

INTERGENERATIONAL PROGRAMMING: A TOOLKIT FOR THE NORTHWEST TERRITORIES



**NWT
RECREATION
& PARKS
ASSOCIATION**



Andy and River Norwegian participating in canoe races in Fort Simpson. Photo credit: Madison Pilling, Fort Simpson, NT

Thank you to our partners:



Special Thanks to Alexandra Santos, Age Friendly Edmonton and



Developed by Bri Krekoski and Jennifer Rafferty (NWTRPA), with assistance from the Generations on the Move communities of Hay River, Fort Providence, Fort Simpson, Ulukhaktok and Whati Geoff Ray (NWTRPA); and Sheena Tremblay (NWTRPA).



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The Northwest Territories Recreation and Parks Association (NWTRPA) envisions a territory where everyone has access to recreation programs and spaces that foster healthy families, strong cultures, and vibrant communities. This toolkit and resource guide were designed to help you create activities and programs that include people of all ages. Intergenerational programs are an opportunity for all generations to socialize, learn, and grow together. By connecting people across age groups, we hope to achieve our vision of a healthy, vibrant territory.

May Andre teaching her granddaughter Holly May which berries to pick and eat. Photo credit: Jayda Andre, Fort McPherson, NT

Let's get together! • Mahti êsa mämawôpayitan • Rassemblons-nous • Nihkhah
 ɫitr'ahaadàh • Atautchimukta • Katimaqqatigiikta • Ełehets'erukw'í • ɫexè Nèts'ııhdè
 • bŋʳbŋŋ'ɫɫʳʳC! • ɳeła Núdél! • ɫéts'uhdè



Introduction

Creating Community Programs in the North

Living, playing, and creating active-living programs in the North comes with unique challenges and strengths. Northerners are resilient, grounded in culture, community-oriented, and love to laugh. A lot of the planning resources available online are not representative of life in the North. This can make it difficult to find information for creating intergenerational programming. This toolkit has been adapted from the Intergenerational Programming Toolkit developed by the City of Edmonton and Age Friendly Edmonton. It highlights the strengths and opportunities in Northern communities for intergenerational activity planning.



The NWT Recreation and Parks Association works with communities across the NWT to promote recreation by supporting leaders, communities, and partners through training, advocacy, and networking. We envision a territory where everyone has access to recreation programs and spaces that foster healthy families, strong cultures, and vibrant communities.

the Northwest Territories' (GNWT) strategies and plans that promote active, healthy living as highlighted in *Our Elders: Our Communities (2014)* and *Continuing Care Services Action Plan 2017/18-2021/22 (2017)*.



Elders in Motion is a training program created by NWTRPA to improve access to and the quality of recreation opportunities for older adults in the NWT. Through training and mentorship, community leaders enhance their knowledge, skills, and confidence in organizing and leading safe, engaging, and culturally appropriate recreation programs for older adults. These programs promote: wellness of body, mind, and spirit; independence; and functional mobility.



Generations On The Move was created to promote active, healthy aging in NWT communities. The project is designed to encourage intergenerational connections and increase active living opportunities for older adults. It also responds to the Government of

What is intergenerational programming?

Intergenerational programming provides an opportunity to connect people across generations. Participants come together to share and learn. Intergenerational programming can take a variety of shapes and forms – from a single event to weekly scheduled activities.



Angela Code shows students a tanned moose hide at a camp in Lutsel Ke'e, NT.
Photo Credit: Pat Kane, Lutsel Ke'e

Information sourced from:

- Unikkaartuit: meanings of well-being, unhappiness, health, & community change among Inuit in Nunavut, Canada. (2011). Kral, Idlout, Minore, Dyck, Kirmayer.
- A scoping review protocol on social participation of indigenous Elders, intergenerational solidarity and their influence on individual and community wellness (2017). Viscoglios, Asselin, Basile, Courturier, Drolet, Gagnon...
- Intergenerational Relationships: Conversations on practice and research across cultures (2005 book). Newman, Larkin, Friedlander, Goff...
- Intergenerational Programming Toolkit - City of Edmonton.
- Elders in Schools Handbook (GNWT).

Why is intergenerational programming important?

Here is a short list of benefits to intergenerational programs.

1. **Sharing traditional ways of knowing –** Participants can share their skills, knowledge and expertise. Positive role modeling and mentorship can happen through intergenerational activities. Bringing different groups together can also be a source of support for those involved.
2. **Connecting through traditional language –** Connecting with each other through story-telling and sharing of traditional knowledge and language is one of the great benefits of connecting different generations.
3. **Sharing traditional and modern ways of doing –** Younger and older people can learn from one another- teaching someone about our strengths can be empowering. Exchanging traditional with technological knowledge can help to close the gap between generations.
4. **Strengthening family and community ties –** Bringing together people of all ages to share time and experiences together can build community participation and commitment.
5. **Building healthy ways of living into community life –** Intergenerational programming is a chance to bring families and communities together for healthy activities. Enjoying exercise, nutritious foods, and social moments is important to developing better routines in families and community.
6. **Addressing the myths and stereotypes behind ageism –** Intergenerational activities, done well, can create a bridge between people and help them to overcome negative or incorrect ideas about one another.



Getting Started

Planning for Challenges

When offering community programs, you may encounter a few challenges throughout the process. With good planning, you can help address these issues before they come up. Below is a list of possible challenges to think about:

- **Social issues and unhealthy lifestyle choices** – Those in our communities who struggle with issues such as health, mental health, poverty or other issues can be difficult to reach. Finding ways to include these people in healthy routines can go a long way.
- **Internet, social media & electronics** – The use of electronics among youth and adults has changed activity and how we interact- this is a challenge when interacting with older generations.
- **Choosing activities that are interesting to all generations** – Many of the resources in the Resource Guide section offer activity ideas that will be enjoyable for all abilities.
- **Transportation** – Making sure that participants are able to get to activities safely and in enough time to participate is important. Getting to the activity is key to participating!
- **Shortage of Volunteers and staff** – Having enough people to help out and make the event a success can sometimes be difficult. Finding ways to encourage everyone to help out is key to your long-term success.

Proactive Ways to Address Ageism

Ageism is when we hold certain beliefs about a person because of their age. For example: *All youth are disrespectful. Or All Elders are grumpy.* These negative ideas are felt by all generations. In fact, youth and Elders often share many of the same feelings about not being heard or respected by others. Being heard and understood can be powerful for anyone. Some things to think about to build understanding:

- Recognize that you may come across ageism- consider how this may look & feel.
- Create experiences to show people that our beliefs about others are not always true.
- Address negative interactions in a respectful way- take it as a learning opportunity for all.
- Provide a safe space for people to learn together- mistakes will happen and can help everyone learn.

How to use this toolkit

This toolkit was created to assist you in delivering intergenerational programs in your community. It includes tasks, worksheets and checklists to help guide you through the process.

The possibilities for intergenerational programs are unique for each community, so it's possible that this toolkit will not meet *all* of your needs. The resource guide attached may help fill some of those gaps.

“WITH ANY NEW PROJECT THERE IS BOUND TO BE SOME ‘BUMPS’ ALONG THE WAY. PLANNING AHEAD AND RESPONDING TO CHALLENGES IN A THOUGHTFUL, RESPECTFUL WAY CAN MAKE ALL THE DIFFERENCE.”



Edward Doctor showing Lexie Larocque-Murphy how to pluck a duck at YCS culture camp. Photo credit: Judy Whitford, Yellowknife, NT



Looking at Community Needs

In this section, you can think about what is already happening in your community. You can also reflect on what strengths and supports can make your program happen.

TASK

What is the community already doing?

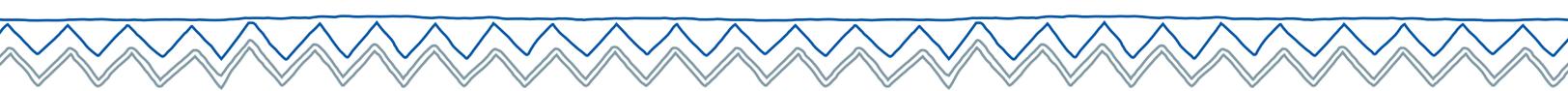
- Are there already events that address similar needs?
- What can you learn from the success of other activities?
- What have members and participants been asking for?

- Do you have talented community members with special skills?
- What makes people proud to live here?

TASK

Create a list of challenges to creating a new project.

- Do you have the time/funding to commit to a new project?
- Are there any other events going on in the community that people may be busy with?



TASK

Create a list of possible supports that could help in creating a new project.

- Could you look for a new funding source?
- Does anyone you know have the equipment you need?
- Is there another group that could help out? (For example: RCMP cooking breakfast, or elementary school bringing flyers home for advertising).

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TASK

Next, explore how these supports could help overcome Make a list of challenges you have had in the past.

- What did not work in the past?
- What did you learn from these experiences?

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Mike Low, an employee of the Dehcho Aquatic Resource Management (AAROM) dissects fish for students at an education camp at Ekali Lake near Jean Marie River, NT. Photo credit: Pat Kane, Jean Marie River, NT

TASK



Brainstorm activities that could be done by Elders and youth together in your community.

Think about:

- Consider the energy levels that you will be working with.
- How skilled will participants be at completing the task?
- Is there something community members have been asking for?



Mary Banksland teaching kids a new shape in ayagak (string games). Photo credit: Jennifer Rafferty, Ulukhaktok, NT



Developing Goals and Objectives

Understanding your goals and objectives is a key step in the planning process. 'Goals' are what you hope to achieve in your community. 'Objectives' are the steps you will take to reach your goals. Goals and objectives should be **SMART: Specific, Measurable, Achievable, Realistic, and Timely.**

The following guide will help you decide on your objectives:

- **How many** people are involved?
- **Who** are your participants? **Who** would you like to involve?
- **What** do you hope to achieve?
- **When** should this be completed by?

For example:

Goal: *The youth will understand the importance of knowing and speaking their traditional language by the end of the summer and be able to identify 30 plants and animals in Tl'chq.*

Objective: *The youth will attend 2 program activities every week in July and August where they will be exposed to their traditional language.*

TASK



Brainstorm some goals and objectives for an intergenerational program. What do you hope to achieve? What does success look like to you?

Developing a budget

Funding is important when starting a project. Careful planning can keep you on track, and moving forward. The planning sheet below can assist you in creating your budget.

If you are planning on receiving funds through community grants or external funding, here are a few more things to consider

- **Grant funding may only cover very specific areas of work.** When creating your budget, make sure you assign your funding to the appropriate areas (i.e. will your funding cover staff costs? Equipment? Transportation?)
- **Funding may also depend on the completion of a final report or achievement of certain goals.** Make sure to think about the time required to complete and submit documentation like a final report.
- **Keep your receipts!** Good records keep you responsible and may be required for a final report submission.
- **Make sure all of your receipts,** the Memorandum of Understanding (or MOU), contracts and other financial documents **are all kept in one spot.** This will be useful when you need to send reports and updates to funders.

TIPS



- Gather a list of costs and income into one document
- Include a back-up or 'emergency' amount that is 10 – 15% of your total budget
- Make sure that the costs that you have can be covered by how much money you expect to have.
- Don't overestimate your income- be conservative in your estimates.
- Get approval for your budget, if required
- Once your program planning process has begun, track your actual costs and income for comparison with your budget
- Make adjustments as necessary

Budget Planning Sheets

TASK

Complete following budget worksheet. Remember to continue checking in with your budget throughout your project.

Costs

What are the costs to run this program/event?	Amount
Instructor	
Staff	
Program Equipment	
Materials	
Room Rental	
Insurance, licenses or permits	
Advertising	
Food/Refreshments	
Participant Transportation	
Other:	
Other:	
Total	<input type="text"/>

Income

How will you be paying for this project?	Amount
Participant Fees	
Sponsors	
Grants	
Fundraising	
Community donations	
Other:	
Other:	
Total	<input type="text"/>

Thinking About Location

The following checklist will help you to make sure that your community space is ready for your event. Another important point to keep in mind is the time of day and time of year that the program may be offered. Participants often have different schedules and availability, so consider these needs when planning your program.

LOCATION CHECKLIST

Building Access

- Are the entrances accessible to participants using mobility aids (such as walkers, canes, wheelchairs etc.) and/or with strollers?
- If not-what can you do to help those who need a bit of extra space/assistance?

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- Are there signs up to indicate emergency exits and procedures?
- Is there a first aid kit available and easy to access?
- Have snow and ice been properly cleared from walkways and entrance ways?



George Low shows a large jackfish caught in a creek running into the Mackenzie River, NT. Photo credit: Pat Kane

Indoor Spaces

- Have you removed safety hazards from the room as much as possible (i.e. tripping hazards, uncovered wall plug-ins)?
- Can you make the space more accessible for participants using mobility aids and/or strollers? For example: making sure there is enough space between tables & chairs, making sure doorways are clear, etc.)
- Are the washrooms accessible? Are there changing tables or nursing areas? If not, what can you do to make things easier for those who may need a bit of extra space/help/time?
- Does the space have the equipment you need? (i.e. wall plug ins, projector screens, projector, flipchart, coffee maker)
- Will the seating be appropriate for your participants? If not, where can you get some extra/different seating for those who need it?
- Do you require special permission for lighting a fire, smudging or using a quilliq?
- Have you arranged for an indoor option in case of bad weather?
- Is the space safe for a variety of abilities? (icy surfaces, uneven footing, requires walking long distances etc.)



Annette Lemay at Snow King. Photo credit: Aven Community Photo



Darren Marlowe makes a call during a handgames match in Lutsel K'e, NT. Photo credit: Pat Kane, Lutsel K'e



Transportation

Making sure that your participants can get to the activity safely is important to hosting a successful event! Transportation can be a challenge- especially for Elders. If you're offering transportation, make sure you mention this in your posters/announcements- it may change peoples' minds about coming. Take the time to think about the people in your community.

- Where do people live?
- Do many people live far away from the community?
- How many people would need help getting to an event?
- What kind of travel time would be required?

Once you have an idea about transportation needs, think about the people and resources in your community- how can everyone pull together to make the event accessible to all?

- Is there a community van/vehicle that you could use?
- Can youth and Elders "buddy-up" so that Elders can get a ride to and from events?
- Is there enough funding to pay someone to pick-up and drop-off participants?
- Can other community organizations support transportation needs (schools, RCMP, Elders' residences, homecare, community taxi etc.)?
- Does the transportation have the appropriate insurance to help out?



TASK

Brainstorm some ideas that you have about addressing transportation barriers- how will you make sure that everyone gets to the event safely and on-time? How will you let people know that this is available so that they decide they can come?



Working Together as a Community

Intergenerational projects involve partnership. You may want to help strengthen relationships between schools and elder residences, or sports and social clubs for different generations. Remember that it takes time and commitment to build a good relationship. The following is a list of tips and ideas to consider:

- **Listen.** Be open to listening and considering other people’s point of view. Truly listening to what another person has to say goes a long way in building positive relationships.
- **Identify shared interests.** When different groups are working towards a common goal, there is a natural desire to work together as a team. What shared interests do the groups in your community have?
- **Develop clear roles and responsibilities.** Simply bringing the right people around the table does not guarantee success. Clearly communicating each person’s roles and responsibilities, and creating timelines and specific objectives will help you to achieve success. Schedule regular check-ins to make sure everyone is on track.
- **Stay connected.** Keep a regular, open line of communication with your partners. If there is any change in staff, it is important to hand over all information to the new staff so that the program is not negatively affected by transition. Keep a calendar of each others’ events, and support one another in community efforts to build connection and understanding.
- **Create a friendly working environment.** When you first start meeting as a group consider doing ‘icebreakers’ or team building activities so everyone is in a cooperation mind-frame. Make sure everyone around the table has a voice. For some icebreaker ideas, check out the Resource Guide on page 37.



TASK

Brainstorm what a good relationship means to your community.

- What actions would you expect from a partner group?
- What actions would you expect from your own staff and volunteers?

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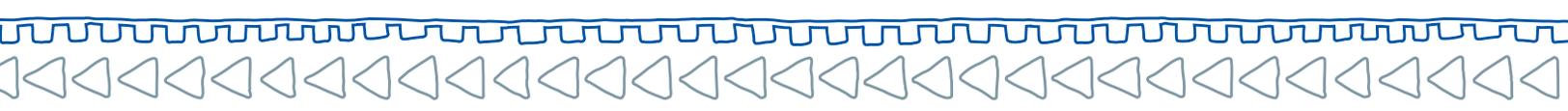
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Health and Safety

In addition to having a safe space for your activity, it is important that all liability and insurance policies are up to date. People running the program should know how to handle problems or situations that may come up.

The following checklist can also help to address any concerns related to health and safety.

HEALTH AND SAFETY CHECKLIST	YES	NO
Are there procedures in place for reporting and addressing problems?	<input type="radio"/>	<input type="radio"/>
Are there procedures in place for handling inappropriate behavior or language?	<input type="radio"/>	<input type="radio"/>
Are staff and/or facilitators and/or volunteers trained in keeping people safe?	<input type="radio"/>	<input type="radio"/>
Are there assigned individuals trained in first aid and CPR on site?	<input type="radio"/>	<input type="radio"/>
Is there a first aid kit at your location?	<input type="radio"/>	<input type="radio"/>
Are you aware of both insurance coverage and how it applies to your program?	<input type="radio"/>	<input type="radio"/>
If you need consent forms, are they completed and signed?	<input type="radio"/>	<input type="radio"/>
Is emergency contact information for participants easily available?	<input type="radio"/>	<input type="radio"/>
Has participant information been collected? (i.e. allergies, medical concerns, parent consent etc.)	<input type="radio"/>	<input type="radio"/>



Making your Program Happen

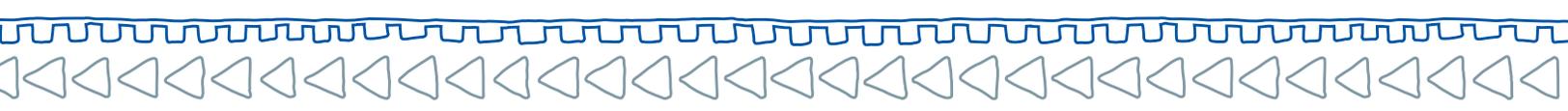
Asking people to help out

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

One of the most important and challenging aspects of getting a project going, is making sure that you have enough people to run your event. The following list offers some suggestions that can help you to develop a solid volunteer base:

- Offer meals to volunteers on the days that they help out.
- Offer prize draws for volunteers. You can give away smaller prize draws daily or weekly and larger prize draws on the day of the event for dedicated volunteers.
- Utilize people who require volunteer hours such as CALM students and income support clients.
- Ask volunteers what type of help they would like to offer- get them excited about what they will be doing!
- Make sure to include volunteers in the evaluation process- make sure their voice is heard. Give them credit for good ideas and give them a voice.
- Introduce and thank volunteers individually on the day of your event.
- Offer small gifts, recognition certificates or newspaper/radio announcements thanking volunteers for donating their time and helping to make the community stronger.
- Feature volunteers AND participants in the photos you use on posters- list their names and positions under the photo to show appreciation.

“MOST IMPORTANTLY - ASK VOLUNTEERS HOW YOU CAN APPRECIATE THEM BEST. IF YOUR VOLUNTEERS CAN FEEL HEARD, ENGAGED, AND APPRECIATED IN THEIR WORK WITH YOUR PROGRAM, THEY ARE MORE LIKELY TO COME BACK AND CONTINUE HELPING TO GROW YOUR PROGRAMS AND SERVICES.”



Orientation and training

It is important to let staff, volunteers and participants know about the expectations of your program. Depending on your program, you can provide training sessions to all helpers together, or you can do separate orientations for staff and volunteers.

There are a variety of online and in-person training resources in the Northwest Territories that you and your staff can tap into. The resource guide in the back of this toolkit lists some of the training guides available to you and your staff (see page 39).

The following are a few considerations to keep in mind when planning orientation and training sessions:

- Introduce clear expectations around appropriate language and behavior to staff, volunteers and participants.
- Make sure everyone understands the ground rules- what is allowed, expected, not allowed etc.
- Consider addressing common attitudes or stereotypes related to 'ageism'

Include useful 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.
- Prepare any forms and/or waivers and collect important participant information.
- Go over any safety concerns and emergency procedures.
- Make sure to include a chance for discussion and questions.

TIP



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

TASK



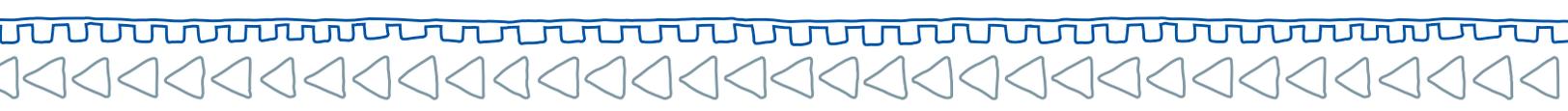
Develop an orientation and training plan for your project. What information needs to be presented to staff and volunteers? To your participants?



Marketing and promotions

Marketing and promotions communicate the value of your program to your community. Getting the word out will attract people to your program. Here are a few suggestions for your marketing strategy:

- **Decide who you would like to come.** Who do you want to attract to your program? Once you know who your participants are, focus on the best way to interact with them. For example, are they active on social media? Would they see a poster at the local grocery store? How can you access more isolated community members?
- **Develop promotional materials.** Using eye-catching visuals and photos can make your promotions stand out. Options include:
 - Printed posters.
 - Newsletters.
 - Information through email or postal mail distribution lists.
 - Website announcements.
 - Social media posts.
 - Radio announcements.
 - Rolling channel advertisements.
 - Community calendar
- **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 people know what to expect when they arrive. Include any information about materials participants are required to bring.
- **Be aware of your budget.** Make sure to include the cost of promotional materials in your project budget (i.e. printing costs, staff time etc.)
- **Advertise by word of mouth.** Talk to friends, family members and colleagues-ask them to spread the word!
- **Go door to door** or send out personal invitations to let community members know about the event.



TASK



Brainstorm what types of promotion will be most beneficial to your program. Develop a timeline for your program.

- What types of promotions and marketing techniques do you currently use?
- How could you improve your promotional materials?

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Joe, Robert, Thola, Anna, Freeman, and Randy. Photo credit: Larry Adamson, Yellowknife, NT



EVENT PLANNING CHECKLIST

Below is a short list of the sections you will want to complete while planning your event. Each item on the list represents an entire section of this toolkit. Cross off actions as you complete them and enjoy the event with your community!

- Think about existing programs- what can you add to the community?
- Make a list of community strengths
- Make a list of potential challenges you could face
- Think about other groups who can help you
- Make a plan for overcoming challenges
- Identify your community needs- what kind of activity can address these?
- Decide on the activity you will run
- Come up with a backup plan!
- Create a list of goals and objectives for your activity
- Come up with a budget
- Make a to do list to make your location accessible
- Address transportation barriers for participants
- Decide on the size, time and date of your event
- Start to think about advertising- talk to community members
- Complete a health and safety checklist
- Find staff and volunteers to help out
- Prepare a training day for your staff & volunteers
- Advertise your event!
- Prepare a celebration of success
- Think of a way to thank everyone who helped out
- Prepare your evaluation

TIPS AND TRICKS

The following are a few final tips for hosting 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 hazards, turn on the coffee pot etc.

Tip #2: Keep organized. Have project information (i.e. schedules, forms, participant information etc.) in a specific, easily accessible location.

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

Tip #4: Have a backup plan. Hosting your program in an outdoor location? Expecting a special guest? Have a back-up plan ready for when something does not go as planned!

Tip #5: Create spaces that start 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 uses supplies, consider having only enough supplies to share so participants need to interact.



Frank Hope teaches students about cultural identity at a youth camp at Ekali Lake near Jean Marie River, NWT. Photo Credit: Pat Kane



Sample Activity Planning Sheet

Staff/Instructors	
Contact Information	
Date(s) and Time(s)	
Program Name	
Location	
Program Description	
Program Goal(s)	
What equipment do you need?	
How will the space be set up?	
What staff is required?	
How many people are you aiming to reach with your program?	
Schedule of Activities per Session	1) 2) 3)
Special Considerations	
Key Conversation topics/questions	



Program evaluation and documentation

Evaluating your activities can give you valuable feedback to help you improve the program. Think about evaluation from the very beginning to the very end of your project. When creating your evaluation, consider what kind of information would be useful to you for future planning. The following are examples of evaluation that can be used throughout a project:

- **Provide incentive for people to provide feedback.** For example:
 - Asking peoples' opinion before starting the program can create more interest in the community if they feel involved.
 - Having a prize draw for those who complete a survey can encourage participants to fill them out and give feedback.
 - Give credit where credit is due- if a past participant had a great idea, give them credit! It may encourage others to do the same.
- **Provide opportunity for reflection.** Encourage participants to reflect on their experiences. One suggestion is to offer time at the end of a session to complete journal entries, discuss the day's learnings as a group, in a sharing circle, or in partners.
- **Ask people what they thought.** You can talk to participants about what they think of your ideas (before the program) or how it went (after the program).
- **Tracking numbers.** One way to see who is using your programs is to track the number of participants attending your program each week and record participant information such as age, language, gender, etc. This way you get a good idea of which generation is attending most often, and which ones you need to focus on in the future
- **Pre- and Post-program surveys.** What does success look like to you? Use this information to create a survey for participants. See pages 34-36 for examples.
- **Collect feedback from staff and volunteers.** Check in with your staff for updates on the progress of Activities.

Remember to CELEBRATE

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

- **Gift giving** – Offering gift cards, small tokens of appreciation or cultural gifts can go a long way. Cookie trays or food platters at meetings will also not go unnoticed.
- **Throw a party** – A special event at the end of a program provides the opportunity for good conversation, reflection and celebration.
- **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 YOU CARE ABOUT THEIR CONTRIBUTIONS.



The fiddle program in Hay River, supported by Generations on the Move. Photo credit: Dana Aneliunas, Hay River, NT

REMEMBER TO CELEBRATE

• KISKISIK KA
MIYAWÄTAMAK • NÁSŪE
GOAHTSI MENANDÍ •
VEILLETZ À CÉLÉBRER •
T'ASÍ NEZŪ HÁLŪ DÉ MÁRSI
DUHNÍ • SHÒH TR'IHEELYAA
GANAHAANDAIH •
ITQAGIUNG QUVIAHUGVIK
• ALIAHULUKAAQPAKLUHI •
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Intergenerational Programming: **A Resource Guide for the Northwest Territories**

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Sample Activity Evaluation Forms

Sample Evaluation Form (Program Leader)

Program Name	
Dates	
Location	
Did the support and funding meet your needs? Please list any concerns	

Would you change any of these things about your program?

	YES	NO
Number of Sessions		
Number of Hours Per Session		
Time of Day		
Number of Staff to Participants		
Total Participants Registered		
What changes would you make?		

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

What challenges did you encounter during the program? How did you respond?

Have the activities been a success? Why or why not?

Sample Evaluation Form (Adults and Elders)

Program Name	
Dates	
Location	
How did you find out about the program?	<input type="radio"/> Internet (please specify): Where online did you see us? <input type="radio"/> Poster (please specify): Where did you see the poster? <input type="radio"/> Newspaper/radio <input type="radio"/> Newsletter <input type="radio"/> Word of Mouth <input type="radio"/> Other (please specify):
Why did you want to participate?	

What did you enjoy about the program?

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

Please name one thing you learned

Are you aware of any Elders or other community members who have had any problems taking part in the activities?

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

Sample Evaluation Form (Children and Youth)

Program Name	
Dates and Time	
Location	

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

	1 strongly disagree	2 disagree	3 neutral	4 agree	5 strongly agree
I enjoy spending time with Elders	1	2	3	4	5
Elders are active in their communities	1	2	3	4	5
Youth and Elders enjoy the same activities	1	2	3	4	5
Elders are knowledgeable and intelligent	1	2	3	4	5

What was your favourite part of today?

What would you like to do next time?

Icebreakers

Two Truths and a Lie

Description: Two Truths and a Lie is a classic get-to-know-you icebreaker. Players tell two truths and one lie. The object is to determine which statement is the false one. Interesting variations of this game are provided below. Works best with 5-10 people.

Required Items: Any indoor setting will work. No special materials are needed. For all ages.

Directions: Ask all players to arrange themselves in a circle. Instruct each player to think of three statements about themselves. Two must be true statements, and one must be false. For each person, he or she shares the three statements (in any order) to the group. The goal of the icebreaker game is to determine which statement is false. The group votes on which one they feel is a lie, and at the end of each round, the person reveals which one was the lie.

Candy Introductions

Description: This is a good activity to get your students acquainted with each other.

Required Items: A bag of different colored candy (M&Ms, Skittles, Gum Drops)

Directions:

- Pass the bag of candy around and have each student take 3 pieces of candy. Tell them to not eat it yet.
- Assign each color to an attribute i.e. red-favorite hobby
- Each person introduces themselves including facts based on the color of candy.

Northern Flora and Fauna

Description: This is a good activity to find out personality traits and have a laugh

Required Items: pen and small pieces of paper to be folded up and placed in a hat/bag

Directions:

- As the leader, you will write down various plants and animals that are well known in the north (lowbush cranberry, spruce tree, rabbit, lynx, muskox, etc)
- Have everyone choose a piece of paper, including yourself
- Have each person introduce themselves and have them explain some of the characteristics they share with that plant or animal. It's a good idea if you lead off as an example!



Organizations and Initiatives

Age Friendly Edmonton

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

www.edmonton.ca/city_government/initiatives_innovation/age-friendly-edmonton.aspx

Arctic Indigenous Wellness Foundation

The Arctic Indigenous Wellness Foundation (AIWF) is a self-determined traditional wellness initiative with the mandate of culturally reviving traditional and indigenous based healing services and practices in the north. AIWF offers cultural programming and advocacy with a focus on indigenous health and wellness

arcticindigenouwellness.org/

Elders in Motion

The Elders in Motion Program aims to improve access to physical activity opportunities for NWT Elders. Elders in Motion works to increase independence and functional mobility for older adults. The program includes training and support for communities, groups and individuals interested in developing and maintaining an elder recreation program.

www.nwtrpa.org/elders-in-motion.htm

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.

www.intergenerationalmanitoba.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.

www.ical.ca/

Mackenzie Recreation Association

The Mackenzie Recreation Association is committed to “enhancing the quality of life of the Mackenzie residents by embracing the principles of Canadian Sport for Life while fostering and supporting development of recreation, volunteers, and leadership.”

www.mranwt.ca/mission-goals-values

Northwest Territories Recreation and Parks Association

The NWT Recreation and Parks Association works with communities across the NWT to promote recreation by supporting leaders, communities, and partners through training, advocacy, and networking.

www.nwtrpa.org/about-the-nwt-recreation-and-parks-association.htm

Northwest Territories Seniors Society

“The NWT Seniors’ Society is dedicated to promoting the independence and well-being of older citizens through the provision of programs and services in partnership with responsible government departments and other organizations.”

www.nwtseiorsociety.ca/?page_id=47

Northern Youth Leadership

Northern Youth Leadership (NYL) brings together youth from across the Northwest Territories for remote on the land camps in our spectacular territory.

www.northernyouth.ca/about/

Recreation North

Recreation North is a partnership of three territorial recreation and parks associations working with others to strengthen recreation capacity across the North.

www.recnorth.ca/

Additional Toolkits

Intergenerational Programming Toolkit

City of Edmonton & Age Friendly Edmonton

The original version from which our toolkit was adapted! This toolkit, developed in partnership by the City of Edmonton and Age Friendly Edmonton is an excellent resource for anyone doing intergenerational programming in urban regions. "Age Friendly Edmonton™ is an initiative to build a city that values, respects and actively supports the well-being of seniors".

www.edmonton.ca/city_government/documents/PDF/afe-intergenerational-toolkit.pdf

Intergenerational Community Building: Resource Guide

The Intergenerational Center Temple University

The resource guide presents comprehensive information related to building communities for all ages. The guide takes you through the Center's community building process step by step with information on strengthening cross-sector collaboration and assessing your community with an intergenerational lens.

education.temple.edu/sites/education/files/u261/IGCdocs/cfaa_resourceguide.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".

www.bccare.ca/wp-content/uploads/BCCPA-Intergenerational-Toolkit.pdf



Ulu Jamboree Cookout. Photo credit: Joanne Ogina, Ulukhaktok, NT

Useful Links

Elders in Schools Handbook

Government of Northwest Territories

A handbook developed for Northern communities to engage Elders with youth in schools.

www.assembly.gov.nt.ca/sites/default/files/13-06-3td_84-174.pdf

Recreation Director's Handbook

Government of Manitoba

A guide for planning activities and recreation in urban, rural, and remote communities. Includes a list of interests and needs to consider when planning activities for different ages.

www.gov.mb.ca/inr/publications/pubs/recreation_directors_handbook_2008.pdf

Intergenerational Learning Activities

Generations United

A list of suggested activities that appeal to all generations.

www.gu.org/RESOURCES/LearningActivities.aspx

Because we're stronger together: Intergenerational programs engaging youth in service to older adults

Generations United and the Aging Network's Volunteer Collaborative

This resource includes intergenerational program profiles and information specifically related to programs involving youth volunteering with older adults.

www.gu.org/LinkClick.aspx?fileticket=AIM3gFX9N-GU%3d&tabid=157&mid=606

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?

www.seniors.gov.on.ca/en/resources/AFCP_Eng.pdf

Community Development

NWT Literacy Council

Three guides and workbooks to assist you in program planning, idea development and community building.

www.nwtliteracy.ca/resources/community-development



Celebrating Indigenous Peoples' Day in Fort Simpson. Photo credit: Daniel Manalo, Fort Simpson, NT

Canadian Physical Activity Guidelines

FOR THE EARLY YEARS - 0 – 4 YEARS

Guidelines:

For healthy growth and development:



Infants (aged less than 1 year) should be physically active several times daily – particularly through interactive floor-based play.



Toddlers (aged 1–2 years) and preschoolers (aged 3–4 years) should accumulate at least 180 minutes of physical activity at any intensity spread throughout the day, including:



A variety of activities in different environments;



Activities that develop movement skills;



Progression toward at least 60 minutes of energetic play by 5 years of age.



More daily physical activity provides greater benefits.

Being active as an infant means:

- Tummy time
- Reaching for or grasping balls or other toys
- Playing or rolling on the floor
- Crawling around the home

Being active as a toddler or preschooler means:

- Any activity that gets kids moving
- Climbing stairs and moving around the home
- Playing outside and exploring their environment
- Crawling, brisk walking, running or dancing

The older children get, the more energetic play they need, such as hopping, jumping, skipping and bike riding.

Being active can help young kids:

- Maintain a healthy body weight
- Improve movement skills
- Increase fitness
- Build healthy hearts
- Have fun and feel happy
- Develop self-confidence
- Improve learning and attention

All activity counts. Try these tips to get young kids moving:

- Create safe spaces for play.
- Play music and learn action songs together.
- Dress for the weather and explore the outdoors.
- Make time for play with other kids.
- Get where you're going by walking or biking.

**Any way, every day.
Get active together!**



Canadian Physical Activity Guidelines

FOR CHILDREN - 5 – 11 YEARS

Guidelines



For health benefits, children aged 5-11 years should accumulate at least 60 minutes of moderate- to vigorous-intensity physical activity daily. This should include:



Vigorous-intensity activities at least 3 days per week.



Activities that strengthen muscle and bone at least 3 days per week.



More daily physical activity provides greater health benefits.

Let's Talk Intensity!

Moderate-intensity physical activities will cause children to sweat a little and to breathe harder. Activities like:

- Bike riding
- Playground activities

Vigorous-intensity physical activities will cause children to sweat and be 'out of breath'. Activities like:

- Running
- Swimming

Being active for at least 60 minutes daily can help children:

- Improve their health
- Do better in school
- Improve their fitness
- Grow stronger
- Have fun playing with friends
- Feel happier
- Maintain a healthy body weight
- Improve their self-confidence
- Learn new skills

Parents and caregivers can help to plan their child's daily activity. Kids can:

- Play tag – or freeze-tag!
- Go to the playground after school.
- Walk, bike, rollerblade or skateboard to school.
- Play an active game at recess.
- Go sledding in the park on the weekend.
- Go "puddle hopping" on a rainy day.

60 minutes a day. You can help your child get there!



Canadian Physical Activity Guidelines

FOR YOUTH - 12 – 17 YEARS

Guidelines



For health benefits, youth aged 12-17 years should accumulate at least 60 minutes of moderate- to vigorous-intensity physical activity daily. This should include:



Vigorous-intensity activities at least 3 days per week.



Activities that strengthen muscle and bone at least 3 days per week.



More daily physical activity provides greater health benefits.

Let's Talk Intensity!

Moderate-intensity physical activities will cause teens to sweat a little and to breathe harder. Activities like:

- Skating
- Bike riding

Vigorous-intensity physical activities will cause teens to sweat and be 'out of breath'. Activities like:

- Running
- Rollerblading

Being active for at least 60 minutes daily can help teens:

- Improve their health
- Do better in school
- Improve their fitness
- Grow stronger
- Have fun playing with friends
- Feel happier
- Maintain a healthy body weight
- Improve their self-confidence
- Learn new skills

Parents and caregivers can help to plan their teen's daily activity. Teens can:

- Walk, bike, rollerblade or skateboard to school.
- Go to a gym on the weekend.
- Do a fitness class after school.
- Get the neighbours together for a game of pick-up basketball, or hockey after dinner.
- Play a sport such as basketball, hockey, soccer, martial arts, swimming, tennis, golf, skiing, snowboarding...

Now is the time. 60 minutes a day can make a difference.



www.csep.ca/guidelines

Canadian Physical Activity Guidelines

FOR ADULTS - 18 – 64 YEARS

Guidelines



To achieve health benefits, adults aged 18-64 years should accumulate at least 150 minutes of moderate- to vigorous-intensity aerobic physical activity per week, in bouts of 10 minutes or more.



It is also beneficial to add muscle and bone strengthening activities using major muscle groups, at least 2 days per week.



More physical activity provides greater health benefits.

Let's Talk Intensity!

Moderate-intensity physical activities will cause adults to sweat a little and to breathe harder. Activities like:

- Brisk walking
- Bike riding

Vigorous-intensity physical activities will cause adults to sweat and be 'out of breath'. Activities like:

- Jogging
- Cross-country skiing

Being active for at least **150 minutes per week** can help reduce the risk of:

- Premature death
- Heart disease
- Stroke
- High blood pressure
- Certain types of cancer
- Type 2 diabetes
- Osteoporosis
- Overweight and obesity

And can lead to improved:

- Fitness
- Strength
- Mental health (morale and self-esteem)

Pick a time. Pick a place. Make a plan and move more!

- Join a weekday community running or walking group.
- Go for a brisk walk around the block after dinner.
- Take a dance class after work.
- Bike or walk to work every day.
- Rake the lawn, and then offer to do the same for a neighbour.
- Train for and participate in a run or walk for charity!
- Take up a favourite sport again or try a new sport.
- Be active with the family on the weekend!

Now is the time. Walk, run, or wheel, and embrace life.



Canadian Physical Activity Guidelines

FOR OLDER ADULTS - 65 YEARS & OLDER

Guidelines



To achieve health benefits, and improve functional abilities, adults aged 65 years and older should accumulate at least 150 minutes of moderate- to vigorous-intensity aerobic physical activity per week, in bouts of 10 minutes or more.



It is also beneficial to add muscle and bone strengthening activities using major muscle groups, at least 2 days per week.



Those with poor mobility should perform physical activities to enhance balance and prevent falls.



More physical activity provides greater health benefits.

Let's Talk Intensity!

Moderate-intensity physical activities will cause older adults to sweat a little and to breathe harder. Activities like:

- Brisk walking
- Bicycling

Vigorous-intensity physical activities will cause older adults to sweat and be 'out of breath'. Activities like:

- Cross-country skiing
- Swimming

Being active for at least 150 minutes per week can help reduce the risk of:

- Chronic disease (such as high blood pressure and heart disease) and,
- Premature death

And also help to:

- Maintain functional independence
- Maintain mobility
- Improve fitness
- Improve or maintain body weight
- Maintain bone health and,
- Maintain mental health and feel better

Pick a time. Pick a place. Make a plan and move more!

- Join a community urban poling or mall walking group.
- Go for a brisk walk around the block after lunch.
- Take a dance class in the afternoon.
- Train for and participate in a run or walk for charity!
- Take up a favourite sport again.
- Be active with the family! Plan to have "active reunions".
- Go for a nature hike on the weekend.
- Take the dog for a walk after dinner.

Now is the time. Walk, run, or wheel, and embrace life.





Cathy Bell sawing together with her grandson in Fort Simpson. Photo credit: Daniel Manalo, Fort Simpson, NT

