members.

9. Any adult working with youth will be required to have a criminal record check, including a vulnerable sector search prepared by the RCMP and submit a statement as to whether or not there are any criminal charges outstanding against the person and the details of any such outstanding charges. If a criminal record check, including a vulnerable sector search, has been completed within the last year, the person will need to produce a copy of that along with the statement of whether there are any outstanding criminal charges.

10. While the agreement with HRSDC talks about young people in schools (Kindergarten to Grade 12), the committee’s work does not have to be limited to that group but can involve other young people out of school who are living/working in the community, up to 25 years of age.

11. May want to consider a range of project options, such as projects specifically for young children, older youth still in school and those who are out of school or 18 to 25 years of age.

12. May want to consider selecting 2 community projects and 2 school projects for each year.

13. If a project is selected that involves the school, it is important to engage the school and School District in this work in order to ensure their support.

14. Community support and engagement is essential to the success of the intergenerational pilot projects.

15. The projects are to be delivered in selected locations throughout the NWT to ensure each area has the opportunity to facilitate and learn from an intergenerational project. Project delivery is also reliant on where committee
member support is available. For this year, it is suggested projects occur in Inuvik, Fort MacPherson, Fort Smith and Hay River (if committee and/or volunteer member support is there)
Suggested Projects

The following table identifies:

1. Projects that have been agreed upon by Committee Members for their community. These projects will be carried out in the 2013/14 fiscal year.
2. Examples of projects that have been suggested during the meetings of the Intergenerational Committee.
3. A few of the successful projects that were carried out through the NWT Youth and Seniors Literacy Project.

With the project idea, how the project meets the anticipated outcomes of the intergenerational project is identified and considerations for delivering the projects have been noted. This is for discussion purposes that will lead to setting priorities for project pilots.

1. 2013/14 Pilot Projects

For 2013/14, Inuvik, Fort Smith and Hay River have agreed they will act as the pilot sites for the Intergenerational projects.

There continues to be discussion with Fort MacPherson, Fort Providence, Ulukhaktok and Yellowknife (NWT Native Women’s Association) about their participation.

<table>
<thead>
<tr>
<th>Project</th>
<th>Description</th>
<th>How it Meets Intergenerational Connections</th>
<th>Considerations</th>
<th>Lead Community</th>
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<tbody>
<tr>
<td>Family Tree</td>
<td>Older adults will work with youth in the school to talk about their family so the youth can create a</td>
<td>• Stronger intergenerational connections&lt;br&gt;• Creating understanding about</td>
<td>• Need to work with the school to gain their support&lt;br&gt;• Need to select a specific grade e.g.</td>
<td>Inuvik Partnership between Inuvialuit Regional Corporation, Gwich’in Tribal Council and a</td>
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| Supporting Elders | Students with drivers licenses attending the Phoenix Program at PWK will assist Elders by picking them up for grocery shopping or medical appointments, going to the library or other activities as decided upon. Students will drive, pick up the Elder and return them home. Also will ask the students to help out when a day trip is | • Stronger intergenerational connections  
• Creating understanding about family history, learning about the past and the community  
• Increased understanding about traditions  
• Increased traditional language development | Seniors to work with the Phoenix Program to develop this program, including creating a schedule, how Elders will inform the students about their travel needs in advance, how the classroom participation will work with the program schedule. There may be a small cost for gas coupons, or refreshments. | Fort Smith Seniors’ Society in partnership with the Phoenix Program at PWK High School. |
planned for the seniors. This will get the senior out of their house for an activity.

Also, the Seniors’ expect to establish a presence in the classroom at various times for interactions with the students.

Considering a project where the students will interview the senior and write their autobiography.

**Sharing Stories**

| Seniors will go into the classrooms to tell stories about the changes they have seen in the land, lifestyle changes and about when they went to school. They will read to the students. Students will be invited | • Stronger intergenerational connections  
• Creating understanding about family or community history  
• Increased understanding and tolerance between the ages  
• Increased understanding about | • Seniors to work with the school to determine times to meet with the students, to have the students go to the seniors’ room that works best for the school and classroom  
• May be small cost to this program e.g. cost of refreshments or | Fort Smith Seniors’ Society  
JBT Elementary School |
to the seniors’ room to read to them and have refreshments.

<table>
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<tr>
<th>traditions</th>
<th>possibly books</th>
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<tr>
<td>• Possible - Increased traditional language development</td>
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2. Other Project Examples

<table>
<thead>
<tr>
<th>Project</th>
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<th>How it Meets Intergenerational Connections</th>
<th>Considerations</th>
<th>Lead Community</th>
</tr>
</thead>
<tbody>
<tr>
<td>On-the-Land Activities</td>
<td>Such as: Cultural Programming Fish cutting Berry picking Identifying medicinal plants and their use “To name it is to know it” – youth and older adults pair up, get to know each other and then explore being on the land, naming things as they see them which leads to the youth knowing what “it” is</td>
<td>• Youth learn skills from older adults • Stronger intergenerational connections • Understanding of how life used to be, increasing awareness and tolerance between the ages • Increased traditional language development (naming things in their own language)</td>
<td>• May be costly • Need approvals (fish cutting) • May need a camp, transportation, food, etc. if planning on more than a day trip • Could be a day outing berry picking with a packed lunch. Still required transportation and funding for lunch but the cost would be decreased.</td>
<td>Note: The lead community will be added once a project has been selected for delivery</td>
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| **Increased Technology Awareness** | Youth teaching older adults computer skills, such as how to use the internet, banking online, face book, email or how to use other “gadgets”. | • Older adults learning from youth, gain new skills  
• Stronger intergenerational connections  
• Increased respect for youth and their skills | • Will require wildlife monitoring  
• Will need to find a suitable space with computer access e.g. classroom in a school with access to computers  
• May want to work outside of school at a youth or seniors’ centre if have computer access  
• Could suggest youth receive credit for CALM hours for their time spent teaching the older adults |
| **Buddy System** | Youth and older adults identify themselves to be ‘paired up’ for adoption.  
Youth to take the lead in reaching out to the older adult.  
Activities could occur | • Stronger intergenerational connections  
• Creating understanding about family or community history  
• Increased understanding and tolerance between | • Youth to organize times to meet with the older adult, to have tea, a visit, possibly volunteer to help with small tasks to support the older adult  
• Will need to create criteria to pair the |
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<th>within the community or outside the community (in two different communities through social media communication, using technology to connect.)</th>
<th>the ages</th>
<th>youth and older adult to connect those with similar interests</th>
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<tbody>
<tr>
<td></td>
<td>• Increased understanding about traditions</td>
<td>• Possible – Increased traditional language development</td>
<td>• Could work with a Youth Group and Elders Group within a community to support this project</td>
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<td></td>
<td>• Increased understanding about traditions</td>
<td></td>
<td>• Need to consider aspects of liability such as ensuring proper checks are completed, consents signed prior to youth and older adults meeting</td>
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<tr>
<td></td>
<td>• Increased understanding about traditions</td>
<td></td>
<td>• No real cost to this program</td>
</tr>
<tr>
<td></td>
<td>• Created intergenerational connections</td>
<td></td>
<td>• May want some funding for activities e.g. craft materials</td>
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<tr>
<td>Collecting Historical Stories</td>
<td>Older adults pass their stories to the youth. These are recorded by the youth as a written document (with possible illustrations). Stories are kept in a central area for others</td>
<td>• Stronger intergenerational connections</td>
<td>• If do this in school, will need support of the school.</td>
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<tr>
<td></td>
<td>• Created intergenerational connections</td>
<td>• Creating understanding about family or community history</td>
<td>• May want this to be part of outcomes for a specific class at school e.g. English writing assignment</td>
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<td></td>
<td>• Increased</td>
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| **Wii and Tea** | Using the model in Norman Wells, bring youth and older adults together for Games Night | • Stronger intergenerational connections  
• Increased understanding and tolerance between the ages  
• Opportunity for physical activity | • Need a place to offer this e.g. recreation centre  
• Will need to buy or borrow a Wii (or similar type) game system and games  
• Will want some funding for refreshments  
• Could work with Recreation Coordinator in community  
• Instead of using a game system, could just have games |
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<tr>
<th>Activity</th>
<th>Description</th>
<th>Benefits</th>
<th>Requirements</th>
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<tbody>
<tr>
<td>Cooking Classes</td>
<td>Cooking and preparing traditional foods and compile recipes</td>
<td>• Youth learn skills from the older adults</td>
<td>• This will require a place to cook, cost for food or donations of food</td>
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<td></td>
<td></td>
<td>• Stronger intergenerational connections</td>
<td>• Skill and computer access to create a cook book</td>
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<td></td>
<td></td>
<td>• Increasing awareness about traditions</td>
<td></td>
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<tr>
<td>Tool Making</td>
<td>Elders working with youth, teaching them the craft of making traditional tools</td>
<td>• Youth learn skills from the older adults</td>
<td>• There will be a cost for materials</td>
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<tr>
<td></td>
<td></td>
<td>• Stronger intergenerational connections</td>
<td>• Require a place to hold this activity</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Increasing awareness about traditions</td>
<td>• Need to ensure the safety of the students who will be involved in this activity e.g. ensure they have knowledge about the proper use of instruments</td>
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3. Successful Youth and Seniors Literacy Projects

There were projects carried out through the NWT Youth and Seniors’ Literacy Project, that were funded by Education, Culture and Employment that were successful and may be selected for this Intergenerational work. These include:

- Youth interview elders about community events
- Youth luncheons and photo gallery for youth centre
- Youth centre radio program
- Traditional crafts, sewing circle
- Passing along a language through stories
- Community book of elders - photography of older adults with a brief story about who they are
- Girls take pride (weekly activities where girls were provided support to learn various things such as scrapbooking, skidoo safety, traditional practices, cooking, language, movies, etc.)

Next Steps

1. Ensure the Intergenerational Committee has representatives that are willing to work on these projects. Each pilot project will need a representative from the community on the committee for ongoing monitoring and evaluation and to interface with the Intergenerational Committee.

2. Agree to the suggested outcomes.

3. Agree to the deliverables (outputs).

4. Agree that the project considerations are complete.

5. Select projects for the next two fiscal years.
   - Suggest that at least the first four projects for this fiscal year be selected with the community identified so that the plan with time lines can be finalized for projects to start by the fall 2013. For this year, it is suggested projects be held in Inuvik, Fort MacPherson, Fort Smith and Hay River.
   - Need to ensure if any of the projects require school support that the local community group contact the school sooner than later. This is important because if the school does not feel they can accommodate a request to be involved, this needs to be known so the project can be moved to another community or another project be developed

6. Communities delivering projects to develop a work plan, obtaining consents, having criminal records checks completed, identifying budgets and schedule. The NWT Seniors’ Society will assist the selected communities. The
community representative / group will identify someone to carry out the project and provide direct oversight.

7. The NWT Seniors’ Society will begin to develop an evaluation framework, along with assessment questionnaires to determine increase in intergenerational knowledge and understanding.