

RECR 4400- Major Paper Assignment

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EXECUTIVE SUMMARY

The City of Surrey's Community Arts, Library, and Recreation teams are exploring how to provide intergenerational opportunities at Clayton Community Centre's Family Day event to enhance community connections, inclusion, and a sense of civic pride. Clayton Community Centre, which opened in 2021 in Surrey's Cloverdale neighborhood, is a multipurpose facility with various spaces for arts, recreation, and library services and serves a wide demographic. This paper aims to understand how these services can better engage multiple generations to foster stronger community bonds.

The literature review highlights the barriers different generational groups face in participating in intergenerational activities, such as social anxiety, physical limitations, and age-related differences. These barriers are compounded by segregation in spaces designed for specific age groups and technological gaps. The review stresses the importance of intergenerational learning and community-building, noting that cultural pride and family dynamics foster inclusion. Furthermore, current literature lacks focus on marginalized groups, such as Indigenous and racialized communities, which could provide benefits for more inclusive intergenerational programs.

The research utilized content analysis, interviews, and observations to explore how the Clayton Community Centre can strengthen intergenerational engagement. Interviews with City of Surrey professionals provided insights into the current state of programming, revealing that while there are opportunities for multigenerational engagement, there are gaps in fostering direct connections between generations. Observations of Family Day activities showed that many families stayed within their social groups, with limited interaction between different generations. Additionally, specific facilities, like the community kitchen, were underutilized during the event, signaling an opportunity to engage families and communities better.

Key findings emphasize the need for improved program design and facility layout to encourage more interaction among diverse age groups. Recommendations include creating more engaging spaces and programs to attract youth, utilizing cooking programs to bridge generational gaps, and redesigning spaces to encourage greater engagement between different family groups.

Research Question

How can the City of Surrey's Community Arts, Library, and Recreation teams provide intergenerational opportunities at Clayton Community Centre on Family Day to strengthen community connections, inclusion, and civic pride?

INTRODUCTION

This assignment aims to investigate The City of Surrey's Community Arts, Library, and Recreation team's current ideas and activities for Family Day and how to incorporate intergenerational opportunities. This examination will uncover gaps or areas for improvement and ways to enhance further or introduce new ideas based on existing intergenerational programs and research.

The sponsoring organization, The City of Surrey, comprises a cultural division responsible for managing contemporary and public art collections and supporting city-wide arts programs, facilities, and cultural grants. There are six sections that make up the culture division: Surrey Art Gallery, Surrey Civic Theatres, Heritage Services, Museum of Surrey, Special Events and Community Arts. The Community Arts team is relatively new, as it has only been in the City of Surrey for three years. Recreation services are responsible for the operation of recreation facilities including programs for: Recreation for all ages, aquatics and arenas, indoor sport and fitness, seniors and childcare. Library services offer a wide range of programming for all ages including story time, book clubs, computer classes and newcomer settlement services.

Clayton Community Centre is a relatively new facility that opened in 2021. Its unique design and layout consist of visual, performing, and woodworking arts studios, a fitness studio, a designated childminding area, a weight room, a full-size gymnasium, a preschool, an entire library with private study rooms, an outdoor community garden, and universal bathrooms. The center serves all demographics and areas of interest, embodying a multipurpose facility.

The case study of this research will be Family Day, which is a three-hour event operating out of Clayton Community Centre. The project's sponsoring agent is Kim Drabyk, the manager of the community arts team in the City of Surrey. She has

extensive experience and an educational background in arts, heritage, exhibitions, and galleries recognized in Canada and the United Kingdom.

Operationalized Key Terms

Intergenerational Opportunities- Activities, programs, or initiatives that intentionally bring together individuals from different age groups to engage, interact, and share experiences that foster mutual understanding, respect, and collaboration. This definition is helpful as it vaguely communicates how exchanging thoughts, beliefs, knowledge, values, or practices across different generations may inhibit meaningful interactions.

Family Day is a statutory public holiday observed in several Canadian provinces on the third Monday in February. It is meant to celebrate families and encourage family-friendly activities, allowing individuals to spend time with loved ones, participate in leisure activities, and reflect on the importance of family life. This definition can be interpreted subjectively, as accessibility, engagement, and family-orientated activities can differ across cultures, family dynamics/structure, and age groups.

Civic Pride- The sense of pride and attachment residents feel toward their community or city, driven by shared identity, collective achievements, the physical environment, and social or cultural values. This definition highlights how community members may perceive their local environments, which is crucial when trying to form cohesion across different generations. Each age group will have their own perceptions.

Community Connections- Relationships, bonds, and networks formed between individuals, organizations, and institutions within a community that can promote a sense of belonging, trust, cooperation, and collective action, leading to a stronger, more cohesive community. All elements mentioned in this definition (belonging, trust, cooperation, cohesion) are crucial when communicating and influencing different age groups to come together, mainly when strong disagreements and indifferences inevitably exist.

Importance of Topic Area

By understanding different generations and integrating inclusive activities, all three teams can help foster stronger bonds between different age groups. This can reduce age-related stereotypes and biases, fostering a more inclusive and harmonious community where people of all ages feel valued and connected. Older generations often have valuable life experiences, skills, and cultural knowledge that can be passed down to younger people. Similarly, younger generations can bring new perspectives, ideas, and technological skills. When these two groups collaborate in community events, they can share knowledge creatively and meaningfully, enriching everyone involved. Community events that incorporate intergenerational activities are likely to have a broader appeal, attracting a more diverse group of participants. This could lead to increased attendance, engagement, and a sense of collective ownership of the event from community residents. Municipalities can build stronger and more resilient communities by bringing different generations together. Intergenerational connections can create support networks where people are more likely to help one another, especially in need. Integrating intergenerational ideas into community arts programs can spark creative collaboration between age groups. Younger generations may bring fresh perspectives or contemporary art forms. In comparison, older generations can offer traditional or historical art forms, creating a blend of innovation and heritage that could lead to unique, high-impact artistic projects or performances.

Intergenerational interactions have been shown to reduce loneliness and improve mental health, particularly among older adults. These connections can combat social isolation, build a sense of belonging, and enhance well-being. For younger people, these interactions provide opportunities to build empathy, develop communication skills, and foster a deeper understanding of different life stages. Intergenerational activities can increase involvement in local initiatives, including volunteerism. Older and younger generations working together in community events can encourage a culture of volunteerism across age groups, ensuring that individuals feel a sense of civic responsibility and are motivated to contribute to their community's development. Community events are also essential for building a sense of unity, engagement, and

pride within a locality. They promote social interaction, support economic vitality, and foster a culture of learning, inclusivity, and collaboration, all of which contribute to a community's overall well-being and development.

LITERATURE REVIEW

Introduction

This section focuses on analyzing current literature to create a narrative and emphasize the importance of the research topic regarding its connection to community recreation. Themes analyzed included the following: Participation barriers and challenges, Identity and Self Reflection and Family Dynamics and Structure.

Evidence to Support Research Topic

Participation Barriers and Challenges

Intergenerational opportunities can be exciting but also intimidating as barriers and challenges may arise. A challenge often tests one's abilities, whereas a barrier is a restricting obstacle that may prevent one's progress entirely. People tend to stay in their own age and cultural groups as it is a familiar, safe, and comfortable environment (Cushing & van Vliet, 2018). They share everyday experiences and communication styles within their inner circles; therefore, it can be challenging to engage and interact with others outside their age range (Cushing & van Vliet, 2018). Some existing barriers and challenges are; limited interests, physical and cognitive limitations, historical prejudices or assumptions, technological comprehension, societal changes, social anxiety, fear of judgement or not belonging, time constraints and feelings of skill or ability incompetency (Kane et al., 2021).

Regarding physical segregation, a facility with separate areas for different age groups (e.g., a children's play area, senior spaces, etc.) can create a physical barrier to intergenerational interaction. While space may be multigenerational, it is important to note that it may not be intergenerational (OutdoorPlay, 2021). Multigenerational refers to a space where there is a presence of different age groups within the same proximity, whereas intergenerational is the interaction and exchange between different groups

where communication, learning, and relationship building happens (Cushing & van Vliet, 2018). Carefully designed spaces where all generations coexist and engage are crucial for building stronger connections. Purposeful space planning with intentional designs such as flexible seating and communal gathering spots are the fine details that determine this distinction. These separations may inadvertently discourage different age groups from mixing and interacting with one another (MacCallum et al., 2010). These differences between each generation are what separates individuals from one another. Intergenerational programs help challenge and break misconceptions by allowing different generations to engage and understand each other, leading to stronger community connections and inclusion in social and educational settings.

Identity and Self-Reflection

Recreation and cultural opportunities are essential for identity because they allow individuals to express values, beliefs, traditions, and experiences. These activities allow people to connect with their cultural heritage, better understand themselves, and share with others. Traditional music, dance, art, or storytelling helps people connect to their cultural roots (Generations United, n.d.). Personal identity brings people together of similar values to create communities and foster stronger connections across generations (Stodolska & Alexandris, 2004). Creating a shared identity helps bridge generational gaps and enables mutual learning and growth across different age groups through common shared values (MacCallum et al., 2010). Understanding from within initiates opportunities for greater expression, leading to group interactions and further reaching larger communities.

Viewing people as valuable assets in developing pride and identity has been suggested as a path toward a more sustainable future (Stodolska & Alexandris, 2004). When individuals and groups take pride in who they are, it creates a positive, unified foundation for collaboration and collective growth. Creative processes can connect people to their heritage while enabling them to engage with new, innovative forms of artistic expression. Cultural production allows individuals or groups to express and reshape their values, identity, and beliefs, creating new meanings in everyday life (Kane et al., 2021). This process can foster understanding and collaboration by recognizing

that cultural production is dynamic, encouraging mutual respect, dialogue and cooperation between generations. Intergenerational opportunities encourage people to think about what matters most to them and how they can contribute to the greater good. Reflection on one's values, particularly in the context of different age groups, can help reinforce a collective identity built on shared goals, such as community well-being, equality, and respect.

Family Dynamics and Structure

Families play a fundamental part in carrying out intergenerational learning by patterns of interactions, relationships, role responsibilities, individual personalities, shared experiences, cultural influences, and more. Intergenerational learning involves informal communication among family members to convey knowledge, skills, social norms, and values (Lyu et al., 2020). Families pass down information and values across generations. Intergenerational learning strengthens community bonds by fostering communication and understanding within families, which often extends to the broader community. It builds a sense of pride as families contribute to preserving and sharing traditions, skills, and social norms that shape their collective identity.

Long-established customs, values, and social structures characterize traditional ideologies. They often focus on agriculture, family roles, and community-oriented living. Change tends to be slow, and practices are passed down through generations. Modern ideologies are marked by rapid technological advancement, industrialization, and urbanization. They emphasize individualism, economic growth, and innovation, with more fluid social structures and faster societal change. Non-traditional families, such as single-parent households, blended families, and same-sex parent families, often provide more diverse perspectives and experiences. This diversity can enrich the community by broadening the understanding of what it means to be a family and offering new solutions for community needs (MacCallum et al., 2010). Non-traditional families are pivotal in cultivating pride in diversity and fostering inclusive communities. They challenge rigid norms and encourage new ways of thinking. (Lyu et al., 2020). Together, traditional and modern ideologies can broaden horizons with adequate education and communication that can strengthen family structures, neighborhoods, and communities.

Shifting this focus towards the demographic and relation in Surrey, it is safe to imply there is assistance is necessary with catering to different general needs. Multigenerational households are 17,860, approximately 9.6% of the population (Government of Canada, 2024). Generation status includes the following: First Generation- 290,745 (52%), Second Generation 145,495 (26%) and Third generation or more 126,320 (22%) (Government of Canada, 2024). With such a large number of residents first generation, newcomers, or immigrants, developing civic pride may raise mixed emotions. First-generation individuals may have great pride in the new country or community, often valuing the new opportunities; however, they may also feel nostalgia for their homeland, facing difficulties balancing both identities (Stodolska & Alexandris, 2004). The second generations are usually more familiar with the host country's language, customs, and values, making them more included. However, they may also face challenges in terms of identity as they navigate between two cultures (Stodolska & Alexandris, 2004). For third-generation individuals, pride tends to be based on national identity, and they may feel little connection to their ancestral roots unless there is a conscious effort to preserve those cultural aspects (Stodolska & Alexandris, 2004).

Areas of Controversy and Gaps in Literature

As older generations try to pass down cultural knowledge, some question how relevant this knowledge is to younger generations, who may have different societal contexts, interests, and worldviews. The tension between preserving cultural traditions and adapting them to modern sensibilities can create disagreement about how intergenerational activities should be structured (Sánchez, Clyde, & Brown, n.d.). Some believe that younger generations should benefit from such programs (gaining wisdom or experience from older generations). In contrast, others argue that both generations can equally grow and develop competencies in diverse, meaningful ways. Some researchers argue that social systems must be prioritized and changed before infiltrating changes within different generations (MacCallum et al., 2010). social systems like education, healthcare, family structures, and economic systems. These foundational societal frameworks shape how people interact and resources are distributed. The idea is that the larger social systems must be addressed or restructured before implementing

changes across generations (such as in how different age groups interact or learn from one another). This ensures that fairer, more effective systems promoting equity and cohesion will support generational changes. There is also limited research on the specific participation barriers for marginalized or non-traditional family structures, such as single-parent families or communities with high immigration rates. Understanding how these diverse groups experience barriers can provide a more nuanced view of participation. In segregated or marginalized communities, there may be additional barriers in intergenerational settings. These include Indigenous communities, racialized communities, LGBTQ+, people with disabilities, low-income communities, and immigrant and refugee communities. Finally, while it is well-understood that multigenerational spaces exist, there is a need for more studies on the effectiveness of design in fostering *genuine* intergenerational interactions. Research often discusses the presence of multiple generations in the same spaces but does not adequately explore the nuances of how physical space affects social behavior and engagement between generations.

Literature Review Summary

This literature review examines the barriers and challenges of intergenerational participation, emphasizing that while opportunities for cross-generational engagement are valuable, several obstacles can hinder meaningful interaction. These include physical limitations, social anxieties, historical prejudices, technological gaps, and societal changes. Effective design of spaces that promote interaction across generations is crucial for overcoming physical and social segregation. The review also highlights the importance of recreation and cultural activities in shaping personal identity and fostering connections across generations. Shared values and cultural expressions, like art and storytelling, help bridge generational divides and encourage mutual learning and respect.

Family dynamics play a critical role in intergenerational learning, with traditional and modern family structures contributing diverse perspectives. Non-traditional families can enrich communities by challenging norms and fostering inclusivity. The review notes the demographic makeup in Surrey, where a significant portion of the population is first-

generation immigrants, who may experience mixed emotions balancing pride in their new community with nostalgia for their homeland.

Finally, gaps in the literature are identified, such as the tension between preserving cultural traditions and adapting to modern sensibilities and the need for more research on the specific barriers faced by marginalized or non-traditional families. Additionally, the design of multigenerational spaces and their impact on fostering intergenerational interaction requires further exploration.

METHODOLOGY

The primary research plan consisted of three key research methods: content analysis, interviews, and observations. All three methods provided valuable information about the research topic. Content analysis provided relevant insight into the systems, policies, initiatives, programs, and offerings the City already has or plans to implement to address the topic area. By looking at the relevant City of Surrey documents, a more detailed look was provided regarding the importance of the topic area, as well as the plan moving forward to address challenges and issues. Interviews with field professionals provided relevant insight into the experience and connections that City staff have, where this topic area is present, and how it is currently being addressed. Various professionals were interviewed, each providing a different perspective on the topic in three different departments. Real-world experience sharing was important to help shape realistic and actionable solution plans to the challenges present in the topic area, backed with professional expertise and knowledge. Observations provided first-hand unbiased insight and viewing experiences, with an attendance of approximately 514 guests. Observing all offerings from library services, arts and culture, and recreation on Family Day at Clayton Community Center allowed a revealing and contained environment.

Interviews

Four professionals in the City of Surrey were contacted and interviewed virtually (Microsoft Teams). The interview question guide is in Appendix A.

Kaytee Kilgour (CSA Visual Arts Programmer) March 6, 2025, at 9:30 am

Andrea Anthony (Art Operations Coordinator) March 7, 2025, at 11:30 am

Michelle Meech (Youth Services Librarian) March 8, 2025, at 12:30 pm

Melissa Collins- Community Services Coordinator March 8, 2025, at 2 pm

Observations

Three observations were made during primary research, which occurred on February 15 at the Family Day event at Clayton Community Center (see Appendix C for the observations checklist).

Visual Arts Studio and Performing Arts Studio- I looked at collective art activities from the VA studio, including family dynamics, size and composition, interactions, level of sharing of values/beliefs/culture, comprehension, and accessibility details. Analyzed patrons in the PA Studio for the live play Frog Belly Rat Bone

Recreation Services- Playtime for toddlers, Shootaround basketball for kids, and Planting Seeds (A collective gardening activity in the multipurpose room). Identified types of engagement, participation levels, and age groups in each activity. Looked at accessibility, family dynamics, interaction types

Library Services- Family Fun (A designated room in the library for free time, including card games, board games, and reading activities for all ages). Looked at family types, compositions, demographics, Engagement levels, Interaction types

Content Analysis (Appendix B)

‘City of Surrey’s PRC Strategic Plan

‘City of Surrey Needs Assessment

‘City of Surrey’s Social Development Plan

Surrey’s Public Engagement Strategy

Research Findings and Analysis

1. Utilize aspects of the facility space, structural layout, and some of the activities and services offered at Clayton Community Centre.

There are a lot of unique key components of the way the floor plans for programs and services are designed and layouts to consider. Firstly, according to the primary research, the setup of different stations was not conducive to external interactions among the families. All the observations (Appendix C) showed that more engagement between different family groups was needed and could have been helpful. Participants who came in their groups tended to stay together, and there was not much interchangeable communication happening. A finding from the content analysis in the City of Surrey's PRC Strategic Plan provided a solid definition of what facilities and design layouts should embody.

Community facilities must create welcoming environments for all residents and provide active spaces that foster a sense of connection (Strategic Plan Content- Inclusion) (Appendix B). For authentic community connections and inclusion, it is essential to get people to engage outside their social groups, which facilities should intentionally create. From the interview with Michelle Meech (Youth Services Librarian) (Appendix A), some family day challenges and most of her programs pertain to seating challenges. During some of her programs, which are more orientated towards children and younger demographics, seating is an issue, and adults and parents are usually left holding bags, coats, umbrellas, and other accessory items. This hinders the experience of actively listening, engagement, and potential socialization as comfort is sacrificed.

A contradictory finding was found in an interview with Andrea Anthony, Arts Operations Coordinator (Appendix A). She emphasized how our current space is constantly transitioning through our exhibit displays. The exhibits are a huge part of the facility space and become a collaborative showcase for different families

and generations across the community to foster pride as everyone's input is included. The exhibits in the space become an engaging environment for discussions, linking people in a passive but purposeful way. Finally, from the primary research, an interview with Melissa Collins (Appendix A) revealed how unused the community kitchen is during large-scale events. The unused kitchen was a missed opportunity for Family Day, as food, nutrition, food safety, and cooking bring people together to learn and engage. Tying this to what was found in the secondary research, more contradictions to what was found in the primary research were present. The secondary research briefly highlights how physical segregation occurs in physical spaces designed with separate areas for different age groups (it can create barriers to intergenerational interaction, discouraging different age groups from mixing and interacting with one another (MacCallum et al., 2010). This distinction with this is that most of the activities at Clayton Community Centre Family Day were inclusive for all, just not in the most proactive way.

2. There is a need to retain and involve more youth in programs, services, and events, including family day, and have them interact with seniors more frequently.

All three observations on family day revealed that the attendance for youth was low. Getting input from young people about what they would like to see at family day events could have helped. From the content analysis, the City of Surrey's Needs Assessment (Appendix B) revealed from research that more senior and youth cross-intergenerational mentorship and more youth and senior spaces are needed. This key finding connects to findings in the secondary research of how crucial it is for younger generations to benefit from the wisdom and experience of older individuals. In contrast, older adults can learn about new ideologies and skills from younger people. In an interview with Mellisa Collins (Appendix A), she stated how a while ago, there was a youth and senior activity called "Chat and Play," and it was a success. Youth and seniors got together, chatted, and played board games. It was effective as both age groups discussed

their location in specific areas of their lives (Collins and Singh). This is a key finding as it revealed the positive outcomes for programs that ran with minimal effort, indicating the potential for similar and more frequent implementation. Another key finding was from the interview with Andrea regarding programming for youth and other generations, being responsive to time and scheduling (Appendix A). It is crucial to be mindful of each generation's tempo and where they can go. Here at Clayton specifically, we try to mitigate schedules with the high school close by and create extra time based on that using the Surrey School District Calendar (Anthony and Singh). During spring, summer, and winter break for camps, regular senior programs are paused as the goal is to provide different services (Anthony and Singh). This is a key finding as it shows gaps and time conflicts exist, and there could be more potential to somehow incorporate seniors into the place as youth more often. These two generations could benefit more from each other, especially with the center being between Ecole Salish Secondary and Clayton Heights Care Community. Andrea also mentioned low attendance rates in arts programs, which is another opportunity to search for innovative practices and forms of marketing. Secondary research finding indicates how Clayton operates some of its activities and programs. "It is important to note that while space may be multigenerational, it may not be intergenerational" (MacCallum et al., 2010). Multigenerational refers to a composition—people from different generations are present. Intergenerational refers to an active exchange or connection between and among the generations, and this is where there is an excellent opportunity to enrich both people and the environment while promoting a wealth of positive benefits for all (OutdoorPlay, 2021). Although the center is highly versatile and provides a prime example for multipurpose use for all demographics, some gaps exist in building stronger connections.

3. Multimodal teaching, learning, programming, and universal themes are crucial for all three departments.

Through the observations on family day, there was the use of common grounds, a theme of environmental care, and green space in all three departments (Appendix C). Visual arts had activities including molding clay mushrooms, paper tree making, and ink stamping names on community family trees (Appendix C). Performing Arts had the live play, "Frog Belly Rat Bone," which is about environmental sustainability (Appendix C). Recreation services had a designated multipurpose room for planting seeds (Appendix C). The library had more books that emphasized green themes and the environment. This was a key finding, as observing a theme showed how a theme allows participants to see and feel the impact and core messages when all the departments work together. It displayed a prime example of how impactful cohesively working together can be and should be conducted using this methodology for more events. Another key finding was from an interview with Kaytee Kilgour (Appendix A). She highlighted how the art team uses Multimodal communication and visual instructions to tackle challenges and barriers for non-English speakers by using pictures of step-by-step instructions with fewer words that participants can take home with them and recreate art (Kilgour and Singh). This ensures the sustainability of learning and fosters a sense of ownership and pride in their art-making process. We also celebrate not following instructions and going against the grain, as art is subjective (Kilgour and Singh). This was a key finding as it revealed how to break language barriers, which can also be a part of generational barriers. Age and abilities are not the only constrictions within generations; therefore, multimodal learning, directions, and teaching can serve in different forms in an intergenerational exchange. This correlates to some secondary research on how parents and children should have the environment to make independent choices in a space with limited barriers and navigate through challenges (Sánchez, Clyde, & Brown, n.d). This finding also values the importance of closely gaining knowledge from other departments, in this case, library services and using that knowledge to guide and structure activities.

Another finding was from an interview with Michelle Meech (Appendix A). She stated it can be challenging trying to please all ages with fun family stations, easy games, coloring, more complicated games, craft programs, and culturally specific activities (Singh and Meech). They may be under or over-stimulating based on age and skill levels. This key finding solidified that abilities may not match generational needs. With these observations in mind, programming and implementation should be done carefully, as different learning styles and comprehension vary across age groups and cultures.

Impact of Findings on Research Question

Integrating purposeful facility design, multimodal learning approaches, intergenerational programs, and inclusive themes into the Family Day event at Clayton Community Centre has the potential to significantly enhance community connections, inclusivity, and a deep sense of civic pride. The physical layout and design of community spaces play a crucial role in shaping the interactions that take place within them. By strategically planning spaces that encourage natural interactions between diverse age groups, the Centre can create an environment that facilitates cross-generational exchanges. For example, open and flexible spaces, along with clearly defined areas for collaborative activities, can foster connections between families, youth, seniors, and other community members, allowing everyone to feel welcome and engaged.

Incorporating multimodal learning approaches into Family Day can also contribute to a more engaging and dynamic experience for attendees. Different generations learn and interact in diverse ways, and offering a variety of learning experiences—such as hands-on workshops, interactive exhibits, and digital platforms—can help meet the needs of everyone.

Furthermore, implementing intergenerational programs specifically designed for Family Day can facilitate direct engagement between generations, fostering mutual understanding, respect, and collaboration. These programs could include shared activities, such as group games, collaborative art projects, and storytelling circles, where youth and seniors work together to create something meaningful. By engaging both youth and seniors in these types of activities, the City of Surrey can create

meaningful interactions that transcend generational divides and celebrate the unique strengths and perspectives that each group brings to the table.

By carefully considering the needs and preferences of different generational needs and intentions, the City of Surrey can create more dynamic, engaging opportunities that promote cross-generational interaction.

Recommendations

1. Provide more initiatives, prizes, and motives for youth participation in family day.

After carefully considering youth attendance levels on Family Day, it is safe to consider new ways to draw in this demographic. Researching updated and cool trends might be helpful. Working closer with library services on pop culture, music, entertainment, sports, and arts could be helpful. Being so close to a high school, the city could use a more substantial presence on social media platforms such as TikTok and Instagram to market more reasons to come to this event. Youth are at the age where they want to be more independent; therefore, having a designated space, new skills they have not tried before, peer-to-peer motivation, gaming zones, and youth-led activities could encourage participation.

2. Utilize Cooking programs, food knowledge, nutrition, growing own food, and gardening between different generations, young and old.

This implementation will consider the kitchen's missing presence on Family Day and how it is not utilized enough for other events, programs, and services. This could mean looking into cultural food themes, trends, social media recipes, old recipes to be carried down to new generations, digital cooking classes to navigate video tutorials and online recipes, cooking challenges amongst different age demographics, and creating a shared community cookbook.

3. Design more engaging layouts and floorplans, and have more outreach staff engage with patrons.

This recommendation came from the lack of social engagement amongst families outside their social groups and limited space for accessories. This could include having different seating options, including family-style seating and multimodal resources in all departments. In addition, adding a coat rack, hangers, and different areas for accessory items could allow patrons to feel more comfortable and initiate more participation and conversations. Having more staff on board with informal scrips and knowledge of the upcoming community event, program, and services could be more helpful.

4. Creating a quiet room/space to help those with social anxiety or who overwhelmed by loud events.

Not everyone processes sensory information the same way. For those who have heightened sensitivity to noise, crowds, or other social stimuli, a quiet room offers a way to still participate in events without being excluded because of their specific needs. Offering a quiet room empowers individuals to manage their needs in real-time. They can decide when they need a break, allowing them to rejoin the event feeling more prepared and less overwhelmed.

CONCLUSION

The City of Surrey's Clayton Community Centre offers a unique and versatile space that holds great potential for fostering intergenerational connections, thanks to its multi-purpose design. Serving as a hub for community activities, the Centre has proven to be an effective venue for encouraging engagement across diverse age groups. Family Day 2025 showcased the Centre's strengths, highlighting how the collaboration between the Community Arts, Library, and Recreation teams effectively provided engaging opportunities for various demographics. However, the event also revealed key areas for growth, particularly in attracting and engaging youth, better utilizing available spaces, and rethinking current programming to foster deeper intergenerational connections.

One gap identified during Family Day was the underrepresentation of youth in intergenerational activities. Despite the Centre's appeal to families, youth involvement remained limited. To address this, strategies such as offering more targeted incentives for youth participation, integrating youth-friendly activities, and partnering with local

schools and youth organizations could enhance engagement. Additionally, current spaces like the kitchen, which remained underutilized, present untapped potential for meaningful interactions. Cooking programs, for example, can bring together multiple generations in collaborative, hands-on activities that not only promote skill-building but also serve as a natural platform for building relationships and understanding between age groups.

Further recommendations involve rethinking the spatial design of the Centre to encourage more organic interactions. Redesigning common areas to create open, inclusive environments will allow families from different age groups to mingle more freely. It is essential to create flexible spaces that can adapt to different group sizes and types of activities, enabling better intergenerational engagement. Staff outreach can also play a pivotal role—by actively engaging with both younger and older community members, staff can facilitate connections, provide personalized programming, and create a stronger sense of belonging within the community.

Ultimately, the goal is to maximize the potential of the Clayton Community Centre as a multifunctional space that promotes cross-generational interactions. By intentionally designing programs, enhancing spaces, and fostering a welcoming environment for all ages, the Centre can become a model for creating strong, resilient communities. Fostering intergenerational relationships will not only strengthen community ties but also promote a deeper sense of civic pride and inclusion across Surrey. As the Centre continues to evolve, it will be essential to build upon the success of Family Day 2025, ensuring that all generations are engaged, valued, and included in shaping the future of Surrey's vibrant community.

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APPENDENCIES

Appendix A

Interviews

A.1 Interview with Andrea

How do you navigate your services and the generational gaps between participants in community arts programs? Are there particular challenges in engaging both older and younger generations?

One of the main ways I do this is understanding the schedules some of these generations keep and being mindful and responsive of that. For seniors, they typically want daytime accommodation, especially for winter hours when it gets dark so early. Youth and school age children I tend to schedule more programs after school hours and weekends. For adults and parents tend to be after work, so more catered programs for the evenings.

Being mindful of each generation's tempo and where they can go is crucial. Here at Clayton specifically, we try to mitigate schedules with the high school close by, and create extra time here based on that using the Surrey School District Calendar. For example, spring break, Pro-D Days, when their semester ends, and any time changes of dismissal. We don't run any general programs during winter and spring breaks, as that becomes a mandate for camps. Often during spring, summer and winter break during camp, we pause regular senior programs to provide a different service.

How do your community arts programs promote civic pride? Can you give examples where intergenerational collaboration through art has helped strengthen a shared sense of pride in the local community?

A lot of the work that we do that's intergenerational for community arts has to do with our outreach and events. Events usually are the main intergenerational opportunity. The example from our Family Day event was that this play was more marketed for children, however, it brought in a multigenerational audience. The same went for art

activities for family day, we have 4 or 5 different options of activities that capture different skill levels.

As for civic pride, a lot of what we do here in community arts is have them come in and create the art that lives in the center. An example of this is the youth art exhibition, which was created by them and for them. This becomes intergenerational, even though this was created by the youth, it is now for full view of the whole centre. The seniors and adults can engage in work that's been produced by the youth artists. Another example was we had parents and children create their art and collaboratively showcase their art up for display in the centre to different families across the community. We are linking people in a purposeful way but also in a passive way. Exhibits are a huge part of our intergenerational practices, as our artists and displays transition throughout the seasons.

How do the values and personal experiences of participants shape the direction or content of the art created in your programs?

When the centre first opened, staff used a lot of census data using dominant age groups, socioeconomic status. We use local hard statistics and statistics based on observations of those who are commonly visiting our center. A huge piece is just engaging one on one with our patrons. The statistics may capture attendance here, but they may not capture those who are hesitant to come. In our lobby and classes, we talk to visitors, participants, and parents, therefore, so much of programming is based on these pivots. We've discovered we have a lot of home learners here, and based off that we are starting to look into designing more options that are home learner based. A lot of what we do it picoting and testing, as if you throw something out there and see what sticks in an experiment. We had challenges with youth, participating in programs and attendance has been low.

Family Day Feedback.

In the visual arts studio, we should try to have preschool tables to accommodate younger children. Next year, we should also try to have the tables and chairs more family style, as opposed to individual square tables for different stations. This would

create more opportunity for mingling, whereas this year people just stayed at their own stations.

A.2 Interview with Kaytee

What strategies have been successful in fostering intergenerational connections through art in the Clayton Community?

- Reaching out to people individually, focusing on what they know (skills, knowledge, cultural roots, historic and ancestral practices). Socializing and building personal relationships is essential when creating and implementing programs and services. Relating the goals, vision, mission and purpose of our services and programs to different intergenerational identities. A key factor is listening to community members and participants, ensuring they are engaged. What challenges or barriers they may face. This has drawn all generations to come together.
- Building stronger relationships during annual events to ensure ongoing/lifelong participation and engagement
- When reaching out to people individually in special community and culturally sensitive events, we ensure we incorporate all intergenerational of all generations working together (ex, mom, daughter, grandma ect.)

Have you noticed any changes in family dynamics that affect participation in community arts? For example, do you see more parents and children participating together or more youth involvement on their own?

There has been an increase in men, more specifically fathers, involvement in art making with their sons.

How have shifts in community demographics (e.g., migrations, age, socioeconomic status) affected the focus and approach of your youth arts programs?

The arts team works closely with library services to understand census and demographics in the area. We consult with the library teams to see which content is

popular across different ages and cultures (ex. Popular books in art- Japanese anime, Korean art).

For the first Family Day in 2022 at Clayton Community Center, there was low engagement and participation due coming out of the pandemic, as the marketing also did not work.

Given the increasing diversity in families, how do you address the differences, particularly in arts and culture?

We tend to use Multimodal communication and visual instructions to tackle challenges and barriers for non- English speakers. We use pictures of step-by-step instructions with less words, that participants can go take home with them and recreate art. This ensures the sustainability of learning but also fosters a sense of ownership and pride in their art-making process. We also celebrate not following instructions and going against the grain, as art is subjective.

We also use universal approaches and elements in our programs and services that all ages and backgrounds can participate in regardless of barriers. An example of this would be from Family Day and using nature as one of our themes. Almost everyone can agree on respecting, nurturing, and taking care of the environment and the purpose it serves us.

A.3 Interview with Melissa Collins

What are some ways you and your team encourage relationship-building between different age groups in your programs? Are there particular activities or approaches that seem to foster stronger connections between generations?

- We've had programs such as, Intergenerational Title* activity where youth and seniors got together and they chatted and played board games. It was effective as both age groups talked about where they're at in specific areas of their lives.
- There's another activity where children make Christmas cards or paintings for senior homes- over covid

- Our department focuses on companion programming-, making sure if there's something going on for one age group there's corresponding activity another for different age groups. We program intentionally, not only to do together, but also separately. Ex: If a mom wants to come and drop off their child to childminding and do a fitness class at the same time.

In what ways do your programs encourage participants to be more civically engaged? Can you share an example where a recreation activity sparked a broader community or civic involvement? (Events Outreach)

- Kids conference- **International Day of Child** (Around November) –
- Children's rights, food, right to play, practice their own religion, The CHARTER OF RIGHTS FOR CHILDREN- a lot of people do not know this exists. The right to be safe, the right to not be kidnapped. We sometimes think of children of empty vessels that adults are responsible to fill with information, and that they're going to come out as byproducts of what we want them to be. Children can be very individual and we should allow them to be freethinkers, as they're specific and unique right from when they are born.
- We've worked closely with ALEXANDER NEIGHBOURHOOD HOUSE- non-profit partner. We brought in parent workshop to drop in for free- CREATING CONNECTIONS WITH CHILDRENS. This was a free resource in the Clayton neighbourhood specifically. Parents learned to create stronger connections with their children. Children with technology and increasing screen times makes it harder for longer attention spans and to build healthier connections. This partnership strengthens the communities and builds pride by showing community members that these resources are available.

What are some of the biggest challenges you face when trying to engage both younger and older generations in your recreation programs?

Commonalities of interest, finding something they both like. Getting them into the building strong relationships at first. We ask ourselves, what is the outreach going to look like? How are we advertising and finding people? It's easy to get kids into the building, but other age groups can be hard. Food is a huge motivator for people to

participate, as people like free stuff. A recent recreation activity we had was to get children to bake 300 cookies for seniors on Valentine's Day.

How do you see the future of community connections evolving through recreation programs, particularly in the context of an increasingly diverse and multigenerational society?

- The fact that we are a collaborative facility for all people and activities helps people to have stronger connections. Going forward planners and developers want to use our facility as a multiuse model, and build with that in mind with options for everyone. Our facility is unique and it becomes a place for connection. Everyone brings their own passion and strengths. What this collective facility becomes is not only a place to recreate but somewhere to be safe, be themselves, meet other people and most importantly connect. The essence of all of this is connection, which is so important for humanity. We isolated since covid, the world did change and people don't leave the house as much now. The authentic face to face interaction is crucial and our facility serves as a perfect hub for that.

Are there any changes, recommendations, or additions would you recommend from the Family Day Event?

- The amount who showed up was great, as it was beyond what we expected. Going forward I think it's important to incorporate more of a food and have that available through grants. There are so many grants available for food availability, and I just don't think we access enough of them. We need to utilize our kitchen more and teach kids more culinary components, especially working in the before and after school care. There is not only huge food insecurity in Surrey, but families do not have nutritional knowledge on beneficial food groups and how to prepare them. A while ago we had the famous pastry chef and business owner Jujhar Mann come in from Mann & Co Bakeshop, who was on Food Network Canada. We have to start utilizing more people in the community that just want to give back and educate people on food. So many parents, especially new immigrants and those working multiple jobs just do not have the time capacity or

knowledge on how to prepare food ahead of time. Food preparation and safety is a huge piece is a huge element of recreation that we can work on more.

A.4 Interview with Michelle Meech

How do you create opportunities for intergenerational interaction within the library? Can you share an example of a program that successfully engaged both younger and older generations

In our library, we prioritize creating inclusive spaces where people of all ages can come together, learn from each other, and build meaningful connections.

Intergenerational interaction can be particularly enriching because it brings diverse perspectives, experiences, and skills into one space. To create these opportunities, we design programs that appeal to both younger and older generations, often leveraging shared interests or experiences. This includes board games and specific Storytime-, some are age specific time, all ages family time, toddler time, etc. We try to change the experience of coming. This includes the seating, scheduling different times of the day, identifying shared value and different lighting and elements.

What are some challenges you face in bridging generational gaps at the library, and how do you address them?

One big challenge is seating in programs, though it isn't put into participants if they're older, more children orientated, adults are left awkwardly holding bags. It can also be challenging trying to please all the ages, family fun stations, easy games, coloring, more complicated games, and different craft programs for lunar new year and Diwali. Sometimes, picking a particular craft can have limits. We look for long-term engagement across generations.

How do you sustain long-term engagement with library programs across different generations and demographics?

Around Storytime, bring elements to recognize different cultures and languages. This includes greetings and songs in other languages, music, games, folklore and much more. There is a big Korean population, so we've worked closely with the art team to

mitigate new ideas and concepts, such as anime drawing classes. We use the City of Surrey's Staff Inclusion calendar as a guide for celebratory holidays and special days. We offer elements not just in English but based on other predominant languages Mandarin, Cantonese, Punjabi, Spanish and French. With families and participants, we develop long-term relationships. As they grow older and they move into next programs, we develop familiarity with the regular families. Parents and youth reach out to us looking for educational and career, volunteer opportunities, and we see all phases of their life cycle.

Appendix B

CONTENT ANALYSIS

B.1 CITY OF SURREY'S PRC STRATEGIC PLAN

KEYWORDS	FREQUENCY OF USE	CONTEXT AND USEFULNESS
Generation	6	<ul style="list-style-type: none"> • Trends & Best Practices: Lifelong Participation: Meeting the unique needs of different age groups while ensuring their active participation continues through all stages of life. Success means a variety of purposefully designed spaces and programs, from early childhood development to youth, family, adult, seniors and intergenerational opportunities. • Connecting Heritage to the present-bridging traditional and urban cultural trends
Pride	3	<ul style="list-style-type: none"> • Objective A4: Foster community connections through the arts • Objective H1: Promote and celebrate Surrey's heritage & cultures • A healthy community benefits from opportunities to come together in

		<p>celebration and reflection of its shared past, present and future.</p> <ul style="list-style-type: none"> • Objective S1: Host vibrant events & celebrations- Delivering accessible large scale community festivals is a key strategy in building a vibrant, dynamic, and socially cohesive city. Events are important in creating a community identity and establishing a positive sense of place. Special events provide opportunities for residents to connect, celebrate and foster civic pride.
Community connection(s)	14	<ul style="list-style-type: none"> • Engaging community spaces: The need was communicated for more affordable and flexible community spaces to bring people together and support local organizations and people of all ages. • Social Isolation- Approximately 1 in 4 residents in Metro Vancouver are lonely- fostering social connections can be challenging. • Community Engagement: Meaningful consultation and engagement fosters community connections and contributes to a sense of wellbeing and inclusion

		<ul style="list-style-type: none"> Increasing arts-based activities will provide greater opportunities to develop and strengthen community connections
inclusion/inclusivity	11	<ul style="list-style-type: none"> trends and practices, community input, amenity/space incorporation when planning and developing, program participation Community facilities need to create welcoming environments for all residents and provide active spaces that foster a sense of connection **Half of Surrey residents have a mother tongue language other than English, and 33% of households speak a language other than English at home. 14.8% of Surrey residents were low income. Income disparity remains a concern and a challenge for the equitable and inclusive provision of services. Inclusion and Accessibility: Community facilities need to create welcoming environments for all residents, and provide active spaces that foster a sense of connection, fun and belonging.

		<p>Similarly, recreational programs should support a diverse population by creating opportunities that are accessible and inclusive for all residents. The design and development of new spaces and programs should be reflective of current demographics.</p> <ul style="list-style-type: none"> • Objective CRS 2: Create new facilities that are welcoming and supportive. A key component to offering inclusive opportunities is the experience that the public has in our facilities, spaces and programs. Creating facilities and supportive programs that are welcoming and accessible for all Surrey residents is a priority. Inclusive experiences will be achieved by creating environments that are inviting and support healthy development and social wellbeing for all.
Barriers/challenges	13	<ul style="list-style-type: none"> • barriers to service, such as access, language and cost, contribute to increased stress and lower overall public health • Facilities that integrate multiple uses and bring together recreational, cultural and civic services, along with greenspaces,

		helps break down barriers to participation
Engagement/Engaging	53	<ul style="list-style-type: none"> • * Community Engagement: Meaningful consultation and engagement fosters community connections and contributes to a sense of wellbeing and inclusion. With an increasingly diverse and complex demographic, the importance of effective engagement and collaboration is emphasized. Recognizing service gaps while building staff competencies and developing engagement resources is a key issue • Objective CRS 3: Strengthen our approach to community engagement. Encouraging engagement is a CRS strategic focus area. Its goal is to deepen staff commitment to engagement, and to further develop systems and supports to create effective engagement and collaboration with the community. Developing staff competencies and community engagement • Engagement in the arts and arts education promotes social interaction and the longevity of

		<p>social bonds, which leads to healthy, inclusive, tolerant and diverse communities.</p> <ul style="list-style-type: none"> • Community & Special Event- Events are important to providing citizens with opportunities to connect and engage with their community. The total number of community-led event applications is an indicator of civic engagement • explore and develop new opportunities that better connect youth with the arts
Family	14	N/A- redundant
Cohesion	3	<p>Delivering accessible large scale community festivals is a key strategy in building a vibrant, dynamic, and socially cohesive city</p> <p>Community heritage and cultural celebrations help build social cohesion and foster community identity and civic pride.</p>
Social and community responsibility	0	
Shared responsibility	0	

B.2 CITY OF SURREY NEEDS ASSESSMENT

KEYWORDS	FREQUENCY OF USE	CONTEXT AND USEFULNESS
Generation	23	The need to monitor and respond to participation and experimenting with intergenerational programs to meet different needs, art and
Pride	1	Survey participants agreed that parks and rec are a source of community pride
Community connection(s)	6	more through heritage More youth and seniors' opportunities, including supportive multigenerational spaces neighborhood identity; Lifelong participation- meeting the needs of different age groups to create opportunities for social connection; Senior and Youth Cross-Intergenerational mentorship and learning; The city is moving towards multigenerational spaces; A need for more youth and senior spaces; collaboration with Indigenous communities to preserve and teach for future generations; Heritage to present needs; new and present wave of large immigration; evolving fitness trends- concurrent programs for parents and children to be active together; Fitness interest based on generational needs;
inclusion/inclusivity	33	trends and practices, community input, amenity/space incorporation when

		planning and developing, program participation
Barriers/challenges	33	Mapping equity, funding, trends and practices, income, health status, accessibility, affordability, reduction
Engagement/Engaging	2	Identity- Art, and Trends/Best Practices *** (Decentralization), Art, heritage, delivery trends, Community Input, Affordability- people were not able to participate in PRC activities and events due to financial barriers. The City should review the existing programs and engage recipients to identify gaps and opportunities to provide better assistance; use technology to enhance access to archives and museums to engage new audiences.
Family	11	Inclusion and accessibility
Cohesion	0	
Social and community responsibility	0	
Shared responsibility	0	

CITY OF SURREY'S SOCIAL DEVELOPMENT PLAN

KEYWORDS	FREQUENCY OF USE	CONTEXT AND USEFULNESS
Generation	6	The Skookum Surrey Guide Group is an intergenerational group of urban Indigenous people in the City of Surrey that helps to inform the advocacy work of

		Surrey Urban Indigenous Leadership Committee.
Pride	0	
Community connection(s)	14	<ul style="list-style-type: none"> • Immigration, Settlement & Integration- A theme in research was improving ways to make community connections • Belonging & Social Connectedness- A theme in research was it's difficult to consider social connections when basic needs are not met and unaffordable. Another was addressing division and fostering cross-cultural connection
inclusion/inclusivity	7	<ul style="list-style-type: none"> • Racism & Discrimination- a theme was addressing cultural divides and isolation (i.e., public realm lacks inclusion and understanding of diverse perspectives, learning about diverse cultures
Barriers/challenges	12	<ul style="list-style-type: none"> • N/A for relevance
Engagement/Engaging	38	<ul style="list-style-type: none"> • N/A for relevance
Family	13.	<ul style="list-style-type: none"> • N/A for relevance
Cohesion	0	

Social and community responsibility	0	
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B.3 SURREY'S PUBLIC ENGAGEMENT STRATEGY

KEYWORDS	FREQUENCY OF USE	CONTEXT AND USEFULNESS
Generation	0	
Pride	0	
Community connection(s)	2	Challenges- Difficulty connecting with a diversity of participants (community demographics)
inclusion/inclusivity	7	Engagement should be as inclusive as possible. Sometimes barriers, not a lack of interest, deters people from engaging. Providing additional supports based on needs can help broaden engagement participation.
Barriers/challenges	9	Barriers to participating (time, cost, language, social, cultural, physical)
Engagement/Engaging	76	Creating an environment where income, age, ability and language are not barriers to engagement and input is acknowledged and used to shape thoughtful decisions

Family	0	
Cohesion	0	
Social and community responsibility	4	N/A for Relevance

Appendix C

OBSERVATIONS

C.1 Observation Checklist (Community Arts): Visual Arts Studio and Performing Arts Studio

- ☐ **Disability Accessibility** (Enough spatial accommodations for wheelchairs, ramps, space layout, physical barriers, Etc.)

Yes, there were enough spatial barriers in and around visual arts. The space layout did get a bit congested at times. In performing arts, seating capacity reached maximum capacity. Frog Belly Rat Bone was a free performance therefore it was accessible for everyone.

- ☐ **Engagement Levels-** Depth and intricacy of Interactions with individuals outside each family group

Families stayed within their own groups. Little to no engagement with staff and individuals outside their inner circles.

- ☐ **Languages Access** (Material, Signs, or announcement available in predominant minority languages to delegate or communicate activities and scheduled events)

There were not languages but visuals and step by step instructions and visual clear for non-English speakers.

☐ **Social Inclusion** (activities that promote family bonding and interaction across different generations e.g., children with older relatives, diverse family structures)

☐ **Family Size and Composition:** Population? Programs and services designed to accommodate families of various sizes, including extended families, single-parent households, and blended families.

Wide range of all diverse Family Dynamics

☐ **Duration of Activities:** Are the activities, programs and services too long or too short for families with young children, elderly members

Within a 3 Hour Event. All art activities, aside from the play, were self-paced.

☐ **Clarity of Information:** Are there any barriers to understanding the event schedule, key event details or structure?

In visual arts, there was a bit of confusion at times on how to navigate through the steps of the art activities, even with visual guides.

☐ **Visual Representation of Generational Differences:** Who are the participants? Are the event's promotional materials, displays, and programming reflective of families with members across different age groups and stages of life diversity of family structures, including nuclear families, extended families, single-parent families, or families with diverse cultural or social backgrounds.

All different ages were able to conduct crafts according to their own time, ability, and skill level, with or without assistance. Elders and young children, specifically, were able to both independently participate at their own pace, and also had assistance through staff and their family and friends if needed.

☐ **Building Ongoing Relationships/ Legacy:** Opportunities for families to join community organizations, participate in future events, or continue to engage with the parks, arts, and library services. Initiatives or partnerships that the event establishes, such

as intergenerational mentorship programs, library reading initiatives, or arts programs, that extend the impact of the event into the future.

Promotional resources outside of the performing arts area were communicated and advertised well. Explanation of what the play was successfully communicated to people wondering what was going on.

C.2 Observation Checklist (Recreation)- Free time Play for Toddlers, Shootaround Basketball, and Planting Seeds (Gardening Activity)

☐ **Disability Accessibility** (Enough spatial accommodations for wheelchairs, ramps, space layout, physical barriers, Etc.)

For the most part, there were clear pathways and seating for all

☐ **Engagement Levels-** Depth and intricacy of Interactions with individuals outside each family group

Families stayed within their own groups. Little to no engagement with staff and individuals outside their inner circles.

☐ **Languages Access** (Material, Signs, or announcement available in predominant minority languages to delegate or communicate activities and scheduled events)

There were not languages but visuals and step by step instructions and visuals for non-English speakers.

☐ **Social Inclusion** (activities that promote family bonding and interaction across different generations e.g., children with older relatives, diverse family structures)

All activities were inclusive for all, however, some activities were segregated by activity style. For example, their free time with toddlers obviously just had parents and toddlers as that was the target audience. Freestyle basketball mostly had children 8-12 years old. The gardening activity was quite diverse, however it drew in more parents and younger children.

☐ **Family Size and Composition:** Population? Programs and services designed to accommodate families of various sizes, including extended families, single-parent households, and blended families.

Wide range of all diverse Family Dynamics, predominantly younger children and parents. Not very many youth.

☐ **Duration of Activities:** Are the activities, programs and services too long or too short for families with young children, elderly members

Within a 3 Hour Event. All activities were timed appropriately.

☐ **Clarity of Information:** Are there any barriers to understanding the event schedule, key event details or structure?

In the gardening activity, more specific instructions were needed to initially guide non-English speakers, however, with little time efforts it was most self paced. The rest of the activities were self directed and clear to understand for guests.

C.3 Observation Checklist Library Services

☐ **Disability Accessibility** (Enough spatial accommodations for wheelchairs, ramps, space layout, physical barriers, Etc.)

For the most part, there were clear pathways and seating for all. There was limited space in the library room where it got cramped at times. Parents had to hold onto personal belongings, affecting their experience while children participated.

☐ **Engagement Levels-** Depth and intricacy of Interactions with individuals outside each family group

Families stayed within their own groups. Little to no engagement with staff and individuals outside their inner circles.

☐ **Languages Access** (Material, Signs, or announcement available in predominant minority languages to delegate or communicate activities and scheduled events)

Self-directed games, activities and book so little

☐ **Social Inclusion** (activities that promote family bonding and interaction across different generations e.g., children with older relatives, diverse family structures)

All activities were inclusive for all, however, some activities were segregated by activity style. For example, their free time with toddlers obviously just had parents and toddlers as that was the target audience. Freestyle basketball mostly had children 8-12 years old. The gardening activity was quite diverse, however it drew in more parents and younger children.

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