Reducing Barriers for Racialized Families in Surrey

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Table of Contents

Executive Summary

The Parks, Culture and Recreation departments in municipalities have a responsibility to support the growth and meet community needs through programming, facility creation, and funding and financial support. This requires recreation professionals to be adaptable, receptive and perceptive to an oftentimes rapidly changing community. Furthermore, beyond patrons attending programming, recreation professionals need to critically reflect on who they are not seeing and not reaching through their programming.This paper investigates this topic through a research question developed as part of the RECR 4400 course. This research question has been created based on the researchers personal mission and values, the organization's identified priorities, and the topics potential to have a measurable impact on the field of recreation. This paper begins by providing background around the topic and provides context around the topic within the organization. The literature review further explores of the existing literature around the topic and outlines common themes, challenges, and limitations in the research. The primary research plan and methodology is then described, building on elements identified in the literature. The data is then analyzed in the finding section, highlighting emerging themes in the research. Lastly, from the findings several recommendations are made to the sponsoring organization.

Introduction

As the largest growing city in British Columbia, it is imperative that Surrey's Park, Recreation and Culture facilities prepare to serve the needs of the expanding community. One emerging interest is nature based programming, particularly among people of colour. A survey done reported that 70% of Canadians that identified as people of colour wanted to participate in nature based programming (Park People, 2021). With racialized groups making up over two thirds of the population in Surrey, it is imperative that Surrey Nature Centre continues to adapt to fit the needs of the diversity of the growing community (DiverseCITY, 2023).

To investigate how Surrey Nature Centre could better meet the needs of the community, the following research question of "What barriers do racialized families face when trying to participate in programs at Surrey Nature Centre? How can the City of Surrey better address these barriers to increase participation in environmental programs?" is being investigated. The paper will provide an overview of background information around the community of Surrey and analyze current literature for common themes, limitations and potential areas of growth. Additionally, the paper will outline the methodology used to conduct primary research and analyze the findings. The paper will conclude with recommendations for the agency moving forward.

Key Terms

To further guide the research process, the terms below have been operationalized to ensure clarity and understanding.

Racialized: similar to "visible minorities," the term racialized refers to all people who are non-white in colour (Canadian Observatory on Homelessness, 2021). Racialization is a complex socio-cultural process where groups are categorized as a specific "race" (Lane, 2023; Souissi, 2022). This categorization results in them being "subjected to differential and/or unequal treatment" based on factors like skin colour, origin, language or religion (Alberta Civil Liberties Research Centre, n.d.; Lane, 2023; Souissi, 2022).

For the purposes of the paper, the terms "people of colour," "racialized," "minority" and "marginalized" were used to locate related articles, as the term "racialized" has only been recently used in academic spaces. Throughout the paper the terms are used interchangeably.

Families: following Statistics Canada's definition of a family, families are defined as a married or common law couple or a single parent with at least one child who are all living in the same dwelling (Statistics Canada, 2023).

Participation: to attend a program either physically in-person or virtually online.

Environmental programs: formal programs offered by Surrey Nature Centre that include a structured learning activity with defined learning objectives (Johnson & Majewska, 2022).

Barriers: conditions or obstacles that prevent or discourage people from accessing a service, program or resource (Indiana University, n.d.). Barriers can be societal, for example barriers related to stereotypes (University of Kansas, 2023). They can also be institutional through policies and procedures, or personal such as lack of knowledge or psychological barriers like shame or embarrassment (University of Kansas, 2023).

Background and Context

Nestled in the picturesque Green Timbers Urban Forest Park in Whalley, the Surrey Nature Centre is a relatively new facility. Officially opening on June 7, 2008, the facility quickly became a beloved facility with hands on nature programming, enthusiastic staff members and even a resident salamander. In 2011 to meet the growing demand for environmental programming, a seedling storage facility was renovated on the property into what is now known as the main building in 2011. This renovation created a larger facility with space for a preschool program, an interpretive space, a multipurpose room and staff offices. Today, the Surrey Nature Centre strives to fulfill the Surrey Parks mission statement is "connect[ing] through nature and play" through engaging programs including story time, parent and tot sessions and summer camps (Surrey, n.d.). Through the common language of play, SNC aims to educate and connect patrons with nature with programs are accessible and approachable to all. Aside from family programming, Surrey Nature Centre also hosts a wide array of self guided activities and facility rentals for people of all ages (Surrey, n.d.).

The topic of inclusion was inspired by the researchers own interaction with racialized patrons at past Surrey Park events. Often, the researcher would notice unique barriers racialized patrons faced during programming such as difficulty pre-registering, transportation, and anxieties around interacting with Surrey's natural areas. Conversely, the researcher also noticed incredible resiliency in racialized patrons as they put extra effort into seeking out staff to ask questions, having family members translate instructions, and utilizing cell phones to record and review material. This led towards a push for programming to better support the racialized community. This change was also motivated from the researchers own personal mission statement around ensuring that recreation was available to all, in particular for outdoor programming which has a historical context of underrepresentation and hostility towards racialized communities (Nature Canada, 2021;McDonald, 2021; Gosalvez, 2020). By continuing to investigate barriers faced by the racialized community and explore possible solutions, the researcher hopes to better understand and meet the needs of the racialized community around Surrey Nature Centre.

With a rapidly changing demographic and as the largest growing city in BC, Surrey is undergoing extensive change and growth as a municipality. Immigrants make up 43% of the total population of Surrey, with racialized groups being represented in more than two thirds of the population (DiverseCITY, 2023; BC Centre for Disease Control, 2023). In Whalley, where Surrey Nature Centre (SNC) is located, immigrants make up 49-51% of the population, with 52% of the surrounding community being South Asian (BC Centre for Disease Control, 2023; DiverseCITY, 2023). It is imperative that programs at SNC adapt to fit the needs of the diversity

of the Whalley community, and reach racialized communities (Nature Canada, 2021; McDonald, 2021; Gosalvez, 2020).

Literature Review

Personal and Structural Barriers

Lack of Knowledge

Racialized populations experienced a multitude of interconnected and pervasive challenges when accessing nature based programming. One main barrier to participating in programming was the lack of awareness about programs offered in the community (Camarillo et al., 2020; Stodolska et al., 2020). Community members were unaware of existing services and among those who were aware of services, many did not know about services that were directly relevant or useful to their families (Camarillo et al., 2020). Previous outreach through marketing materials such as mailed booklets, bilingual flyers distributed in school and social media posts were not effective and did not increase community awareness about programs among local residents (Stodolska et al., 2020). Studies have also shown that social networks have a heavy influence on knowledge about nature programming and local facilities, with word of mouth being the primary method of information dissemination (Nature Canada, 2021).

Language

Contributing to the lack of knowledge around programming is language barriers, with many parents speaking English as their second language. Parents reported difficulty in navigating an exclusively English based system containing only English-based marketing materials (Ghimire et al., 2014; Stodolska et al., 2020; Camarillo et al., 2020). For example, activity specific jargon such as "pee wee" led to confusion as this was not defined in the written material and was not easily translatable to non-native English speakers (Stodolska et al., 2020; Camarillo et al., 2020). Though the organization tried to address language barriers by sending out bilingual flyers about programs, there was frustration that this bilingual aspect did not extend past the flyer itself (Stodolska et al., 2020). For example, while parents may have been interested in the program, in practice, navigating the English-based registration system, facility signage and program content presented too many barriers (Stodolska et al., 2020).

Registration Process

For parents who were able to navigate the English-based systems, registration also presented an additional barrier. Payment methods were challenging, as many participants did not have a credit card, meaning they could not register online or over the phone, only in person (Stodolska et al., 2020). Cost was an additional obstacle as many families were unable to afford fees (Camarillo et al., 2020; Ghimire et al., 2014).

To address the barrier of cost, some families only enrolled their children in one specific program (Stodolska et al., 2020). This limited interest in new programming as families were hesitant to invest in a new program they knew little about and that had the chance of not being enjoyed by their children (Stodolska et al., 2020). Organizations attempted to reduce cost-related barriers through creating financial aid opportunities to encourage participation of low-income families (Stodolska et al., 2020). However, many families could not afford programming even with existing subsidizes applied (Camarillo et al., 2020; Stodolska et al., 2020). Additionally, many families found the bureaucracy involved with applying for subsidies or scholarships difficult to navigate, often misunderstanding eligibility requirements (Stodolska et al., 2020).

Transportation

Once participants were enrolled, another barrier was getting to and from the programming location. Participants mentioned transportation to programming locations was challenging as many families did not have access to a car or shared a car (Camarillo et al., 2020). Public transportation was often not an option due to cost, frequency or logistics with guardians having to care for multiple children (Camarillo et al., 2020). Among participants who did have access to a car, many expressed fears over logistics including worries about getting to the facility safely and anxiety around parking when at the facility (Camarillo et al., 2020).

Systemic Barriers

Neighbourhood Safety

Safety was also reported as a concern, as participants voiced concerns around the safety of the local neighbourhood and outdoor spaces (Stodolska et al., 2020). Research argued that communities were left with a feeling of ongoing danger in the community after crimes in the community were publicized, with the unease lasting long after the crimes had occurred (Stodolska et al., 2020).

It is important to note that in Surrey, the municipality where Surrey Nature Centre is located, there is an ongoing and pervasive narrative that it is a dangerous and crime ridden municipality (Vaz, 2023; Saltman, 2016). This is contrary to statistics which show that both violent and property crime have gone down in the last few years in Surrey (Little, 2023). However, as identified by Stodolska et al. (2020) the community may still retain the same heightened awareness around crime and feelings of being unsafe indoors and outdoors in their community.

Complex Problems

The literature has outlined barriers that exist in the context of an individual, their family

and the recreation organization. However, the most challenging barriers are those that are particularly difficult for organizations to identify, as they exist "deeply embedded within the societal and even global power structures and cultural ideologies" (Stodolska et al., 2020, p. 546). These issues include feeling unwelcome, being let down by past negative experiences, negative attitudes and stereotypes held by staff, historical trauma and exclusionary policies and procedures (Allison & Hibbler, 2004; Camarillo et al., 2020; Cook, 2020; Haakenstad et al., 2023).

These barriers and biases come in the form of everyday operations, often perpetuated by seemingly normal longstanding policies and practices (Allison & Hibbler, 2004; Cook, 2020). Identifying these barriers and biases requires engaging in critical reflection and extensive system analyses, with the recreation professional needing a deep understanding of the topic (Allison & Hibbler, 2004). In the past, this has often meant that even well-intentioned initiatives did not accomplish any meaningful change as programmers did not understand the full extent and interaction of existing barriers in the community (Allison & Hibbler, 2004; Dietsch et al., 2021).

Gathering Spaces

Historically it has been suggested that racialized communities are not at all interested in parks, as researchers measured low attendance of people of colour in parks and therefore arguing that there was little interest in outdoor programming (Meeker, 1973). However, recent research has challenged this finding, suggesting that the ways that racialized communities interact with parks and outdoor spaces were not previously measured by past studies (Gobster, 2002; Derose et al., 2015; Vaughan et al., 2018).

Studies have argued that racialized communities interact in parks and outdoor spaces in socially motivated ways and engage in informal activities (Gobster, 2002; Derose et al., 2015; Vaughan et al., 2018). People of colour are more likely to utilize parks as a gathering space, visiting the outdoors as a group or going to parks specifically to meet other people (Gobster, 2002; Derose et al., 2015). Sharaievska et al. (2014) also suggest that the likelihood of racialized people to visit parks in groups may be a form of protection due to past experiences of discrimination and fears around safety being alone in an outdoor space.

Ethical Decision Making

To address these personal, structural and systemic barriers, some scholars argue that it is more ethical to make decisions based on the benefit to the overall community instead of focusing on a small subsection like racialized populations within the community (Meeker, 1973; McNamee et al., 2001). Coined the "utilitarian" approach, this theory argues that the most ethical decisions are the ones that maximizes positive outcomes for the largest amount of people and that we have a moral obligation to make decisions based on what contributes the

most to the community as a whole (McNamee et al., 2001). As municipal recreation is funded by taxpayer dollars, utilitarianism calls into question whether or not it is ethical to make decisions that exclusively prioritize the needs of racialized communities.

Glover Blackwell challenges this narrative that support for specific groups leads to disadvantages for others, arguing that full inclusion leads to communities benefitting as a whole. Coined "the curb-cut effect," Glover Blackwell argues that addressing barriers experienced by specific minorities benefits the collective (Glover Blackwell, 2017). This effect was seen when people using wheelchairs advocated for curb-cuts on sidewalks. Once implemented, this also positively affected parents with strollers, people with luggage, bikes and workers using carts (Glover Blackwell, 2017). By reducing barriers, spaces become more inclusive for everyone as more people are able to actively participate and achieve their full potential (Glover Blackwell, 2017). Examples include seatbelts, bike lanes and public transit which were created for a specific group but benefitted society as a whole (Glover Blackwell, 2017).

Furthermore, though the general population experience barriers when accessing leisure opportunities, Stodolksa et al. (2020) argue that racialized populations experience the same barriers at a greater intensity. In combination with the unique population specific barriers that people of colour face, these intersecting barriers can make participating in leisure activities increasingly difficult for racialized people (Stodolksa et al., 2020; Haakenstad et al., 2023). This further reinforces the importance of recreation organizations developing strategies, policies and programming that directly address barriers for marginalized people in the community (Camarillo et al., 2020).

Simply put, to promote equity, some populations require more resources (Dattilo & Lopez, 2023; Kellogg & Nelson, 2015). These targeted initiatives are not about prioritizing a specific population over another or keeping score around which population is the most disadvantaged, but meaningfully addressing existing problems that in turn promote equity and uplift the entire community (Glover Blackwell, 2017).

Limitations

One key limitation to the existing literature is the majority of studies are done exclusively with populations in the United States (Allison & Hibbler, 2004; Camarillo et al., 2020). Though there are shared characteristics, differences in funding, laws and government policies, and history necessitate Canadian specific research. For example, undocumented parents or children face unique barriers in accessing services specific to America (Dietsch et al., 2021).

Though there have been studies done that based in Canada, one of the largest studies conducted by Nature Canada was done in Ontario and largely based on the needs of the racialized community in the Greater Toronto Area. More research specific to Surrey, British Columbia is required, as Surrey as an "emergent community" is composed of a rapidly growing

and changing racialized community (Allison & Hibbler, 2004; DiverseCITY, 2023; BC Centre for Disease Control, 2023). Meaningfully increasing engagement with local racialized communities requires tailoring programming directly to the specific needs voiced by the community and therefore requires targeted research initiatives (Stodolska et al., 2020; Camarillo et al., 2020; Kellogg & Nelson, 2015). The following research will provide methodology, analysis and recommendations based on the needs of the community around Surrey Nature Centre.

Methodology

Observations

Observations are described as "one of the oldest and most fundamental research methods" (McKenchnie, 2008). Observations are when a researcher collects data using a systematic and meaningful recording method, usually employing one of the five senses such as looking and listening to a particular phenomena (McKechnie, 2008).

The observations were structured in a checklist divided into pre-program, engaging programming, and English learning. The pre-program elements were based around literature by Oncescu and Loewen (2020) on creating low barrier programming. The section on engaging programming was informed by literature by Parker and Thomsen (2019) on learning through play and on creating children-focused programming by the California State Parks (2004). As language was identified as a potential barrier in secondary research, the last section of the observation checklist was around supporting English language learners (ELL) was based off the Government of Ontario's guide to supporting ELL in kindergarten. It is important to note that it is argued that these strategies are also beneficial for all children, regardless of they are learning English or not (Government of Ontario, 2007).

As the RQ was specific to families, the main program observed was the Nature Storytime program which is targeted towards families with children aged 2 to 5 (City of Surrey, n.d.). Observing this program involved observing participants and the two program leaders running the program. To blend in, the researcher also actively participated in story time, sitting with participants and joining in activities. Observations were noted on a notepad, and a project specific checklist was used to further organize findings. To further evaluate storytime, a evaluation framework was used from the Burlington Public Library (2023). The full observation checklist can be found in Appendix L and the schedule for observations can be found in Table 1 below.

Content Analysis

Content analysis was used in the research to provide a more objective analysis of documents and qualitative content. Content analysis helps researchers identify themes and concepts that are prevalent in the qualitative data (Columbia Mailman School of Public Health, n.d). The content analysis template was based on six key themes: diversity in program content, diversity in photos, inclusion of other languages, partner organizations or partnerships, financial support and logistical support. These themes were based from literature around low cost programming, inclusive environments (Oncescu & Loewen, 2020; Government of Ontario, 2007).

For the research, a content analysis template was used to analyze the Parks, Recreation and Culture (PRC) strategic plan, the Parks section of the Spring 2024 leisure guide, the Surrey

Nature Centre brochure, the sky room interpretive space and signage throughout the facility. The content analysis template can be located in Appendix B.

The City of Surrey's PRC Strategic plan was chosen as it is an overarching guiding document for all Surrey Parks, Recreation and Culture programs. The plan offers insight into the City's priorities in programming and provides direction for next steps. Marketing material such as the leisure guide illustrates how SNC programs are promoted to the general public and offers an area of comparison between how traditional recreation programs are marketed versus non-traditional outdoor programs are marketed. Lastly, SNC specific marketing material such as the school programs brochure and the SNC map were analyzed due to their frequent usage at the facility. Furthermore, as they are specific to the facility, these materials are created by SNC staff and are made specifically for needs in the community identified by staff.

Interviews

Interviews were chosen as they allow for an in depth exploration of multiple open ended questions (Knott et al., 2022). Using a semi structured method, interviews were conducted with a specific set of questions. This method allowed for further additional questions if the researcher needed clarification on a topic or wanted to investigate content brought up in an answer further (Knott et al., 2022). In addition, interviews allowed insight into more community specific information. This need was previously identified in the literature, with Allison and Hibbler (2004) and Dietsch et al. (2021) arguing that location specific research were needed to fully understand community needs and design effective solutions.

Interview questions were based on questions asked in past studies to investigate and evaluate programming. The full set of interview questions can be found in Appendix A. Questions 5, 6 and 2 reference questions asked by Oncescu and Loewen (2020) around low barrier programming. These questions further analyze whether programming at SNC is low barrier based on a set of questions from a peer reviewed and empirical researched study. Questions 1, 3, 4, and 7 mirror questions asked by Dietsch et al. (2021) who investigated barriers, particularly trauma related barriers to racialized communities and outdoor programming. These questions aim to lead to a better understanding of relationships that had been formed as well as traumas that may have occurred in the past.

A broad sampling of participants was interviewed for the project. Surrey Nature Centre's senior management team was interviewed to gain more insight on long term goals and priorities for SNC. Front line staff such as program leaders and front desk attendants were also interviewed as these individuals interact and deliver programming to the public the most frequently. The majority of staff also lived in the community, and about three fourths of staff identified as people of colour. Additionally, to provide a perspective from outside the organization, Hailey Moran was interviewed. Hailey previously worked with Surrey Natural Areas

Partnership, a partner organization to SNC that works out of SNC facilities in the summer season and currently works in Surrey Parks in the stewardship department. The variety of interviewees allowed for a diverse sampling of perspectives in interviews.

Challenges and Obstacles

During primary research one challenge was conducting interviews with a busy but small staff team. As the researcher was not a staff member in person interviews were conducted during specific timeslots with limited flexibility. Scheduling was difficult as in person interviews were often postponed due to scheduling conflicts or facility emergencies. To accommodate the scheduling challenges, interviews pivoted to hybrid methods. The researcher initially introduced herself in person and conducted the interview over the phone or on a second follow up visit, allowing interviewees time to reflect on the questions and become more comfortable with the researcher. Furthermore, many junior staff were cautious and hesitant about being interviewed. Several staff were concerned that they did not have valuable perspectives to share and some staff were worried that their interview answers would negatively impact their employment. To address this, pseudonyms were used for interviews. The researcher also aimed to interview all staff in order to not single out any staff members. Interviews ended up being extremely successful with a total of nine interviews conducted with the staff team spanning from management to front line staff.

Research Findings and Analysis

Common Barriers

Initial observations and interviews with staff reflected barriers commonly cited in the literature including difficulties around transportation, registration, and language barriers. For example, in Interview #1, the staff member identified registration as a large barrier to participation. To register for SNC programs, participants must have a Surrey account and have the option of registering in person, online or over the phone (Interview #1, personal communication, March 2 & 5, 2024). Many people find this process confusing or cumbersome, and the staff member suspects many patrons that struggle do not reach out for help registering (Interview #1, personal communication, March 2 & 5, 2024).

This echoes the finding in secondary literature that registration is a barrier for many. Both Stodolska et al. (2020) and Camarillo et al. (2020) reported that registration was difficult for many families due to cost, usage of English as the primary language, and creating an identifiable account with the municipality. Interestingly, all three registration systems share some of these elements. For example, all systems are heavily reliant on both written and spoken English and have the same registration options of online, by phone, or in person.

However, one key difference between the organizations researched by Stodolska et al. (2020) and Camarillo et al. (2020) and Surrey Nature Centre is that the majority of programs at SNC are low to no cost. Comparatively, significant difficulty with cost was reported in both studies, with parents reporting that if cost were not an issue, their children would participate in significantly more programs (Stodolska et al.,2020; Camarillo et al., 2020). As the majority of SNC programs are free, it is an interesting observation that attendance in current programs is not higher (K. Hafeez, personal communication, March 10). This indicates that that cost may not be the biggest barrier to attending programming at SNC.

Lack of Awareness in the Community

One common theme from interviews was lack of awareness about Surrey Nature Centre in the community. In central marketing material like the recreation guide, Surrey Nature Centre is not well represented. Surrey Nature Centre is featured in one central write up and is mentioned seven times under programming locations. The main write up about Surrey Nature Centre under the "parks" page speaks only about self-guided programs like nature backpacks. Furthermore, SNC is represented by a picture of trees in a forest which does not help readers understand what the facility offers. Surrey Nature Centre's formal programs are listed separately in the "general interest" section. This is completely disconnected from the main SNC page in the recreation guide and there is no link between both pages provided. This makes information difficult to find for patrons. Comparatively, recreation centres and their amenities are featured in neighbourhood overview pages with pages listed with registered programs for each facility.

For people, especially those who do not speak English as a first language, the marketing material in the recreation guide creates little to no incentive to visit SNC. Furthermore, the recreation guide does not clearly explain what a nature centre is or offer a visual of SNC programming. As mentioned by a staff member, clarity around what a nature centre is and what it offers is important for people of colour as many are unfamiliar with the concept of a nature centre. The staff member explained that this is particularly important for immigrants, as many grew up in countries where nature centres did not exist and therefore do not know what they are and do not specifically seek them out. Another staff member, Kris also pointed out that the lack of advertising, in particular through social media makes it difficult for people to figure out what exactly the Surrey Nature Centre is. As the building is not on a main road and is largely concealed by trees, Interviewee 1's comment that SNC is a "well kept secret" is a good descriptor of SNC.

Though as explained by Interviewee 1, once people are made aware of SNC and attend program or visit the facility, they return and bring their friends and family (Interview 1, personal communication, March 9). This interest in SNC was also seen at the volunteer training, with all the volunteers being youth of colour who lived in the surrounding neighbourhood. These youth had found out about the facility through online websites and newsletters and were all enthusiastic about giving back to their community, exploring the park, and learning more about nature. Clearly, there is interest in the community about SNC, but better marketing is needed to reach those in the community who are unaware of the facility and its programming. As argued by Gopaldas and DeRoy (2015) specific and targeted marketing is necessary for groups that are affected by multiple different factors including language, race, ethnicity and income. This intersectional approach is imperative in connecting with isolated people that may not otherwise have been reached through conventional advertising and ultimately works to increase participation in programming (Gopaldas and DeRoy, 2015).

Successes and Adaptations

Safe Spaces

Conversely, looking at elements of programming that were accessible to all demonstrates what makes SNC programming successful for racialized families. One program that creatively solved barriers was storytime. In the program, one family spoke Mandarin as their first language. The father would often translate key vocabulary during the program to his children while the programmer would pause to allow the translation. This enabled the children to better understand the concept and also increased their interest in the program as they intently listened for translations. The translation was not disruptive to others in the program and it also sparked interest in the programmer to learn some Chinese words. This further established a

relationship between the programmer and the patron, and later the patron felt comfortable enough to ask more questions about native plant names.

This programmer created what Boyd (2016) defines as a safe space containing "cultural and structural practices designed to encourage feelings of belonging, mattering and community," particularly for marginalized communities (p. 39). This can be facilitated through encouraging participants to share their own experiences, to take risks, and to actively participate in activities (Beauregard et al., 2024). Programmers must also assist in facilitating a safe space through being open and non-judgmental towards participants and establishing clear boundaries and expectations during programs (Beauregard et al., 2024).

Another example of a safe space at SNC was described by a staff member who spoke about an experience at a parent and tot program. Parent and tot programs are unique in that they are eight sessions long, with the same participants returning for each session. During one session where the group was playing music on pots and pans, a grandma of a participant spontaneously led a traditional Punjabi folk song for everyone during a program (Interview 9, personal communication, March 9). This demonstrates the immense importance of creating a welcoming atmosphere that goes beyond spoken language. Regardless of the fact that the grandma spoke very little English, she felt comfortable enough to share her culture with the group. Similar to storytime, the relationship established between the programmer and participants allowed for reciprocal learning. Furthermore, the intentionality of program leaders in creating a welcoming atmosphere during the previous weeks had empowered the grandma to feel comfortable in the program.

Outreach

Another element of programming that allowed SNC to reach a more diverse audience beyond the nature centre was to conduct outreach in places other than the nature centre. Surrey Nature Centre sets up outreach booths at events like Party for the Planet and the Museum of Surrey's (MoS) SENSES event. Large scale events like Party for the Planet boost community awareness for SNC and smaller and more intimate events like the MoS SENSES event allowed staff to connect with neurodiverse children and families in the community (Interview 9, personal communication, March 9). Research has also reported benefits for staff conducting outreach, with outreach improving knowledge, civic responsibility, and leadership skills in staff (Suresan et al., 2019).

However, due to staffing capacity, Surrey Nature Centre is not able to regularly attend events in the community. To address this, SNC collaborates with both internal and external partners on specific programs and events. Internal partnerships with teams like the Urban Forest Stewardship team and the Surrey Arts Centre allow SNC to participate in more programming with their limited staffing capacity and engage with different audiences.

Furthermore, this increases awareness of SNC among other city staff, allowing them to connect potential patrons to the facility. External partners like Options Community Services increases awareness of SNC with the newcomers, enabling SNC to easily connect with a difficult to reach audience with additional services like translation being provided. Partnerships are an effective and innovative way for Surrey Nature Centre to connect with the community and build relationships with other organizations serving the community.

Representation

Furthermore, another successful element of SNC is their diverse staff team. A staff member spoke to the power of representation, with staff members being role models for younger patrons (Interview 5, personal communication, March 9). This gives people of colour an opportunity to see themselves represented as leaders in outdoor programming, disrupting the narrative that nature is exclusively a space for White people (Nature Canada, 2021). This is particularly important in that the majority of campers are children of colour and this is often their first interaction with nature and nature related skills (Interview 5, personal communication, March 9). The staff argued that staff are able to inspire young patrons to dream about what is possible and affirm that they are welcome in outdoor spaces (Interview 5, personal communication, March 9).

The importance of representation extends to adults. For example, one of the staff found that English Language Learners were more comfortable interacting with her as she is an identifiable person of colour and has an accent. She felt like this helped patrons feel less embarrassed and provided a welcoming atmosphere being confident in her language skills despite her accent. Furthermore, as demonstrated through interviews, having a diverse staff with people of colour, different abilities and different ages allowed for a broad set of perspectives. Through interviews, it was evident that staff put time and effort into ensuring that participants felt included, represented, and engaged in programming. This also allows staff to identify and to address the interests and needs of their own communities, further breaking down cultural barriers (Rowland-Shea et al., 2020). Where gaps were identified staff were able to solve the problem and come up with creative solutions based off of their lived experiences and knowledge.

Societal and Cultural Issues

Outdoors as a Privilege

After identifying initial barriers and analyzing successes, the issue was critically examined in the context of the cultural, social and political climate in the community. One overarching theme was that for many people, outdoors was also seen as a privilege (Haakenstad et al., 2023). Accessing outdoor spaces requires knowledge, outdoor gear and leisure time. For example, a staff member mentioned that many participants show up

inadequate gear, despite being briefed on what to wear prior to programming (Interview 6, personal communication, March 9). Participants are aware of the gear needed to participate comfortably in outdoor programs, but many parents are hesitant to buy gear that will be rapidly outgrown (Interview 6, personal communication, March 9). Besides financial cost there are additional barriers such as cleaning and upkeep (Haakenstad et al., 2023).

Additionally, among people of colour many financial, familial and logistical barriers to participation are amplified (Camarillo et al., 2020; Haakenstad et al., 2023). A staff member shared that growing up as immigrant in Surrey, his family was focused on survival with little time left for leisure. While he was passionate about his job at SNC, he understood that growing up his family did not have the same freedom to explore nature in the same capacity. Another staff member echoed these thoughts, arguing that time outdoors is a privilege for families that can spare the time, energy and money to go outside and recreate. These observations were echoed in the literature, where many people of colour reported that time outdoors was seen as a luxury and a privilege (Haakenstad et al., 2023).

Perceptions and Interpretations of Outdoor Spaces

People's relationship with the outdoors was also heavily influenced by their family's past with nature (Haakenstad et al., 2023). Experiences such as being a refugee or being an outdoor labourer, whether experienced personally or ancestrally significantly impacted people's perceived importance of outdoor time (Haakenstad et al., 2023). For example, with nature camps for children, many parents express concern about the "lack" of academic learning occurring at SNC camps, seeing the most value in academic focused camps like science camp (Interview 9, personal communication, March 9). Additionally, in many cultures nature is perceived as being scary or dirty (Interview 9, personal communication, March 9). Sharing the benefits of nature education in an understanding way is imperative to building a relationship with these families while not invalidating their own cultural perceptions.

Safety in Outdoor Spaces

Additionally, people of colour often reported feeling unsafe in outdoor spaces (Haakenstad et al., 2023). This was shaped by past experiences or community perceptions of who was safe and belonged in outdoor spaces (Haakenstad et al., 2023). In Surrey, there is a prevalent misconception in the community that it is a dangerous municipality, despite crime decreasing (Vaz, 2023; Saltman, 2016, Little, 2023). This is fuelled in part by the media who are more likely to report on crime stories which further contribute to a feeling of unsafety in the community (Camarillo et al., 2020; Saltman, 2016). For example, in the first ten articles that appear on a Google search for the park where SNC is located, there are articles about suspected arson, suspicious fires and discovered human remains. In a larger cultural context, incidents like the racial targeting of Christian Cooper, a Black birder in Central Park and the

questioning of Philip Morgan on his cross Canada cycling trip demonstrate that the outdoors can be a hostile environment for people of colour (Tanneti & Scott, 2021). Worries about the safety of the immediate neighbourhood and media coverage around racism in nature contribute to concerns about safety in outdoor programming.

The Outdoors as a White Space

Furthermore, nature is often perceived as a White space where people of colour do not belong. Staff explained that a common misconception is that nature programs are not meant for everyone, a factor that contributes to an underrepresentation of newcomers of people of colour in programming (Interview 9, personal communication, March 9). This was even reflected in the SNC staff, with a staff member saying that "No one from my community comes here actively" (Interview 8, personal communication, March 9). Staff also spoke about how seeing people of colour in nature would have made them feel welcomed and inspired to participate in outdoor activities (Interview 5, personal communication, March 9). Not seeing any representation of people of colour in outdoor activities, she was unsure as a child if those were activities people like her participated in (Interview 5, personal communication, March 9). This is consistent with past research, where outdoor spaces where perceived by people of colour as White spaces due to socialization by their parents, culture and extended family (Dowart et al., 2022; Haakenstad et al., 2023). This lack of representation was even acknowledged by David Labistour, CEO of Mountain Equipment Co-op (MEC) who publicly apologized for featuring predominantly White models in MEC marketing material (Edmiston, 2018). Labistour acknowledged that the lack of representation of people of colour perpetuated the narrative that the outdoors was exclusively a space for White people (Edmiston, 2018).

Lastly, as mentioned by staff, including Indigenous perspectives and voices is integral in outdoor programming. The colonization of Indigenous land in creating the park centres a white idea of land ownership and disregards the relationship that Indigenous peoples have had with the land since time immemorial. Fundamentally, Surrey Nature Centre exists as a part of a colonial structure and further research is needed to better understand next steps in decolonization and what that means for SNC.

Parks, Recreation and Culture Strategic Priorities

In the primary research, concern was voiced around creating programs that prioritize the needs of specific communities when making decisions. Some scholars argue that it is more ethical to make decisions based on the benefit to the overall community (Meeker, 1973; McNamee et al., 2001). This is particularly important for municipalities where Parks, Recreation and Culture departments are paid for by all taxpayers, and therefore programming holds a responsibility to be inclusive for all citizens (Meeker, 1973; McNamee et al., 2001).

However, conducting content analysis on the Parks, Recreation and Culture strategic plan, it is clear that the theme of "diversity" is being prioritized as it is one of the guiding principles of the City of Surrey. Furthermore, references to uplifting and celebrating diversity of different groups appear seven times in the first 35 pages of the plan. The plan goes as far as to say that one of the opportunities arising from the city "foster[ing] and embrac[ing] cultural diversity" is to "build unique programs and services" (City of Surrey, 2018, p. 31).

It is evident that the City of Surrey is supportive of hosting new and innovative programs that can be tailored to a specific community to promote inclusion and reach marginalized populations. Furthermore, the PRC Strategic Plan is indicative that management is aware of the impact of a diverse population and the flexibility necessary in programming offered by the PRC departments. This is also demonstrative that upper management will be supportive of new or innovative programs. This support is integral to the success of future initiatives, as a commitment to inclusion must be present in all levels of an organization for meaningful change to occur (Scott, 2013).

Recommendations

Research findings have demonstrates that Surrey Nature Centre staff are actively working to reduce barriers for racialized families in existing programming through creating a welcoming atmosphere, critically reflecting on improving accessibility and engaging with the community. To continue this movement started by SNC staff, it is imperative that upper management also supports making programs more accessible through higher level changes in policies and funding additional programming. The following recommendations are suggested to further reduce barriers faced by racialized families in accessing programs at Surrey Nature Centre.

Recommendation 1: In collaboration with the Communications department, Surrey Nature Centre should create a series of specialized communications plan that target marginalized populations.

This could begin small, starting with one population such as the South Asian community and gradually expanding based on the successes and learnings from the first plan. Potential other populations include the urban Indigenous community, and newcomers (BC Centre for Disease Control, 2023; DiverseCITY, 2023). Communications plans could include making a program guide specific to free or low cost SNC programs, translating marketing material in other languages, reducing idioms, clarifying and defining specific nature terms and delivering material door to door (Camarillo et al., 2020). Communications plans will also be able to pivot to innovative ways to connect with marginalized communities, as many require connection through social networks, relationships and word of mouth (Rothe et al. 2010; Caidi et al. 2010)

Recommendation 2: Conduct a pilot project where a program at Surrey Nature Centre is done in a different language. This includes having marketing materials, the program content and the program itself being given in that specific language. Suggested languages include Punjabi, Mandarin and Tagalog which are the most common languages spoken in Surrey besides English (BC Centre for Disease Control, 2023; DiverseCITY, 2023).

As reflected in observations, interviews, and in literature, language barriers are one of the main barriers for racialized families. As the majority (52%) of the surrounding community is South Asian, with approximately 128,305 Punjabi speakers in the entire municipality of Surrey (BC Centre for Disease Control, 2023; DiverseCITY, 2023). Building on a past successful programming in other languages, a trial program such as a nature walk in Punjabi would appeal to the population in the neighbourhood around SNC (H. Moran, personal communication, March

18). Walk topics could be tailored to the specific interests and needs of the community and these programs could empower current South Asian youth in Surrey Parks programs to share their nature knowledge with their community.

Recommendation 3: Surrey Nature Centre should do more outreach out in the community to increase awareness about the Surrey Nature Centre and reach a diverse set of audiences.

Outreach at events like Party for the Planet and the Museum of Surrey allowed the Surrey Nature Centre to engage with a larger audience and introduce the Nature Centre in an approachable and accessible way. Research has demonstrated success in outreach, as it serves as a means to bring programming directly to marginalized communities (Camarillo et al., 2020). Consequently, this builds trust, raises awareness about the facility, and creates personal connections and relationships (Camarillo et al., 2020). Though difficult due to staffing capacity, the numerous benefits of outreach justify prioritizing outreach events.

Recommendation 4: Include initiatives to reduce barriers and strategies to connect with racialized families in the Surrey Nature Concept Plan.

As part of Objective P3 of the Parks, Recreation and Culture Strategic plan, P 3.5 is to "update and deliver the Surrey Nature Centre Concept Plan" (p. 46). This plan would detail how "to expand [Surrey's] delivery of environmental education and programming" (City of Surrey, n.d, p. 46). It is imperative that this concept plan include evidence based strategies to connect with racialized families in the community. These methods will provide an easy to follow guideline for staff and allow a unified approach in marketing, programming and outreach across the department.

Conclusion

As the largest growing city in British Columbia, it is imperative that the Surrey Nature Centre continues to meet the needs of this diverse and growing community (DiverseCITY, 2023). With racialized groups making up over two thirds of the population in Surrey, prioritizing engagement and inclusion is especially important (Nature Canada, 2021; McDonald, 2021; Gosalvez, 2020). To investigate how Surrey Nature Centre could better meet the needs of the community, the following research question of "What barriers do racialized families face when trying to participate in programs at Surrey Nature Centre? How can the City of Surrey better address these barriers to increase participation in environmental programs?" was investigated.

The paper outlined background information around the community of Surrey and analyzed current literature for common themes, limitations and potential areas of growth. Additionally, the paper spoke to the methodology used to conduct primary research and analyze the findings. Findings in primary and secondary research highlighted common barriers including transportation, registration, and language barriers.

However, beyond more concrete barriers, obstacles such as lack of awareness in the community, non-facility specific marketing materials, and confusion around what a nature centre is were identified. Successes such as safe and welcoming spaces, outreach, partnerships and representation helped reduce barriers for racialized families at SNC. On a larger-scale, issues such as outdoors as a privileged space, cultural perceptions and interpretations of outdoor spaces, safety, and the outdoors as a white space were identified. These barriers are complex, nuanced and difficult to address as they are created by the multiplicities of disadvantages faced by racialized communities. The paper concluded with recommendations to address barriers for radicalized families at SNC. While these recommendations will not solve the barriers, they will undoubtedly reduce barriers, continuing to push Surrey Nature Centre, Surrey Parks and the City of Surrey towards a more accessible, inclusive and equitable future.

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Appendix A: Interviews

Appendix A1: Interview Questions

Introduction script -

Hello! My name is Julia Olsen and I am a student in the Bachelor of Recreation Management at Langara College. I am currently in a course titled RECR 4400 where I am tasked to do a major project and paper on a research topic of my choice. I chose to people of colour and their involvement in nature. Through this process, my research question is, "What barriers do racialized families face when trying to participate in programs at Surrey Nature Centre? How can the City of Surrey better address these barriers to increase participation in environmental programs?"

Conducting interviews allow for further understanding of the issue and a perspective of the specific community in Whalley around SNC. You are welcome to skip or go back to any questions if you would like. With your permission I will also be recording the audio of the interview and taking notes to ensure that I do not miss any answers and that I am able to go back and better organize the data.

Interview Questions

1. What position do you hold at SNC and what are your responsibilities?
2. Does SNC have any regular participants? What programs do they come for?
3. What motivates people in this community to participate in SNC programs?
4. What barriers prevent greater access to SNC programs?
5. Does SNC do programming outside of the nature centre itself (e.g. outreach at community events)?
6. Do you have community partners or organizations that you often work with? If so, what does the partnership involve? (this can also be inter-departmental)
7. What is the most impactful programs that SNC runs? What makes this program so meaningful?
8. Is there anything that I have not asked that you would like to share that would beneficial to the research?

Appendix A2: Interview #1

Date: March 2, 2024 at 10:00am and March 5, 2024 at 11:00am
Location interviewed: In-person at Surrey Nature Centre and over the phone
Note: This interview was divided into two separate sessions due to interviewee comfort and availability.

Introduction script -

Hello! My name is Julia Olsen and I am a student in the Bachelor of Recreation Management at Langara College. I am currently in a course titled RECR 4400 where I am tasked to do a major project and paper on a research topic of my choice. I chose to people of colour and their involvement in nature. Through this process, my research question is, "What barriers do racialized families face when trying to participate in programs at Surrey Nature Centre? How can the City of Surrey better address these barriers to increase participation in environmental programs?"

Conducting interviews allow for further understanding of the issue and a perspective of the specific community in Whalley around SNC. You are welcome to skip or go back to any questions if you would like. With your permission I will also be recording the audio of the interview and taking notes to ensure that I do not miss any answers and that I am able to go back and better organize the data.

Julia: What position do you hold at SNC and what are your responsibilities?

I am a CSA 2 and I work at the Front Counter at SNC. I am responsible for greeting and assisting visitors when they arrive onsite. I also do booking and related admin for all the programs we run.

Julia: Does SNC have any regular participants? What programs do they come for?

Yes, we do have regular visitors!

Many teachers bring their students on field trips to SNC every school year because they know the kids will enjoy the program and our programs align with the school curriculum.

We will often have families who bring their children to programs like Storytime or Nature Exploration and Play every time it takes place.

In our summer daycamps we will often see the same child several times over the summer. These are the nature kids who love being outdoors.

There are a few homeschool groups who bring their kids here regularly to explore the Skyroom and use the activity backpacks and fishing rods.

There are parents who bring their small children to use our Skyroom frequently because they like the pretty quiet space to read nature books and play.

We have adult walking groups who gather here every week before they venture out into the trails of the park.

We have a neuroatypical visitor who comes here regularly with a companion (caregiver) because they appreciate the safe space.

Some local wildlife photography enthusiasts come in to share their photos with us and see what is new in the space.

Some people come in just to use the washroom because it is on their walking route.

Julia: What motivates people in this community to participate in SNC programs?

Love of nature, wanting to spend time outdoors, wanting to learn more about nature in general and about Green Timbers Park specifically. The peaceful forest setting is a big draw for people.

We are kind of a well-kept secret. We regularly hear folks say, "I've lived in Surrey for years and I didn't know this place existed!" Once they discover SNC, they often return and bring their kids, friends etc. and register for upcoming programs. People also enjoy spending time in the beautiful building and checking out our exhibits.

Julia: What barriers prevent greater access to SNC programs?

I believe the registration process is cumbersome to some folks. In order to register for a program the patron has to have a profile in our system. We are always happy to help them register over the phone or in person, but I'm sure some people do not call us when they have difficulty. Even if they do call us for help but they do not already have a profile in our point-of-sale system, it takes time to put them in and it can sometimes be frustrating for them.

For programs with small children, I find that parents can be the limiting factor. Often the parent does not want to spend time outdoors in cold or wet weather, so they don't register their child for our programs in winter months.

You mentioned specifically 'what barriers do people of colour face in accessing our programs?'. I see a very diverse clientele in my role, so I am unable to answer this question.

We are trying to reach a broader audience for our programming using Facebook and Kids Out And About. We also printed a nice school programs brochure this year and mailed them to all the schools in the region. The school program brochure was quite successful in gaining participants from other school districts.

Julia: Does SNC do programming outside of the nature centre itself (e.g. outreach at community events)?

You will find us at events like Party for the Planet and Environmental Extravaganza. I think our management might like to do more, but staffing can limit the outreach, I think.

We have teacher activity kits that teachers can rent for two weeks and take into their classroom. We often find two classes will share the kit during that time, so we are gaining a presence in their school.

Julia: Do you have community partners or organizations that you often work with? If so, what does the partnership involve? (this can also be inter-departmental)

We partner with the Freshwater Fisheries Society so we can lend out fishing rods to patrons. The fishing equipment belongs to them, and we facilitate loaning it to patrons (kids and adults) who want to try fishing.

We work with City of Surrey Stewardship to run public programs, particularly during Environmental Extravaganza.

We offer our rental rooms for free to groups like Options and FRAFCA so they can hold meetings and workshops.

We partner with Green Timbers Heritage Society and SNAP. We offer space and computers for them to work on and we advertise their programs in our lobby and sometimes on our social media. (I'm sure there is more to these partnerships, but this is what I see)

Julia: What is the most impactful programs that SNC runs? What makes this program so meaningful?

I think all our programs help to foster new nature knowledge and appreciation in kids and adults alike, but I feel the programs we have for preschool age children are the most impactful. Having small children out in nature learning and playing develops their confidence and hopefully they grow up to become stewards of the natural areas around us. Imagine spending time in this forest doing fun activities as a child, I think it's magical. (I would have loved it when I was small.)

Is there anything that I have not asked that you would like to share that would be beneficial to the research?

I love working at SNC. It really is a special place. Our staff are passionate about sharing nature with our patrons and the site is truly one of a kind.

Appendix C: Interview #2

Date: March 6, 2024 at 1:00pm
Location interviewed: Over the phone

Introduction script -

Hello! My name is Julia Olsen and I am a student in the Bachelor of Recreation Management at Langara College. I am currently in a course titled RECR 4400 where I am tasked to do a major project and paper on a research topic of my choice. I chose to people of colour and their involvement in nature. Through this process, my research question is, "What barriers do racialized families face when trying to participate in programs at Surrey Nature Centre? How can the City of Surrey better address these barriers to increase participation in environmental programs?"

Conducting interviews allow for further understanding of the issue and a perspective of the specific community in Whalley around SNC. You are welcome to skip or go back to any questions if you would like. With your permission I will also be recording the audio of the interview and taking notes to ensure that I do not miss any answers and that I am able to go back and better organize the data.

Julia: What position do you hold at SNC and what are your responsibilities?

> I'm a nature interpreter/program leader. So I run programs and help with brainstorming improvements and developments of programs. I also write exhibition materials for the sky room, I cover front counter and I lead nature exploration camps. I also lead public programs like nature walks and early years and storytime.

Julia: Does SNC have any regular participants? What programs do they come for?

> One regular participant I've seen is an older woman named Marsha who has come to at least three of my nature walks. Other than that it's just the tots who've signed up for the 8 session nature exploration and play package. So they pay to come back 8 times. There's a couple other folks who have come to more than one of my nature walks.

Julia: What motivates people in this community to participate in SNC programs?

> I think they're interested in nature and want to feel involved in their local community and environmental programs. The parents want their child to have holistic development and growth so they send them to some place that is better for kid's birthday parties or early

years exploration than a classroom with a screen. I've also had newcomers to Canada come to the nature walks to network and explore their new home.

Julia: What barriers prevent greater access to SNC programs?

I think the terrain isn't easy for someone with mobility issues, especially if they're in a school program which has more moving around and exploring. We've had a school program with a student who was vision impaired, and their aid wasn't aware of the activities ahead of time so she was upset with us. We had a knot tying activity with pictures of knots that the student was unable to participate in, for example. I also think that outdoor exploration is a privilege that consumes time and energy and sometimes money, even if it's just at your local park. So there's this invisible barrier of like, oh, I'm living to survive not to frolick in nature, especially for underprivileged or marginalized people.

Julia: Does SNC do programming outside of the nature centre itself (e.g. outreach at community events)?

I'm only aware of the Party for the Planet event. Other than that, no.

Julia: Do you have community partners or organizations that you often work with? If so, what does the partnership involve? (this can also be inter-departmental)

We used to work a lot with SNAP to host planting and learning events together at Green Timbers Urban Park. Now we don't.

Julia: What is the most impactful programs that SNC runs? What makes this program so meaningful?

The one that I see the most impact is nature walks, because often it's people who have interest in nature to begin with and are old enough to connect some broader philosophical themes to the plants and trees we're talking about. I love seeing them have "a ha!" moments when I make a connection between our human lives and the life of the forest. In reality it might be the school programs that make the biggest difference because we plant a metaphorical seed in the student's minds that they're too young to really express. And that theoretically has a generational impact. But it's not as noticeable

to me as a leader. Because I'm not in their lives or because they're not going to say, "Wow, the trajectory of my life has changed from here on out because I now care about nature".

Julia: Is there anything that I have not asked that you would like to share that would beneficial to the research?

The SNC being in Surrey makes a huge difference just because of the diversity of Surrey, which I love. One thing I've noticed is we have little to no Indigenous connections and participants. Which is ironic because we want to or should want to learn from their knowledge and tradition.

Thank you so much for taking the time out of your busy schedule to speak with me.

Appendix A4: Interview #3

Date: March 9, 2024 at 8:30am
Location interviewed: In-person

Introduction script -

Hello! My name is Julia Olsen and I am a student in the Bachelor of Recreation Management at Langara College. I am currently in a course titled RECR 4400 where I am tasked to do a major project and paper on a research topic of my choice. I chose to people of colour and their involvement in nature. Through this process, my research question is, "What barriers do racialized families face when trying to participate in programs at Surrey Nature Centre? How can the City of Surrey better address these barriers to increase participation in environmental programs?"

Conducting interviews allow for further understanding of the issue and a perspective of the specific community in Whalley around SNC. You are welcome to skip or go back to any questions if you would like. With your permission I will also be recording the audio of the interview and taking notes to ensure that I do not miss any answers and that I am able to go back and better organize the data.

Thank you for the opportunity for the interview!

Julia: What position do you hold at SNC and what are your responsibilities?

I started as a Front Counter Attendant. Greeting and ensuring visitor's safety and that visitors are having a good time in the SNC has been my most important responsibility. I took on more responsibilities eventually. Now, as an Administrator, I am also responsible for program and facility bookings, parking registration, event registration, equipment rentals, accepting LAP program applications, record management, the facility program calendar updates, janitorial and office supply purchase, event calendar, sandwich board, and signage updates, facility maintenance report, and etc. I communicate internal and external clients and partners in person, via email and by phone.

Julia: Does SNC have any regular participants? What programs do they come for?

There are some SNC users who come regularly, and we have pretty good connection with them. However, in terms of programs. I could only think of 2 programs. One is Nature Storytime. In late spring and summer, we have regular participants who we would see in every session. The other program may not count, but it is registered preschool and preschool-like program sessions. Oh and day camps. Wait. I think some summer day camp kids are registered for a few different weeks and come here every year. So, that's it.

Julia: What motivates people in this community to participate in SNC programs?

We are quite busy with school programs in fall and spring. Some teachers are looking for fun activities that their students can bring to and others seem to look for more educational opportunities. As our programs had more focus on fun activities, we revisited our programs and retrained our staff so that students will have more opportunities to deepen their knowledge and understandings about nature. As for public programs, we see people with different motivations. Some people register to stay active. I feel more so in our all-age program, Nature Walk. Birthday party programs and day camps are unique. It feels like 50% of the parents are looking for outdoor nature opportunities for their kids, but the other half may be registering as there is no other option, unfortunately. We have Shelter Building, Nature Exploration for Kids, and Group Nature Walk programs for groups and Nature Exploration for kids. These are often booked by groups that are looking for fun, unique experience in nature and they seem to have a great time

Julia: What barriers prevent greater access to SNC programs?

I am not sure.

I do feel like me being a person of colour who speaks English as a second language has helped reduce barriers. Since I have an accent, people sometimes come to me over M. to talk. I think they are more comfortable with me instead of her.

Researcher note: M. is a coworker who speaks English as a first language and who is visibly not a person of colour.

Julia: Does SNC do programming outside of the nature centre itself (e.g. outreach at community events)?

Yes, Party for the Planet and one of two others annually. But, to be honest, I don't know much about them. In our weeklong summer camps, we have a lake day, and we go to Green Timbers Urban Forest.

Julia: Do you have community partners or organizations that you often work with? If so, what does the partnership involve? (this can also be inter-departmental)

My role requires communication with a few partners. Freshwater Fisheries Society of BC for rod loaning program and Accessibility, Inclusion & Health Promotion for Active Playces program and one on one support in our programs.

This is not like a partner, but I communicate with the landscapers, contract janitors, contract snow removers, contract mat replacement person, pest control person, facility maintenance staff, and etc.

Julia: What is the most impactful programs that SNC runs? What makes this program so meaningful?

Nature Preschool was the most impactful program. The children developed skills that they would develop in regular preschools (social, routine, and physical) and would learn how to live with and play in nature.

Day camp is impactful. Kids learn about the urban forest and wildlife that live in the area through the weeklong program. They learn how to be friends with nature and have fun in nature setting.

Julia: Is there anything that I have not asked that you would like to share that would beneficial to the research?

No.

Appendix A5: Interview #4

Date: March 9, 2024 at 9:00am
Location interviewed: Over the phone

Julia: What position do you hold and what are your responsibilities? How long have you held each of these positions?

I was in the SNAP Program Manager position for almost 2-years as an external contractor working in close partnership with the City of Surrey and have since transitioned into a position working internally with the City of Surrey as a Stewardship Programs Coordinator (Community Services Coordinator 1).

As the SNAP Program Manager, I was the only full time employee of the Green Timbers Heritage Society overseeing a long-standing program that prioritized enhancing and restoring the urban forest in Surrey. SNAP, Surrey's Natural Areas Partnership, is a unique collaborative partnership between three grassroots environmental non-profits and the City of Surrey's Parks Division also aimed to employ youth (18-30) and provide them with high quality work experience to promote the next generation of environmental leaders. I was responsible for fostering the partnership and implementing priorities of the three non-profits, hiring, supervising, and mentoring the employed youth, all budget, payroll, and administrative duties, and collaborating with City Technicians to put together work plans and oversee restoration and public engagement projects.

As a Stewardship Programs Coordinator working with the City of Surrey's Urban Forestry team, I oversee public volunteer programming in natural areas, support the

SNAP program as a City liaison and mentor, and plan and implement major activations at community events. I have been in this position for 5-months and am in the role in a temporary position as coverage for a maternity leave.

Julia: Did the SNAP team have any regular or returning participants? What programs do they come for?

SNAP has an Urban Forest Outreach Team between May - August annually which creates a large break in the year with no programming from the program. Even though this is the case, we do see regular participants or community members who are keen to engage with SNAP annually and recognize that the program only runs in the summer. SNAP does free programming in parks and sees return of participants at programs like Redwood Storytime for youth or pop-up engagement stations in some of our partnership parks like Green Timbers Urban Forest and Blackie Spit Park.

As a Stewardship Programs Coordinator, I oversee very successful volunteer programs for the public and specifically for youth through Surrey's Youth Stewardship Squad. Our most popular programs are the long standing Nature Work Parties, invasive species removal, specifically often Himalayan Blackberry. They also come for Public Planting events and bigger events like Party for the Planet.

Julia: What motivates people in this community to participate in SNAP programs? What motivates people in the community to participate in SNC programs?

Participants are motivated to attend City of Surrey's programs for volunteer hours, structured outdoor activities, the satisfaction of community enhancement and environmental restoration, and the opportunity to socialise, make new friends, or get outside with existing friends and family.

Community members return to SNAP's programs or engagement booths to have positive encounters, learn something new, share fun nature discoveries they've encountered in parks, and sometimes just to chat! SNAP's programs are also free, and aim to be accessible and inclusive! Due to the nature of our programs, we also see the public approaching us to share grievances or concerns in the park, some of which we can share with our City partners, and some that just need to be heard and acknowledged.

Julia: What barriers prevent greater access to SNAP programs? What barriers prevent greater access to SNC programs?

Barriers for programs often end up being transportation to get to parks. We try to take transit options into consideration when planning programs but also want to ensure we utilize and do programming in all of our parks all throughout the City.

Another barrier is language in regards to what language the program is presented in but also in marketing and outreach. Surrey is a dynamic community with only 51/7% of the population reporting English as mother-tongue and 44.3% as a "non-official" language. Punjabi is one of the major languages at approximately 21% of the community being their first learned language.

To reiterate, we often reach the same community members in our engagement and the ability to branch out and reach new demographics is definitely and issue. Specifically, my programming occurs in parks which also might feel less safe for some community members and work in nature might have different cultural implications. In my previous work, some parents of youth who are immigrants to Canada have had concerned about their children working in School Gardens due to cultural and societal beliefs.

Organizational buy-in to put resources to connecting with different demographics or just changing any of the programs, approach, or structure in a bureaucratic environment.

Transportation
Language and lack of connection and alignment with different community demographics
Comfort in nature and lack of safety or familiarity in parks or natural areas
Marketing to similar demographics established, difficult to change approach or capacity of organization to put time and resources into new strategies.

Does SNAP do programming outside of the nature centre itself (e.g. outreach at community events)? Who do they typically reach at these events?

SNAP does a lot of programming at large-scale events such as Canada Day, Surrey Fest Downtown, National Indigenous Peoples Day, and small-scale events that they run or support such as the Sunnyside Acres Open House or programming with non-profit partners through the Environmental Extravaganza.

Some of these larger-scale events are a great opportunity to reach new demographics who are not as comfortable or likely to visit parks or have less environmental knowledge. This provides a great opportunity to spark passion, curiosity, or interest in parks and nature!

Sometimes, engagements are lower quality at these events due to shorter conversations, thinking we are selling something, or looking for free items or "SWAG" more than looking for nature interpretation.

Do you have community partners or organisations that you often work with? If so, what does the partnership involve? (this can also be inter-departmental)

The unique and most impactful component of SNAP is the community partnerships, collaborative environment, and different perspectives that come together to develop mutual prioritizes and aligned ideas. The Green Timbers Heritage Society, the Sunnyside Acres Heritage Society, the White Rock and Surrey Naturalists, and the City of Surrey's Parks divisions all have different prioritizes, organizational structures, resources, and values. Despite these differences, the SNAP Program creates a space for collaboration and respect building where all partners can see the space where ideals align and can see the greater good of the partnership. To ensure this program works well, the SNAP Program Manager must ensure each partner feels valued, recognize the value of all contributions (not just monetary), and avoid entering political or controversial spaces or topics. The partnership involves all partners contributing some sort of resources and some prioritizes. Resources may be training, tools, knowledge, history, inspiration, financial resources, or work spaces. Prioritizes may be a specific project, public engagement priority, time in park, etc.

Partnership is space to celebrate successes, final mutual goals, recognize the value of each contributor, and communicate often to ensure everyone is on the same page, engaged, and feels respected.

What are the most impactful programs that SNAP runs? What makes this program so meaningful?

> The biggest impact of SNAP, from my perspective, is actually not only the participants from the public perspective but more so the employee participants who get to learn from the non-profit partners, the City of Surrey's professional staff, and the greater community. The program aims to prioritize mentorship and professional growth which results in young people who have a fuller perspective of restoration, community engagement, and work environments from a non-profit and municipal. In my two years with SNAP I had the opportunity to mentor 30 youth, many of whom have gone on to do more amazing environmental work and research.

Is there anything that I have not asked that you would like to share that would be beneficial to the research?

> SNAP is an amazing and long-standing program that has been going on for 23 years. The program has actually developed many high level professionals within the City of Surrey. However, as the cost of the program increases due to wage increases, vehicle costs, and inconsistency of grant contributions, I worry about the long-term impact and experience deteriorating. How do we continue to prioritize experience over tangible outputs, etc. Also long-term City officials who've supported and guided the program moving on will create interesting dynamics moving forward.

Appendix A6: Interview #5

Date: March 9, 2024 at 9:30am
Location interviewed: In person

Introduction script -

Hello! My name is Julia Olsen and I am a student in the Bachelor of Recreation Management at Langara College. I am currently in a course titled RECR 4400 where I am tasked to do a major project and paper on a research topic of my choice. I chose to people of colour and their involvement in nature. Through this process, my research question is, "What barriers do racialized families face when trying to participate in programs at Surrey Nature Centre? How can the City of Surrey better address these barriers to increase participation in environmental programs?"

Conducting interviews allow for further understanding of the issue and a perspective of the specific community in Whalley around SNC. You are welcome to skip or go back to any questions if you would like. With your permission I will also be recording the audio of the interview and taking notes to ensure that I do not miss any answers and that I am able to go back and better organize the data.

Julia: What position do you hold at SNC and what are your responsibilities?

> I am a CSA5 but I think my position is officially known as the Surrey Nature Centre Program Specialist. I am in charge of school programs and day camps. My responsibilities include coming up with programming themes, activities within each of the topics and programs and supervising program leaders (CSA 1 or 2) and day camp leaders (CSA2).

Julia: Does SNC have any regular participants? What programs do they come for?

> There are regulars. I think this is because a lot of programs have many sessions, participants return for each session and are here for the entire series.

Julia: What motivates people in this community to participate in SNC programs?

> I think that a lot of people are interested in the specific program. Another reason might because families want to expose their kid to more things outside. They want them to be able to run in puddles and play in the dirt and not have to worry about being so restrictive in their play. I like seeing kids and often will see more mature visitors who will come and visit the sky room and will check out the activity backpack together. It feels nice that activities and spaces are for everyone and not just for kids. I've seen people in their 20's take the backpacks and it is such a free and accessible activity. Once people find out about one thing they want to return for a different experience

Julia: What barriers prevent greater access to SNC programs?

> Marketing is a huge one. Just because I myself didn't know about many of these programs until I started working here. This is probably because I do not have a small kid wasn't super knowledgeable about programs beforehand [before she worked for SNC] Even though I live in Surrey, I didn't know about SNC and what they do.

> For other POC I think it is the same thing. They just don't know about something like this exists and are unfamiliar with facilities like this. Not every country has something like this

and so people don't know how to look for a place like this. I do see diverse campers in day camps. Not all parents speak full English but it is nice to see that people are getting to know about the programs to sign up their kids for things regardless. In one day camp with around 10 kids, two were white and the rest were POC so there is a lot of diversity in campers.

Julia: Does SNC do programming outside of the nature centre itself (e.g. outreach at community events)?

Yes we do! We often attend other City of Surrey events and SNAP also does a lot of outreach in the park.

Julia: Do you have community partners or organizations that you often work with? If so, what does the partnership involve? (this can also be inter-departmental)

Yes, we often work with Stewardship and SNAP.

Julia What is the most impactful programs that SNC runs? What makes this program so meaningful?

Because school programs run throughout the year that's probably a big one. Teachers will sign up for multiple years and different programs in the same year. I see that as a successful program.

Classroom learning is one thing but being outside and and kind of creating this door for the kids to do stuff outside. There's not one way to learn something and there's a specific program we have and it's almost like how to be outside in the wilderness and how to survive outside int the wilderness.

Growing up, I did not do camping with my parents as it is not super accessible activity to many POC. Doing a program that involves camping skills shows and gives a taste to the kids that this is something that they could do and they could pursue themselves, and that activities like camping are not just for my classmates with white parents. I like that we get to show all kids that this is possible for them and what is fun and what interests them. For some of them, this is their first exposure seeing that this is something that people do for fun.

There's as huge difference between car camping and back country camping. For example, if your parents were not into sports, they did not take you to mountain and snowboard with you, and so you didn't have the experience. Similarly, for kids it is nice

that they are able to come to SNC have experiences like fishing, visiting the lake and using the compass that they might not have with their parents.

Julia: Is there anything that I have not asked that you would like to share that would beneficial to the research?

No, not for now.

Appendix A7: Interview #6

Date: March 9, 2024 at 11:30am
Location interviewed: In person

Julia: What position do you hold at SNC and what are your responsibilities?

I am a program leader (CSA2) and my primary responsibility is to lead programs.

Julia: Does SNC have any regular participants? What programs do they come for?

There are regular participants at storytime and camps. We see a lot of reoccurring kids for camps and storytime. Also at the caregiver and tot program, the same 2 kids as last season rejoined because the liked the program. There aren't reoccurring field trips for the same classes since they've already experienced it.

What motivates people in this community to participate in SNC programs?

Probably just that they find out that it is here. Programs that are free like storytime are a good incentive. Free programs are pretty awesome - there should be more free programs as cost can be a huge barrier for folks.

Also, people really enjoy taking their kids to a place where they're being led by someone another person because they don't need to put in effort but their kid is still engaged and doing an activity. But this doesn't apply to all programs and is very situation based. Some programs require parents to participate. During school programs parents are either not that engaged or are way too engaged. It's important to tell parents and make expectations clear around their participation.

Julia: What barriers prevent greater access to SNC programs?

More free programs reducing financial barriers would promote greater access to SNC programs. That's hard because situations are different each time for each person.

One big thing I see about being outside is gear. I haven't ever seen a school group be appropriately dressed, there's always one kid that is not appropriately dressed (not enough layers, kids are always cold). That said, to go outside in nature you need a lot of gear which can be financially difficult for many. Especially for kids, as they grow out of it so fast so many parents don't buy proper rain jackets etc.

Overall the park is the most accessible in the summertime. There's an indoor area available if it is too hot, and outside is accessible during the summer.

I also think that for POC, it is nervrewracking when you don't know an area. I often see people will walk in to the facility to find out what it is about. I see a lot of grandparents with their grandchildren.

Julia: Does SNC do programming outside of the nature centre itself (e.g. outreach at community events)?

We used to have more outreach but there is not too much at the moment. Honestly we don't have time. I think Kashifa is the person to talk to about this question.

Julia: Do you have community partners or organizations that you often work with? If so, what does the partnership involve? (this can also be inter-departmental)

We used to work with Options a lot. This was one of my favourites because Option used to often host often programs. They would come back a lot, and participations will return for other programs like nature walks because they really like what we have to teach them on nature walks. These nature walks were specifically with Options and Options also made facility bookings. They come back every year multiple times. I have also done nature walks for their youth group.

Julia: What is the most impactful programs that SNC runs? What makes this program so meaningful?

They all have an impact in their own way. I feel like all of them are impactful but the one that would make the most impact in my mind is storytime because you can bring any age group of kids and it is free and it happens on a frequent basis. I don't think we do enough advertisement for it though and I haven't seen any advertising for it. We need to let the community know that we host storytime here. I think it is asn opportunity that

many people would like to know about. It is a free Storytime with activities in the park and in nature. Especially for kids who are little and home with their grandparents.

One barrier I see with this program is a language barrier. I think about people who have the most free time who are just chilling at home may not come out to programs because they don't speak the same language. A lot of older folks who come for nature walks but usually can speak English. I think it would be really cool to have a Punjabi nature walk - would be so many seniors and they would be interested. It makes me think about this program being for all the Punjabi grandparents who chill at home.

Julia: Is there anything that I have not asked that you would like to share that would beneficial to the research?

No

Appendix A8: Interview #7

Date: March 9, 2024 at 12:00pm
Location interviewed: In person

Julia: What position do you hold at SNC and what are your responsibilities?

I am a CSA2 or senior program leader. My responsibilities include leading programs. I will also plan program activities. Mostly I am responsible for the presentation of the program run field trips, caregiver tot programs and public programs. In the past I have also worked on the exhibit write ups for the sky room.

Julia: Does SNC have any regular participants? What programs do they come for?

Reoccurring teachers bring their classes, some teachers bring their class back each year for the same program. Also, both participants in caregiver and tot came back for the next session. I also see reoccurring families at storytime.

Julia: What motivates people in this community to participate in SNC programs?

I think that people really like having a place to come do things outdoors. Teachers appreciate the programs they are running because kids don't get the same outdoor creative play time due to technology. It is nice to have a local place in the community to go for walks. I see a lot of people from the hospital and RCMP office walking in the park on their break. The greenspace is nice to recentre.

Julia: What barriers prevent greater access to SNC programs?

I think a large barrier is money as almost all of the programs cost money. The programs are not extremely expensive but if you don't have a lot of money any fee is a barrier. Another barrier I see is transportation and getting here. Also, getting around the park is difficult if you have mobility issues.

Julia: Does SNC do programming outside of the nature centre itself (e.g. outreach at community events)?

They do but I have never been scheduled to do outreach. But we sometimes do outreach at events like at the volunteer appreciation event in the fall.

Julia: Do you have community partners or organizations that you often work with? If so, what does the partnership involve? (this can also be inter-departmental)

I'm not sure.

Julia: What is the most impactful programs that SNC runs? What makes this program so meaningful?

I would say either the field trips or nature walks. For field trips, kids are learning so much information that they are taking in. Sometimes they don't know right away that they'll learning from the field trip but they will see the benefits later on. For nature walks, there are geared towards adults or families and they are learning information that you are taking away with you right now. I love leading the field trips and seeing the kids faces when they're able to connect the information - it is super cool.

Julia: Is there anything that I have not asked that you would like to share that would beneficial to the research?

I feel like nature walks is where see the most diversity. Schools are diverse because we have schools come from all over from places like Surrey and Langley. Seeing everyone get equal access to programs SNC offers is very cool.

Appendix A9: Interview #8

Date: March 9, 2024 at 1:00pm
Location interviewed: In person

Julia: What position do you hold at SNC and what are your responsibilities?

I am a CSA2 or program leader. My primary responsibility is camps.

Julia: Does SNC have any regular participants? What programs do they come for?

> I lead nature walks and we usually get a lot of seniors or families that have homeschool children. For camps usually a pretty diverse demographic, we usually have a lot of a kids who show up who need extra support but there is never a support worker. Kids will have a learning disability or are autistic and this is an issue because parents don't let you know. There's not a lot of education or awareness that parents have, most are immigrants and don't have the resources of understanding or they may still be on diagnosis waitlist.

Julia: What motivates people in this community to participate in SNC programs?

> I think one motivator is being outside. We live in a very digital world and everything is online focused and indoor focused. One thing I notice is that for a lot of kids being outside and playing outside is not something they are used to or do regularly. It is a very new and exciting thing for them. When we were young video games were new and exciting and now going outside is the new and exciting thing.

> Urban forest and parks are built for habitats and environments for animals but also helps us because human come from nature and they are a habitat for us. There are special pieces of SNC, there is so much wildlife and you are able to see it up close and interact with it. I once saw an owl during a summer camp and that was really cool.

Julia: What barriers prevent greater access to SNC programs?

> A lack of awareness that it exists. When I first started working here I did not know that this place existed. There is no advertisements and no way to get the word out. There is no social media for the nature centre. And in a world where everyone gets the information though social media how to do you promote it more without using social media.

> When you pass by SNC is also covered by trees and does not stand out. Even though SNC is accessible through transit but nobody know that it is here and the bus doesn't pass on the road outside.

> Another barrier is a language barrier. Here everything is in English and so no way to communicate in a language they understand unless they can speak English. No one from my community comes here actively. There are outdoor gather places where South Asian people get together but they are not here at the nature centre.

For my family, growing up everyone was an immigrant and there was no leisure time. There was only time to go to work and go home. My family was focused on working and survival.

I also find that the Green Timbers society is full of old white people who are very strict about keeping the park a certain way. This also reduces the chance of it being able to expand to different people.

I would love to have multicultural garden where different groups garden and harvest and teach each other how they like to farm and observe the differences in their agriculture practices. I could see my own family and grandparents take pride in sharing a skill, especially in a country where they feel like they can't do anything.

Julia: Does SNC do programming outside of the nature centre itself (e.g. outreach at community events)?

No, I am not aware of any. We are usually at SNC. There is SNAP but that is sort of Surrey but also sort of not.

Julia: Do you have community partners or organizations that you often work with? If so, what does the partnership involve? (this can also be inter-departmental)

We used to work a lot with Options. We would do a lot of nature walks and programs that we would lead together with new immigrant children and refugees. I think they ran out of funding and so haven't been back. Programming was run just in English with Options.

Julia: What is the most impactful programs that SNC runs? What makes this program so meaningful?

Any of them could be impactful it just depends on who. For camps with the diversity of kids we get (on the spectrum to low income families) camps gives them an opportunity to actually do something and experience something new.

For school programs, sometimes we get a lot of religious schools and they don't sometimes get to learn the same scientific perspectives that you would learn in public school.

For my community [South Asian] there nothing that impactful here but there is so much potential for there to be. I see a lot of value in multiuse parks with benches, a track, a playground, soccer field etc. Robson Park near my house is a great example of a multiuse park that is a combination of leisure and protected habitat.

Julia: Is there anything that I have not asked that you would like to share that would beneficial to the research?

No

Appendix A10: Interview #9

Date: March 9, 2024 at 1:25pm
Location interviewed: In person

Julia: What position do you hold at SNC and what are your responsibilities?

I am the Programs Coordinator. I am responsible for running the volunteer program, running Front Counter which includes all things visitor experience, developing our interpretive gallery with quarterly exhibits, and developing, leading and supervising public programs. We define public programs as all programs that are not daycamps or school programs.

Julia: Does SNC have any regular participants? What programs do they come for?

Our most common repeat participants are families with young children and seniors or older adults who attend on their own. The families come for both free and paid programming such as Storytimes and our caregiver-and-tot nature exploration programs.

Julia: What motivates people in this community to participate in SNC programs?

I believe people are motivated to participate in our programs to have something to do outdoors. We see an increase in attendance in warmer months. We see mostly families and seniors attend, from which I infer that there is also a desire to connect to others and learn new things.

Julia: What barriers prevent greater access to SNC programs?

I believe the biggest barrier to our programs is that nature and nature-related programming is perception, both in that nature programs are not important and that they are not meant for everyone. In many cultures nature is perceived as scary and dirty. I also notice for our camp programming for example, many parents want camps for their

kids that are more academic. There's also a serious underrepresentation of newcomers and BIPOC folks in our program

Julia: Does SNC do programming outside of the nature centre itself (e.g. outreach at community events)?

As we are a City of Surrey facility, we do outreach at events such as Party for the Planet which is Surrey's Earth Day Celebration. Due to staffing capacity, we do not have a large presence at external events, but we go to things that are important to us and are easier to set up for. For example we have been going to the Museum of Surrey's SENSES event, which is primarily for neurodivergent children and families.

Julia: Do you have community partners or organizations that you often work with? If so, what does the partnership involve? (this can also be inter-departmental)

We love working with our City colleagues, including but not limited to: Stewardship, Park Partnerships, Museum of Surrey, Historic Stewart Farm, Surrey Arts Centre…

In the past three years, we have worked with partners like Vancouver Avian Research Centre and Metro Vancouver Parks. Options brings newcomers to Canada to our programs, sometimes with translators to make the program more accessible for their clients. We have also worked with partners like Discover Surrey and The Weather Network to get the word out about Green Timbers Park.

Julia: What is the most impactful programs that SNC runs? What makes this program so meaningful?

This is a hard question to answer! I think for this question I will pick the Caregiver and Tot preschool programs. For 8 sessions, children come with an adult and explore the forest. We have seen so many friendships develop out of this, and have also seen repeat enrollments! One of my favourite moments was when a 2 year old came with his Punjabi grandma who spoke very little English. They were playing with metal pots and pans and using them to make music. His grandma played a traditional Punjabi folk song for everyone with one of the pans and sang for us, and all the kids loved it! I loved that she felt comfortable to do so even though many of the parents were from different cultures.

Julia: Is there anything that I have not asked that you would like to share that would beneficial to the research?

Not at this moment.

Appendix B: Content Analysis

Appendix B1: Content Analysis Framework

Name of document and why?

How the documents were accessed:

Framework/checklist:

1. Diversity in program content, including representation of other cultures (e.g. Museum of Surrey's Lunar New Year celebration, Indigenous plant walk)
2. Diversity in photos
3. Inclusion or mention of other languages
4. Partner organizations or partnerships
5. Financial support for patrons (e.g. low cost programs, free programs, subsidies)
6. Logistical support (e.g. facility phone numbers, websites, addresses)

Field note and framework/checklist

Appendix B2: Parks, Recreation and Culture Content Analysis

Name of document and why?

The City of Surrey's Parks, Recreation and Culture Strategic Plan was chosen as it is an overarching guiding document for all Surrey Parks, Recreation and Culture programs. The plan offers insight into the City's priorities in programming and provides direction for next steps. This could provide information on what programs or initiatives that the City intends to focus on in the coming years.

How the documents were accessed:

The document was accessed on March 8, 2024 at 8:00pm and collected wording, information or pictures that were associated with the following six key themes:

Framework/checklist:

1. Diversity in program content, including representation of other cultures (e.g. Museum of Surrey's Lunar New Year celebration, Indigenous plant walk)
2. Diversity in photos
3. Inclusion or mention of other languages
4. Partner organizations or partnerships
5. Financial support for patrons (e.g. low cost programs, free programs, subsidies)
6. Logistical support (e.g. facility phone numbers, websites, addresses)

Field note and framework/checklist
- Looked at Parks section from p. 36-51 and general section from p. 1-35
- Guiding principles include diversity, inclusion, creativity, responsive and resiliency
- Challenge identified in income disparity within Surrey. Linked with ensuring equitable and inclusive services (p. 30)
- Opportunity identified in "unique programs and services" created that showcase cultural diversity (p. 31)
- Opportunity identified in Indigenous collaboration with the land based nations and urban Indigenous population (p. 31)

Appendix B3: Spring 2024 Recreation Guide Content Analysis

Name of document and why?

The Spring 2024 (April to June) Recreation Guide was analyzed to further understand what information the public has access to in physical printed materials.

How the documents were accessed:

The document was accessed on March 7, 2024 at 1:00am and collected wording, information or pictures that were associated with the following six key themes:

Framework/checklist:

1. Diversity in program content, including representation of other cultures (e.g. Museum of Surrey's Lunar New Year celebration, Indigenous plant walk)
2. Diversity in photos
3. Inclusion or mention of other languages
4. Partner organizations or partnerships
5. Financial support for patrons (e.g. low cost programs, free programs, subsidies)
6. Logistical support (e.g. facility phone numbers, websites, addresses)

Field note and framework/checklist
- Looked at Parks & Environment section from p. 94-97
- Divided into "Features" on p. 94-95 and "drop-in" on p. 96-97

Appendix B4: Surrey Nature Centre Map Content Analysis

Name of document and why?

The Surrey Nature Centre map was analyzed to better understand way finding information the public has access to in physical printed materials. This brochure is only available in person at the Surrey Nature Centre.

How the documents were accessed:

The document was accessed on March 7, 2024 at 1:30am and collected wording, information or pictures that were associated with the following six key themes:

Framework/checklist:

1. Diversity in program content, including representation of other cultures (e.g. Museum of Surrey's Lunar New Year celebration, Indigenous plant walk)
2. Diversity in photos
3. Inclusion or mention of other languages
4. Partner organizations or partnerships
5. Financial support for patrons (e.g. low cost programs, free programs, subsidies)
6. Logistical support (e.g. facility phone numbers, websites, addresses)

Field note and framework/checklist

- No back to the map
- Printed in colour

Appendix B5: Surrey Nature Centre School Programs Brochure Content Analysis

Name of document and why?

The Surrey Nature Centre School Programs brochure was chosen as it is a piece of marketing material created by SNC staff in collaboration with marketing that is exclusive to SNC. Furthermore, this content was mentioned in Melissa's interview as being an effective form of marketing, bringing in more schools for programming in 2023 and 2024.

How the documents were accessed:

The document was accessed on March 10, 2024 at 11:00am and collected wording, information or pictures that were associated with the following six key themes:

Framework/checklist:

1. Diversity in program content, including representation of other cultures (e.g. Museum of Surrey's Lunar New Year celebration, Indigenous plant walk)
2. Diversity in photos
3. Inclusion or mention of other languages
4. Partner organizations or partnerships
5. Financial support for patrons (e.g. low cost programs, free programs, subsidies)
6. Logistical support (e.g. facility phone numbers, websites, addresses)

Field note and framework/checklist
- Printed in colour
- Similar information also available on the SNC webpage but pdf version of school brochure unavailable online

Appendix B6: Surrey Nature Centre Bulletin Board Content Analysis

Name of document and why?

The Surrey Nature Centre glass "bulletin" boards are an organized visual representation of upcoming programming and is one of the primary advertising methods for programs in person that is not a piece of formal printed material. This board is maintained by front desk staff and changes daily.

How the documents were accessed:

The document was accessed on February 14, 2024 at 7:00pm and collected wording, information or pictures that were associated with the following six key themes:

Framework/checklist:

1. Diversity in program content, including representation of other cultures (e.g. Museum of Surrey's Lunar New Year celebration, Indigenous plant walk)
2. Diversity in photos
3. Inclusion or mention of other languages
4. Partner organizations or partnerships
5. Financial support for patrons (e.g. low cost programs, free programs, subsidies)
6. Logistical support (e.g. facility phone numbers, websites, addresses)

Field note and framework/checklist
- Reference and showcase print material, indicate which information on programs is located in each specific brochure
- Many handrawn personalized cartoon drawings

Appendix B5: Surrey Nature Centre Skyroom Content Analysis

Name of document and why?

The Surrey Nature Centre Skyroom was chosen as it is the main interpretive space that people are able to go explore independently. The Skyroom is open whenever the facility is open, and contains visual displays, artefacts, books for children and adults, an interactive microscope and a live salamander. In a way, the sky room is a "passive" version of an organized program and also provides a low stakes and easily accessible introduction to nature and the nature centre.

How the documents were accessed:

The content analysis was done on March 9, 2024 at 8:30am in person. The researcher collected wording, information or pictures that were associated with the following six key themes:

Framework/checklist:

1. Diversity in program content, including representation of other cultures (e.g. Museum of Surrey's Lunar New Year celebration, Indigenous plant walk)
2. Diversity in photos
3. Inclusion or mention of other languages
4. Partner organizations or partnerships
5. Financial support for patrons (e.g. low cost programs, free programs, subsidies)
6. Logistical support (e.g. facility phone numbers, websites, addresses)

Field note and framework/checklist
- No one was in the room during the content analysis process which took approximately 30 minutes

Appendix C: Observations

Appendix C1: Observation Template

Observation Template		
Level of observation:		
Pre-program observation		
Cost of programming: e.g. free, low cost (e.g. reduced fee, drop in fee), normal cost (e.g. registered program following City's fee document)		
Support programs present: e.g. transportation, child care		
Partner program connections: e.g. collaboration with another organization		
Promotion methods for program:		
Program observation		
Date:		
Weather:		
Staff leading program:		
Attendance: (Who is attending the program and how many people)		
No shows: (Did anyone register but not attend? If so how many?)	Yes	No
	First time visitors	Repeat visitors
Elements of Engaging Programming		
Asks leaders questions and offer opinions or reflections		
Have freedom of movement within the classroom to interact with teachers, peers and materials as appropriate		
Are guided by teachers to make choices involving carefully planning, managed and rigorously assessed tasks		
Engage one of the five senses		

Promote positive engagements with the resource - model appropriate behaviour	
Change children's perspective on a sense E.g. have children lie down to look at the tree canopy, count the number of branches on a tree	
Utilize elements of imagination and fantasy in programmin	
Anthropomorphize - give human characteristics to things that aren't human e.g. the tree feels sad when you hit him	
Shift activities, physical location and focuses frequently	
Strategies for interacting and supporting English language learners (ELL)	
Respond positively to child's attempts to communicate e.g. "yes that does say your name"	
Respond using a combination of gestures and words	
Speak with families to learn a couple words in the children's first language	
Display and highlight writing in a variety of languages	
Use movement, music and visual representation	
Observe children's physical movements e.g. standing close to something they may want	
Provide hands-on experiences	
Have concrete objects available for children to hold and explore	
Invite children to participate by pointing to familiar objects in shared reading texts	
Introduce new vocabulary e.g. the squirrel hid his nut in the ground	
Elements of a story time (Burlington Public Library, 2023)	

Developmentally appropriate book selected Toddlers: - Interactive books where toddlers can participate and move along - Slightly more text, 1-2 sentences on each page - Pictures of everyday places and objects that they can identify Preschoolers: - Longer books with more detail and description - Several sentences on one page with exciting vocabulary, often with humour and more complex ideas - Subject prompts discussion which helps language skills, listening skills and learning to take turns	
Interactive language and movement used - Helps leader connect to the audience - rhymes, alliteration, onomatopoeia (e.g. vroom) - Is there an action that everyone can do together that connects to the book?	
Illustrations are visible to the audience - Images are bright and clear with easily recognizable pictures	
Books are inclusive and diverse - Books read in story time must reflect the audience and reflect the experiences of others in the community	
Storyteller enjoys the story and has fun	

Appendix C2: Storytime Observation #1

Observation Template		
Level of observation: general public		
Pre-program observation		
Cost of programming: e.g. free, low cost (e.g. reduced fee, drop in fee), normal cost (e.g. registered program following City's fee document)	Free	
Support programs present: e.g. transportation, child care	N/A	
Partner program connections: e.g. collaboration with another organization	N/A	

Promotion methods for program:	- Promoted on glass SNC "bulletin" board - Promoted in online and print recreation guide - Promoted on sandwich board outside the facility		

Program observation

Date:	February 14, 2024 from 10:00am-11:00am		
Weather:	Cold, sunny with scattered clouds, windy		
Staff leading program:	Britney and Catalina		
Attendance: (Who is attending the program and how many people)	4 people total		
	1 family		
No shows: (Did anyone register but not attend? If so how many?)	**Yes** **5 no shows**	No	
		Repeat visitors Family had attended story time before	

Elements of Engaging Programming

Asks leaders questions and offer opinions or reflections	- Oldest child asked Catalina a question
Have freedom of movement within the classroom to interact with teachers, peers and materials as appropriate	- Went on an impromptu nature walk as children were wiggly. The nature walk was child led
Are guided by teachers to make choices involving carefully planning, managed and rigorously assessed tasks	
Engage one of the five senses	- Leaders did an exercise to "wake up" all five senses once the group was in the forest
Promote positive engagements with the resource - model appropriate behaviour	- When collecting sticks both leaders modelled appropriate behaviour for children to learn from
Change children's perspective on a sense E.g. have children lie down to look at the tree canopy, count the number of branches on a tree	- Catalina encouraged children to look up into the tree canopy and compare sizes of trees to people
Utilize elements of imagination and fantasy in programming	

Anthropomorphize - give human characteristics to things that aren't human e.g. the tree feels sad when you hit him	- Story involved anthropomophizing
Shift activities, physical location and focuses frequently	- Storytime involved multiple different activities including 2 stories, 1 nature walk, 1 interactive game and one stretch

Strategies for interacting and supporting English language learners (ELL)

Respond positively to child's attempts to communicate e.g. "yes that does say your name"	
Respond using a combination of gestures and words	- Stretching exercise based on making motions related to animals (e.g. fly like a bird)
Speak with families to learn a couple words in the children's first language	
Display and highlight writing in a variety of languages	
Use movement, music and visual representation	- Britney took the group on an impromptu nature walk because the children got wiggly
Observe children's physical movements e.g. standing close to something they may want	
Provide hands-on experiences	- Children were encouraged to touch and interact with the nature around them
Have concrete objects available for children to hold and explore	
Invite children to participate by pointing to familiar objects in shared reading texts	
Introduce new vocabulary e.g. the squirrel hid his nut in the ground	

Elements of a story time (Burlington Public Library, 2023)

Developmentally appropriate book selected	- Books were short but engaging
Interactive language and movement used - Helps leader connect to the audience - rhymes, alliteration, onomatopoeia (e.g. vroom) - Is there an action that everyone can do together that connects to the book?	- Children prompted to make noises just like the animals in the book and do corresponding actions

Illustrations are visible to the audience - Images are bright and clear with easily recognizable pictures	- Both books were shown to the audience and children could see (did not crane necks or ask to see the pages)
Books are inclusive and diverse - Books read in story time must reflect the audience and reflect the experiences of others in the community	
Storyteller enjoys the story and has fun	- Britney and Catalina seemed to enjoy themselves during the program
General Notes	
- Storytime location was accessible, the family was using a wagon and could roll themselves right into the story time location with ease - Theme: hibernation, operationalized by Catalina for the children to understand - Difficult environment for one toddler who often ran away unless contained in the wagon	

Appendix C3: Storytime Observation #2

Observation Template		
Level of observation: general public		
Pre-program observation		
Cost of programming: e.g. free, low cost (e.g. reduced fee, drop in fee), normal cost (e.g. registered program following City's fee document)	Free	
Support programs present: e.g. transportation, child care	N/A	
Partner program connections: e.g. collaboration with another organization	N/A	
Promotion methods for program:	- Promoted on glass SNC "bulletin" board - Promoted in online and print recreation guide - Promoted on sandwich board outside the facility	
Program observation		
Date:	March 2, 2024 from 10:00-11:00am	
Weather:	Cold, cloudy, slight drizzle of rain	
Staff leading program:	Britney (CSA2) and Catalina (CSA2)	
Attendance: (Who is attending the program and how many	7 attended	

(who is attending the program and how many people)	2 families		
No shows: (Did anyone register but not attend? If so how many?)	**Yes** **3 no shows**	No	
	First time visitors Family with 2 parents and 1 little	Repeat visitors Family with one adult and three triplets	

Elements of Engaging Programming			
Asks leaders questions and offer opinions or reflections	- Children asked Catalina and Britney a lot of questions, particularly about the pinecones and acorns they were picking up for the activity. Children would also come show off their finds to the leaders		
Have freedom of movement within the classroom to interact with teachers, peers and materials as appropriate	- There as a large variety of movement and varied environments in the program itself but both leaders were not phased when the children occasionally walked away and simply waited for them to rejoin the group		
Are guided by teachers to make choices involving carefully planning, managed and rigorously assessed tasks	- Britney had a meticulously detailed planning sheet of the books, games and activities she wanted to do for story time		
Engage one of the five senses			
Promote positive engagements with the resource - model appropriate behaviour			
Change children's perspective on a sense E.g. have children lie down to look at the tree canopy, count the number of branches on a tree			
Utilize elements of imagination and fantasy in programming	- Catalina and Britney employed a lot of pretend play in activities, for example building a nest for a ginormous squirrel or making an impromptu game of walking through the fort		
Anthropomorphize - give human characteristics to things that aren't human e.g. the tree feels sad when you hit him			

Shift activities, physical location and focuses frequently	- Storytime involved multiple different activities including 2 stories, 1 interactive game, 1 group stretch and 2 interactive activities
Strategies for interacting and supporting English language learners (ELL)	
Respond positively to child's attempts to communicate e.g. "yes that does say your name"	
Respond using a combination of gestures and words	
Speak with families to learn a couple words in the children's first language	
Display and highlight writing in a variety of languages	
Use movement, music and visual representation	- Warm up stretch had a lot of movement to it
Observe children's physical movements e.g. standing close to something they may want	- Once children got wiggly, Catalina and Britney transitioned to the the activities
Provide hands-on experiences	- Children were encouraged to touch and interact with the nature around them. Children gathered material for the squirrel nest and were able to explore the understory around them.
Have concrete objects available for children to hold and explore	- Children were encouraged to touch and interact with the nature around them. Catalina found examples of pinecones and sticks for children to hold.
Invite children to participate by pointing to familiar objects in shared reading texts	- Catalina asked questions about the book to make children interact with each page
Introduce new vocabulary e.g. the squirrel hid his nut in the ground	- Catalina introduced new words like "acorn" and made sure to repeat it throughout the book and also call back to the new word when finding an acorn on the ground and asking the group what it was
Elements of a story time (Burlington Public Library, 2023)	

Developmentally appropriate book selected	- Children giggled at the humour in the book - Children were quiet during certain points in the book as they were extremely engaged in the story - Children also approached Catalina and sat right in front of her as they were interested in the book
Interactive language and movement used - Helps leader connect to the audience - rhymes, alliteration, onomatopoeia (e.g. vroom) - Is there an action that everyone can do together that connects to the book?	- While reading the story Catalina did a lot of actions that were copied by the children. For example, they all "nibbled" on acorns and pinecones
Illustrations are visible to the audience - Images are bright and clear with easily recognizable pictures	- Catalina made sure to show each of the children the illustration on the page even though the children were spread out
Books are inclusive and diverse - Books read in story time must reflect the audience and reflect the experiences of others in the community	
Storyteller enjoys the story and has fun	- Catalina seemed to be enjoying herself during the program
General Notes	
- Father translated difficult concepts from English to Chinese so that his three little ones could understand the nature concepts -	

Appendix C4: Nature Walk Observation

Observation Template		
Level of observation: general public		
Pre-program observation		
Cost of programming: e.g. free, low cost (e.g. reduced fee, drop in fee), normal cost (e.g. registered program following City's fee document)	Free	
Support programs present: e.g. transportation, child care	N/A	
Partner program connections: e.g. collaboration with another organization	N/A	

Promotion methods for program:	- Promoted on glass SNC "bulletin" board - Promoted in online and print recreation guide - Promoted on sandwich board outside the facility

Program observation

Date:	March 10, 2024 at 10:00-11:00am
Weather:	Cloudy, windy and a bit rainy
Staff leading program:	Britney (CSA2)
Attendance: (Who is attending the program and how many people)	7 people attended
	2 family groups (parent + 3 children, parent + 2 children)

No shows: (Did anyone register but not attend? If so how many?)	**Yes** **6 people**	No	
	First time visitors Yes - 1 family group (3 visitors)	Repeat visitors Yes - 1 family group (4 visitors)	

Elements of Engaging Programming

Asks leaders questions and offer opinions or reflections	- Adult patrons asked Britney multiple questions about the flora and fauna featured on the walk
Have freedom of movement within the classroom to interact with teachers, peers and materials as appropriate	- Children often ran ahead of the group to explore if the presentation was too content heavy for them
Are guided by teachers to make choices involving carefully planning, managed and rigorously assessed tasks	N/A
Engage one of the five senses	- Britney invited participants to touch lichen and use their 5 senses to interpret and interact with it
Promote positive engagements with the resource - model appropriate behaviour	- Britney demonstrated how to use the magnifying glass before giving them to the children
Change children's perspective on a sense E.g. have children lie down to look at the tree canopy, count the number of branches on a tree	- Britney encouraged participants to imagine themselves at tiny bugs when examining a nature tree stump
Utilize elements of imagination and fantasy in programming	

Anthropomorphize - give human characteristics to things that aren't human e.g. the tree feels sad when you hit him	
Shift activities, physical location and focuses frequently	- The walk featured many different environments and two types of forests with different undergrowth

Strategies for interacting and supporting English language learners (ELL)

Respond positively to child's attempts to communicate e.g. "yes that does say your name"	- After toddler expressed interest in squirrels, Britney featured places squirrels might live and things they might eat
Respond using a combination of gestures and words	- Movement game at the beginning imitating animals and how they move
Speak with families to learn a couple words in the children's first language	- Britney asked patron how to say an animal name in Chinese (the patrons first language)
Display and highlight writing in a variety of languages	
Use movement, music and visual representation	- Movement game at the beginning imitating animals and how they move
Observe children's physical movements e.g. standing close to something they may want	- Britney observed the toddler reaching out for props and would hand them to her to handle
Provide hands-on experiences	- Britney invited participants to touch lichen and use their 5 senses to interpret and interact with it

General notes

- Family with triplets originally from Winnipeg, MB. Adjusting to how accessible (and snow free) nature is here in BC
- Land acknowledgement and history of Green Timbers
- Adult would talk to 3 children (triplets) in Chinese and translate complicated concepts to mandarin so that the children could understand the concepts
- Kid activities allowed adults to do adult activities - for example, Britney would have children look at lichen with their magnifying glass and while the children were occupied she would tell the adults about the lichen and the science behind it

Appendix C5: Volunteer Training Observation

Observation Template		
Level of observation: special status		
Pre-program observation		
Cost of programming: e.g. free, low cost (e.g. reduced fee, drop in fee), normal cost (e.g. registered program following City's fee document)	Free	
Support programs present: e.g. transportation, child care	N/A	
Partner program connections: e.g. collaboration with another organization	N/A	
Promotion methods for program:	MyImpact page - online website for volunteer opportunities	
Program observation		
Date:	March 9 from 9:00am-12:00pm Observed from 8:30am-9:50am	
Weather:	Cold, cloudy and rainy	
Staff leading program:	Kashifa (CSC1), Tanvi (CSA2)	
Attendance: (Who is attending the program and how many people)	7 participants total	
	1 participant was late	
No shows: (Did anyone register but not attend? If so how many?)	Yes	**No - no no shows**
	First time visitors N/A	Repeat visitors N/A
Elements of Engaging Programming		
Asks leaders questions and offer opinions or reflections	– Volunteers asked a lot of questions about expectations – Volunteers were prompted to ask questions during the presentation by graphics on the slides	

Have freedom of movement within the classroom to interact with teachers, peers and materials as appropriate	- Volunteers were encouraged to move around the classroom during icebreakers - Volunteers went on a nature walk and were able to move around and see all of the facility
Are guided by teachers to make choices involving carefully planning, managed and rigorously assessed tasks	- Volunteers were encouraged to communicate their summer schedule and take agency and responsibility over defining their own schedule for the summer
Engage one of the five senses	N/A
Promote positive engagements with the resource - model appropriate behaviour	- Kashifa modelled and went over several different scenarios and modelled appropriate behaviour that was expected from volunteers
Change children's perspective on a sense E.g. have children lie down to look at the tree canopy, count the number of branches on a tree	N/A
Utilize elements of imagination and fantasy in programming	N/A
Anthropomorphize - give human characteristics to things that aren't human e.g. the tree feels sad when you hit him	N/A
Shift activities, physical location and focuses frequently	- Volunteers were given variety of learning environments with the training occurring both inside in the mulberry room and outside in the park itself
Other observations:	

- Agenda provided with overview of the day
- Training session for camp volunteers
- 2 volunteers had volunteered previously for other summer camps
    - Soccer camp
    - Community centre camp
    - Elementary school camp

- All POC - 2 POC staff, 7 volunteers of colour
    - Volunteer 1 - post-secondary student, was interested in volunteering the nature centre and gaining more experience
    - Volunteer 2 - heard about from online (MyImpact)
    - Volunteer 3 - high school student, past volunteer, found out through online (MyImpact), repeat volunteer
    - Volunteer 4 - found out online
    - Volunteer 5 - student found out through monthly emails
    - Volunteer 6 - found out through monthly emails, high school student
    - Volunteer 7 - wanted to volunteer to help kids, university student
- 3 out of 5 volunteers volunteered with the city before
- Territory acknowledgment and tied in artwork on the building

- Use of a pointer to point out parts
- Talked about skill development through volunteering - offering and two way reciprocal relationship
- Diverse volunteers seen in photographs
- Participant choice
- Blobs and lines - icebreaker
    - 3 participants talked about experiences in nature with their families
- Opportunity to ask questions
- Expectations of staff and volunteers clearly stated
- Policies and procedures outlined
- Inclusive environments were highlighted on a specific slide
    - Inclusive versus non-inclusive terms and examples
    - Normalize pronouns
    - Create a welcoming environment for all
    - Create strong inclusion policies
    - Supportive adult ally
    - There is no quick fix -