

**The Challenges of Developing Intergenerational Recreation Programs and Recommendations for
Creating Programs that Encourage Participation and Build Generational Connections**

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Executive Summary

Participation in Intergenerational Programs (IGPs) has been proven by researchers to provide many benefits for both individuals and communities including improving a person's sense of purpose, well-being and self-worth, reducing feelings of loneliness and social isolation, increasing empathy and reducing ageist stereotypes, and increasing feelings of community connectedness. Yet very few of these programs were offered by recreation organizations within Greater Victoria. This paper aimed to identify the challenges for recreation organizations when developing Intergenerational Recreation Programs (IGRPs - IGPs offered by recreation organizations) and provide recommendations to the James Bay Community School Centre (JBCSC) on how their organization could overcome these challenges to successfully offer these programs to their community.

Quantitative analysis of recreation program and activity guides for fifteen recreation organizations within Greater Victoria revealed that there was a lack of IGPs being offered to the community. The literature review and qualitative analysis through interviews revealed several themes for why IGPs were not more commonly offered. Institutional capacity challenges for developing and delivering IGPs were identified in both the literature and through the interviews and included needing to prioritize and secure funding for these programs, increasing staff's knowledge and awareness of them, and finding suitable and available facilities for them. Programmatic challenges for developing and delivering IGPs such as finding an optimal schedule that worked for the different age groups, ensuring activities were developmentally appropriate, and finding activities that were interesting and engaging for participants was another area identified in the literature and supported by the research. Meanwhile, the qualitative analysis through observations supported the research findings from the literature that these programs provided opportunities for building connections between different generations and therefore were worthy of consideration by recreation organizations. The observations also revealed that older adult volunteers played an especially important role in creating and delivering IGPs for their organizations.

The research revealed many potential ways forward to overcome these challenges and potential best practices and recommendations that would assist the JBCSC in creating a successful IGRP for their community that encourages participation and builds connections between generations.

Introduction

Because IGPs offer several benefits for individuals and communities, the purpose of this paper was to consider the concept of offering these programs through recreation organizations and determine what the JBCSC could do to create a successful IGRP. This paper begins with a literature review that discusses what researchers have found in terms of the benefits of IGPs and the challenges of developing and delivering these programs. The primary research follows and includes a content analysis, interviews

with recreation professionals and volunteers, and special status observations of four different IGPs. The purpose of the primary research was to determine the frequency of IGPs being offered by recreation organizations in Greater Victoria, to discuss and identify with different organizations the challenges of developing these programs and how to overcome these challenges, and to witness some of the benefits of IGPs as identified through the literature review. Finally, from the research findings and analysis, this paper provides several recommendations for how the JBCSC could develop and deliver a successful IGRP for their community.

Research Question

What are the challenges of developing intergenerational recreation programs and how can the James Bay Community School Centre create recreation programs that encourage participation and build connections between generations?

A quote from Jill Juris summed up well why research into IGRPs is important for the field of recreation and why recreation organizations like the JBCSC should consider offering IGPs: “Recreation professionals are uniquely positioned to create environments that foster connections through shared leisure interests to create connections and combat loneliness for participants of all ages” (Juris, 2025, p. 22). Because of the unique position of recreation organizations, understanding how to create successful IGRPs is important for recreation professionals and the communities they serve.

Definitions

An Intergenerational Program (IGP) brings together people from different generations for ongoing, meaningful social interactions and the sharing of knowledge and skills (Femia et al., 2008; Lai et al., 2025; Murayama et al., 2019). This definition includes people from differing generations (the 'who'), the reason they are getting together (the 'why') and that they are participating in activities together on a regular basis (the 'how'). What this means in the field of recreation is that an IGP is not just bringing people from different generations together, but being purposeful in the design of a recreation program to encourage social interactions and the exchange of resources between the different generations (Murayama et al., 2019). With this definition in mind, this review will discuss the benefits of IGPs, the challenges associated with developing them, and some best practices for successful implementation of an IGP within the context of community recreation.

Before exploring the challenges of developing IGPs, it is important to define what is meant by the term challenges. *Challenges* are situations involving a problem or difficulty that is preventing the implementation of an idea, but at the same time provides an opportunity to find a solution (Horikoshi, 2023). When researching the term challenges, there are variety of different meanings, but in this context,

challenges refer to obstacles that recreation organizations need to overcome to be able to offer recreation IGP's with meaningful intergenerational interactions.

Background and Context

The sponsoring agency for this research was the JBCSC which is located in the James Bay neighbourhood of Victoria, BC. The JBCSC is a non-profit community centre attached to the James Bay Elementary School. This format, also known as a Community School is a positive concept for the community because the children have opportunities to participate in childcare and/or recreation programs within the same building as they attend school. Having both within the same building creates a strong connection between families, the school and the community centre.

In addition, the JBCSC offers meals for seniors twice a week which brings together older adults to a share meal and socialize. Knowing that the centre is serving both children and older adults already, the JBCSC's Executive Director was interested at looking at potential ways to bring the different generations together through an IGRP which would support the JBCSC's mission of "building community connections" (James Bay Community School Society, 2020).

Exploring the topic of developing successful IGRPs is important to the field of community recreation because of the individual and community benefits these types of programs offer. From babies to seniors, all generations are visiting their local community centres to learn, play and socialize. These centres, like the JBCSC are literally, the hubs of their communities and as such are well placed to bring the generations together through IGRPs. With this in mind, the goal of this research for the JBCSC is to provide them with recommendations on how their organization can overcome challenges and be intentional in the planning of an IGRP that will encourage participation, build connections between generations, and create a successful and sustainable program for their community.

Literature Review

Benefits of Intergenerational Programs

According to age distribution data from Statistics Canada between 2001 to 2021, the age demographic trend for British Columbia is shifting older with the number of people in the age range of 15 to 24 only increasing by approximately 22 percent since 2001 while the age range of those 65 and older increasing by around 90 percent with the same time frame (Statistics Canada, 2022). As British Columbians live longer and healthier lives, recreation programming and facilities serving older adults will be important for municipalities and recreation organizations to consider (May & Ziegler, 2024). One area that recreation organizations can explore when developing programs for older adults is IGP's.

Research shows that there are several benefits for older adults who participate in IGPs. Participating in an IGP can help reduce stress (Wendland & Parizet, 2023), increase a person's sense of purpose (Baum & Ochoa, 2024; Lau, 2024), reduce feelings of social isolation and loneliness (Baum & Ochoa, 2024; May & Ziegler, 2024), increase their sense of well-being (Wendland & Parizet, 2023; Wlodarczyk, 2020), and increase their sense of self-worth (Proudfoot, 2007). In addition, participation in these programs can help older adults feel more connected to younger generations and invested in their success (Wlodarczyk, 2020).

Participating in IGPs also provides benefits for the younger generations. Children who participate in IGPs learn to be more empathetic towards older adults (Femia et al., 2008; Kirsh et al., 2021; Wendland & Parizet, 2023), have a more positive attitude towards them (Proudfoot, 2007), and learn patience and self regulation (Femia et al., 2008; Kirsh et al., 2021). When college age students participate in IGPs it can increase their confidence (Jarrott et al., 2021), and provide an opportunity for them to gain wisdom in a meaningful way from those from older generations (Baum & Ochoa, 2024). It should be noted that the research on the benefits of IGPs for younger generations focuses mainly on preschool aged, primary school aged and college aged students while there is little mention of adolescents in the research (Chorn Dunham & Casadonte, 2009). However, one recent study by Webster et al. (2024) does focus on adolescents participating in IGPs and found they experience benefits including developing new skills, becoming more self-aware, and improved attitudes and connection towards older adults.

In addition to the individual benefits of IGPs is the positive effect participating in these programs can have on community connectedness and the societal attitudes. Participating in IGPs can reduce ageist stereotypes and improve attitudes that the different generations hold towards each other (Baum & Ochoa, 2024; Wlodarczyk, 2020), can increase feelings of community connectedness (Doiron & Lees, 2009; Wlodarczyk, 2020), and can increase the level of interest that the different generations feel towards interactions with people from a different age group than themselves (Lau, 2024).

As much as the research shows that IGPs provide many individual and community benefits, it does not mean that simply bringing different generations together will guarantee these results. In one study that asked for community members' thoughts on IGPs, some older adults recognized the program's potential benefits, but were also concerned that IGPs might be "emotionally draining", could feel like a chore and might even lead to conflicts (Kenning et al., 2021, p. 7). In addition, not all older adults are necessarily interested in exposure to messy, loud and potentially disrespectful children (Ruggiano & Welch, 2011). Wendland and Parizet (2023) warn that if an IGP is implemented without proper planning it can have a negative effect on how children perceive older adults and their own aging. Without proper implementation, children's exposure to older adults who have physical or cognitive deficiencies can result in the children withdrawing from them which can result in the older adults feeling rejected (Wendland &

Parizet, 2023). The concept that proper implementation of an IGP is required for it to provide individual and community benefits is reinforced by the research by Caspar et al. (2019) who found that the benefits of an IGP will not be present if proper training of staff and planning of the program are insufficient.

The research clearly shows that the sum of individual and community benefits gained from participating in IGPs is high. From a community recreation perspective, these positive outcomes make IGPs potentially enticing for a recreation organization to develop and deliver within their community, but recreation professionals need to understand that creating these programs is not without challenges. Not all intergenerational interactions are inherently positive which leads to the following section which identifies some of the challenges researchers have found for developing and delivering successful IGPs.

Institutional Capacity Challenges

One of the main challenges for developing IGPs is institutional capacity which includes several impediments that can prevent an IGP from being developed by an organization. Institutional capacity refers to the level of funding, staff training and suitable locations an organization has available for offering a program within their community (Ruggiano & Welch, 2011). Below details how the lack of availability of any or all of these can pose a challenge for an organization when developing an IGP.

Securing sustainable funding for a social program such as an IGP can be challenging, especially in the beginning when the program is just being proposed (FallCreek, 2011). Public funding is scarce and other sources of funding from external agencies, corporate donations or individual donations may be required to launch a new program (FallCreek, 2011). Because there are many organizations competing for funding, if the value and proposed outcomes of a program are not clearly identified or met, it may not be considered worthy of allocating funding or receiving future funding (FallCreek, 2011). Without funding, it may be difficult or impossible for an organization to launch or sustain an IGP. Recreation organizations may be able to prioritize funding for a recreational IGP if the benefits are clearly communicated to the decision-makers within the organization.

The research shows that for an IGP to be successful, staff members who are responsible for developing and delivering the program need appropriate training on how to create positive interactions and communication between generations (Lai et al., 2025; Wendland & Parizet, 2023). Finding a staff member with this cross generational training can be challenging for organizations as often activity leaders have been working with a specific age group when delivering programs. This means that staff training will be required when developing an IGP. The advantage recreation organizations may have in this area is that staff members can get experience working with the different age groups compared to a stand alone childcare or seniors centre where staff only engage with a single age group.

Finding an appropriate location for an IGP can also create challenges because of transportation and facility amenity considerations. If transportation will be required to bring the participants together, it

will need to be decided how to cover that cost and which age group will do the travelling (Ayala et al., 2007). If the distance is too far, some participants may decide against participating (Ayala et al., 2007). In addition to the physical location of the program is the environment of the room that is available for the program. When a room is more spacious, it is easier for both children and older adults to move around in, and when the participants are not separated by tables and can sit together it improves their ability to interact (Kirsnan et al., 2023). Rather than transporting the children to a senior centre or transporting the older adults to a childcare facility, recreation organizations could potentially provide a single location that is already known to and used by both age groups.

Programmatic Challenges

In addition to institutional capacity challenges are programmatic challenges for designing and delivering IGPs. These include finding an optimal schedule, ensuring activities are developmentally appropriate for the different age groups, and finding activities that are interesting and engaging for all participants.

A challenge that researchers have identified for developing an IGP is finding a schedule that works for all the participants. To create opportunities for interactions, the program planner must find a schedule that works for both generations involved. It can be difficult for school-aged children and older adults to find a time that is suitable as the children are in school for most of the day while the availability of the older adults is generally in the morning or early afternoon (Ayala et al., 2007; Ruggiano & Welch, 2011). Another scheduling challenge is the timing of family obligations that older adults may have such as providing childcare for their own grandchildren after school making them unavailable in the later afternoons (Weng, 2019). For IGPs that involve high school or university students, they may not be interested in prioritizing participating in an IGP over their other activities unless it is a course requirement for their education (Lau, 2024). Recreation professionals may need to be creative when trying to accommodate these differing schedules, but recreation organizations may have underutilized spaces that can offer schedule flexibility once they establish an optimum program time.

The different physical and cognitive abilities of the generations can also create a challenge when developing IGPs. Older adults might have mobility, eyesight or hearing conditions that can make it difficult to contribute (Kirsnan et al., 2023). They might also tire easily and so activities need to be planned that are inclusive to all abilities and allow everyone to participate (Kirsnan et al., 2023). However, program facilitators also need to be careful that the IGP activities are not too child focused because if the activities are too simple and not respectful of the older adults' abilities, they run the risk of infantilization of the older adults which could lead them to not wanting to participate (Wendland & Parizet, 2023). Keeping the diverse abilities of the participants in mind would be important for a recreation professional to ensure the program activities are doable by the different age groups involved.

In addition to scheduling and differing ability levels, finding activities that are interesting to participants from different generations can be challenging. For example, if an organization wants children or young adults to participate in an IGP and expects them to stay interested and committed to the program, they need to ensure that the activities will “effectively foster the interest and proactivity of young people” (Lai et al., 2025, p. 45). Some research has shown that providing diversity in the activities and offering them in a variety of locations, not just a seniors home, is needed (Ayala et al., 2007). Hayes (2003) suggests that activities that offer some spontaneity and an ability for the different generations to partner on a project work well for engaging the different age groups. But even when an activity is likely to be of interest to different generations, some older adults may not be interested in interacting with children at their senior centre because they see that space as a place for older adult recreation and not a place where children are welcome (Ruggiano & Welch, 2011). Respecting the interest or non-interest of the older adults in a particular activity or participating at all in an IGP will be important for the recreation professional to consider when trying to create a successful program

Community recreation has an opportunity to help meet the programmatic challenges of delivering IGPs since community and municipal recreation centers already provide a diverse range of recreation and leisure activities, have staff on board who understand working with different age groups and their physical and cognitive abilities, and often have a variety of multi-purpose flexible spaces available that could be utilized for IGPs.

Methodology

The research methodology for this project used both quantitative and qualitative field research methods including content analysis, interviews, and special status observations. Three different methods were chosen to help provide an understanding of the current level of IGPs in Greater Victoria, which organizations had successfully offered these programs, and whether some of the benefits of IGPs from the literature review were detected.

The purpose of the content analysis was to establish whether IGPs were a common program offering in Greater Victoria. A keyword search of fifteen program and activity guides from community non-profit, municipal, and regional recreation organizations was conducted.

Interviews were used to establish the level of experience that recreation professionals and volunteers had with IGPs and challenges they may have encountered when developing and delivering these programs. The eight interviewees were chosen from a broad range of organization types, roles and locations with the purpose of identifying any trends these elements might have had on an organization’s ability to overcome the challenges of developing and offering an IGP.

Through the content analysis, the only IGPs that were identified in Greater Victoria with potential to conduct observations were ones that involved children which required permission from the recreation organization or school district and therefore had to be conducted as special status observations. Four programs were observed and used to confirm evidence from the literature review that IGPs help build intergenerational connections. The following section describes potential research challenges and outlines each research method.

Potential Research Challenges

In preparing to conduct the research a few potential challenges were anticipated. The first potential challenge was that the individuals identified to interview would not be available within the research timeline. To minimize this, the individuals were contacted early to schedule interviews. In addition, when requesting the interviews a brief description of the project was included to pique the potential interviewee's interest, the email was sent from the researcher's Langara College email to add legitimacy to the request, and an offer to share the research findings was made to encourage participation.

Another potential challenge was that there would not be enough IGPs available to observe during the research timeline. To minimize this problem, the content analysis was done early to determine potential opportunities and organizations were contacted immediately to request permission to observe their programs. The content analysis did reveal that there were very few programs happening in Greater Victoria and requesting permission early proved to be an important strategy to minimize this problem.

A final potential challenge was that permission to observe a program would not be granted. Again, identifying potential programs early and identifying the individuals who had the ability to grant permission was critical for obtaining permission. Providing background on the project, offering to share the findings, conducting communication through the Langara College email, and explaining the project timeline helped minimize this problem. In addition, the Saanich School District 63 required a Request for Research form be submitted (see Appendix A) prior to providing their approval. In order for the observations to not require permission from the Langara Research Ethics Board, the school district required that there be no interaction with the Cordova Bay Elementary School students during the observations.

Content Analysis

The purpose of this review was to determine the number of IGPs currently being offered by recreation organizations in Greater Victoria. If the number was found to be low, this would support findings from the literature review that there were several challenges when developing and delivering IGPs. If the number was found to be high, this would support the findings that IGPs were worthwhile

offering because of the benefits they provide and that recreation organizations were overcoming the challenges of developing and delivering these programs.

The content analysis involved a keyword search of recent program guides, activity guides or event calendars for municipal, regional, and non-profit community recreation organizations within Greater Victoria (see Appendix B). The analysis used a checklist to review fifteen separate documents found online through the different organizations' websites for keywords within the documents including: "intergenerational", "multi-generational", "all ages", and "everyone welcome" (see Appendix C).

Interviews

One of the purposes of the interviews was to confirm the accuracy of the number of IGPs being offered by the interviewees' organizations as identified through the content analysis. In addition, the interviews were used to establish the interviewees' level of knowledge and experience with IGPs as well as determine whether they had experienced similar or different program challenges as identified through the literature review. Another purpose of the interviews was to help identify what types of activities were currently being offered as IGPs or that the interviewees would consider as appropriate activities to offer and their reasons for suggesting them. A final purpose of the interviews was to help determine whether best practices identified in the literature review were being followed by those organizations offering IGPs or if there were additional best practices currently being used in the field that had not yet been identified.

Interviews were conducted with recreation professionals and volunteers from municipal, regional and non-profit community recreation organizations within Greater Victoria. Eight interviews were conducted, and all interviews except one, which was held over Zoom, were conducted in person, onsite at the interviewee's recreation facility. Interviewees were selected from a range of recreation organization types, roles held within those organizations, and geographic regions within Greater Victoria which are outlined in Table 1. Each interview included an introduction to the research project, a description of the purpose of the interview, and then followed a set list of questions (see Appendix D).

Table 1

List of Interviewees from Municipal, Regional and Non-profit Recreation Organizations

No.	Name	Title	Organization	Type of Organization
1	Doug Bowen	Volunteer	Esquimalt Seniors Community Centre	Non-profit Association
2	Jason Gray	Coordinator - Arts, Culture & Community	Panorama Recreation	Regional District
3	Kerynne Adler	Recreation Program Coordinator	James Bay Community Centre	Non-profit Association
4	Kim Dixon	Executive Director	James Bay New Horizons	Non-profit Association
5	Lesley Cobus	Monterey Coordinator	Monterey Centre	Municipal Recreation

6	Steph Reid	Recreation Coordinator	Esquimalt Recreation	Municipal Recreation
7	Tracey Gibson	Executive Director	James Bay Community Centre	Non-profit Association
8	Von Bishop	Volunteer – Membership Liaison	Cordova Bay 55+ Association	Non-profit Association

Special Status Observations

As listed in Table 2, four special status observations were conducted to verify whether program elements identified in the literature review impacted program participation and promoted the building of connections between the generations. The program elements that were evaluated were whether the activity appeared to be interesting to the different generations, whether the level of facilitation was supportive and encouraged interaction between the generations, and whether the environment appeared appropriate for the activity and conducive for the different generations to interact with each other.

Table 2

List of Observations

Organization	Type of Organization	Program	Observation Date & Time
Cordova Bay 55+ Association	Non-profit Association	Pickleball	Feb 27 9:45-11:15am
Cordova Bay 55+ Association	Non-profit Association	Cooking	Feb 27 11:15am-12pm
Cordova Bay 55+ Association	Non-profit Association	Support a Reader	Feb 27 12:15-12:45pm
Panorama Recreation	Regional District	Generations in Clay - parent/grandparent/caregiver and child pottery class	Feb 10 6:00-8:00pm

The four IGP's observed included three programs offered by the Cordova Bay 55+ Association (CB55+) in partnership with Cordova Bay Elementary School including pickleball, cooking and the Support A Reader program plus the Generations in Clay program run by Panorama Recreation. Permission was granted to conduct these observations the Director of Instruction for Saanich School District 63 and by the Coordinator for Arts, Culture & Community for Panorama Recreation. An observation checklist was used to evaluate the programs for levels of activity interest, facilitation support, activity environment, and intergenerational connections (see Appendix E).

Additional Research

Out of the interviews and literature review a few additional documents emerged worthy of review to help answer the research question and develop recommendations for the JBCSC.

The CB55+ 2025 Annual General Meeting report (see Appendix F) that was shared by the organization's membership liaison provided an update on their IGP for their board and members. The report identified their IGP as a unique program within Saanich School District 63 further confirming that there were very few IGPs offered in Greater Victoria. The report stated that their IGP was recognized for "its innovation and breadth of offerings" on a provincial, national and even international scale and described three additional IGP activities offered by their organization that were not observed during the field research which included knitting, chess and photography.

The Wisdom and Wonder Program Overview document (see Appendix G) shared by the President of the Esquimalt Seniors Community Centre Society (ESCCS) provided a list of goals and objectives they had established for their new IGP which aligned with benefits found in the literature review including creating positive attitudes for youth towards older adults. The document also outlined several potential activities the organization considered as having potential to offer as IGPs in partnership with Macaulay Elementary School.

In addition, he provided the ESCCS draft 2024 Intergenerational Overview and Work Plan document (see Appendix H) which in addition to describing several of the benefits of IGPs, discussed the potential liability considerations of bringing people from different generations together. The concept of ensuring participant safety was mentioned by several interviewees, but the work plan provided a checklist of steps to take to safeguard the health and safety of IGP participants.

Another document recommended for review by the Recreation Coordinator for Esquimalt Parks and Recreation, was the City of Richmond's 2015-2020 Seniors Service Plan (*Seniors Service Plan: Active and Healthy Living 2015-2020*, n.d.). This document listed "Maintaining a focus of respect and inclusion that ensures accessibility and promotes intercultural and intergenerational interaction" (p.10) as one of the City of Richmond's Guiding Principles. The document suggested that at the time there was a demand for intergenerational programming and under this Service Plan Directions suggested that intergenerational programming be expanded in partnership with community associations.

During the literature review, a toolkit developed by Generations United for intergenerational program planners (*Connecting Generations, Strengthening Communities*, n.d.) was discovered. The toolkit is a large document containing extensive information on developing an IGP. The toolkit confirmed the research that there are many different types of IGPs and suggested five key elements to developing and sustaining a successful IGP. First, the roles of the IGP participants should be clearly defined and connected to the organization's own values or vision. This ties into some of the findings from the

interviews regarding the need to seek input from the community as to whether the community sees intergenerational programming as a priority and worthy of inclusion in an organization's strategic plan and initiatives like was done with the City of Richmond. Second, the IGP should be intentional in creating relationships between the different generations by encouraging interactions. This concept of planning meaningful interactions was supported in the literature review. Third, the IGP should provide opportunities for both generations to contribute something and receive something from the interactions. This was not a concept directly revealed in the literature review or research but was tied into the idea that for an IGP to be successful that both generations should be engaged in the activity. Fourth, the IGP participants should be recognized for their contributions to the program which encourages further participation and shows respect for their participation. This was a new idea not identified in either the literature review or the research. And fifth, the IGP should respond to address a community need which was identified through the research as necessary for a municipal recreation organization to consider development of an IGP.

In addition to identifying essential elements of successful IGPs, the toolkit discussed the importance of partnerships for developing these programs and confirmed reasons for developing these partnerships such as bringing together different generations, increasing capacity for development of an IGP, avoiding duplication by working together and being aware of the programs offered by other organizations, and increasing community involvement in development of an IGP.

And finally the Youth-Led Intergenerational Projects guide also developed by Generations United (*Youth-Led Intergenerational Projects*, n.d.) was reviewed. This document started by suggesting that youth start by putting together a team of individuals to work on the project, prepare the team for success by providing sensitivity training, develop a timeline, set goals and consider potential partners. All of these elements aligned with the finding from the literature review.

Potential or Perceived Conflicts of Interest

For this research, the only potential or perceived conflicts of interest that were identified were that the researcher's direct supervisor from Esquimalt Parks and Recreation, was included in the list of interviewees. To avoid any potential or perceived interpersonal relationship conflicts of interest, the interview was scheduled outside of the researcher's regular workday, IGPs were not listed as part of the researcher's work plan or area of responsibility, and the same interview question list was followed for all the interviews.

Research Findings and Analysis

Through the research, several results and key findings were identified which were important for answering the question of existing and potential challenges related to development and delivery of IGPs

by recreation organizations. In addition, the research identified how purposeful implementation of program elements is key to ensuring IGPs encourage participation and successfully build connections between different generations. The next section reveals the results and findings.

Key Findings

The main finding from the content analysis was that there were a very limited number of IGPs being offered in Greater Victoria. The results of the keyword searches (Appendix I) found that the keyword ‘intergenerational’ appeared only four times within the documents. The keywords ‘all ages’ appeared 17 times and ‘everyone welcome’ appeared 27 times, but these keywords were in reference to activities geared towards children and teenagers such as public skate and public swim events and not to all generations. The word ‘multi-generational’ did not appear at all within the documents. The results of the content analysis guided the design of the interview questions to pursue an understanding of why these beneficial programs were not being offered.

The purpose of observing several IGPs was to verify the participants’ level of interest in the activities, whether the level of facilitation impacted the interaction between the generations, and whether the physical environment was conducive for the participants to interact with each other. Four very different programs including pickleball, cooking, reading and pottery were observed with some varying results in these categories (see Appendix J).

A key finding from the observations was that for all the activities, whether sports, art, cooking or reading, both generations appeared engaged and focussed on the activities and showed signs of enjoyment such as smiling and laughing. The only signs of boredom or disinterest during the activities were while the youth were waiting for their turn to play pickleball. For all activities aside from pickleball, the participants from both generations were situated near each other and although hugging and holding hands, which can be a sign of relationships being built, were not observed, the older adults did pat the children and youth on the shoulders frequently. Plenty of eye contact between the generations was observed indicating a level of comfort and trust with each other.

The observations also showed that the level of facilitation from the program organizer was minimal for all four activities. Aside from the pottery class, the other three IGPs offered by the CB55+ had volunteer program facilitators who arranged the schedule, participants, and location for the activities, but then allowed the older adult volunteers to basically lead the activities. The program facilitators were available for support, but the older adult volunteers arranged the equipment and led the activities with the children. For the pottery class, the instructor provided instruction but then allowed the participants to decide on their project and then work on it with their partner with limited interruptions aside from the occasional bit of additional instruction.

Another key finding from the observations was that a variety of different facilities were used for the different activities including a pottery studio, kitchen, gym and school hallway. Most facilities had adequate space for the participants to move around, although the pottery studio space was quite tight and would be difficult for someone with mobility challenges to navigate. The noise level for each space was reasonable without much background noise aside from a fan in the school gym and the chatter of students waiting for their turn to play during pickleball. Aside from the pottery studio which was quite a visually stimulating space with various projects stored all around the room, the facilities contained very few distractions.

The interview results (see Appendix K) provided many key findings to help answer the research question. The first of these findings was that there were varying levels of knowledge and experience with IGPs among recreation organizations in Greater Victoria. Half of the interviewees had minimal knowledge of IGPs while the other half were currently running or planning IGPs for their organizations. When discussing the strategic, vision and values documents of the different organizations with the interviewees, only one organization, the newly established Esquimalt Seniors Community Centre Society (ESCCS) mentioned IGPs as a priority for their programming. The most active IGP identified was one delivered by the CB55+ which was a non-profit association run completely by older adult volunteers. The James Bay New Horizons (JBNH) seniors centre had successfully partnered with the University of Victoria (UVic) for many years to deliver an IGP that brought ESL students and older adults together on a regular basis. The interviewees from the municipal and regional recreation organizations had various levels of past knowledge and experience with IGPs but were not currently running these programs.

Through their own experiences with program development and implementation, interviewees validated several of the challenges of developing IGPs found in the literature review. These included finding funding for these programs including funding to cover the cost of transportation, determining a schedule that would work for both generations, allocating the time required to plan an IGP when staff are already busy with many competing priorities, determining how to promote an IGP and attract volunteers and participants, having a lack of knowledge about IGPs, and finding available facilities without interfering with current programming. In addition to confirming those challenges found in the literature review, the interviewees also identified meeting school district and recreation organization safety requirements such as criminal record checks and emergency procedures as another challenge. Also highlighted by interviewees from municipal and regional recreation organizations was that IGPs had not been included in community surveys and were not identified as a community priority and therefore were not included in their service plans.

The results from the interviews revealed that the representatives from the different organizations were aware of the benefits of bringing different generations together through IGPs. They identified

benefits found in the literature review including reducing stereotypes, promoting health and well-being, increasing community connections between generations, providing those without extended family in town an opportunity to interact with other generations, and building relationships between generations. According to the Executive Director for James Bay New Horizons, the ESL students from Japan who participated in James Bay New Horizon's IGP, showed a lot of positive emotions towards the seniors they worked with and considered them their "Canadian Grandparents"

The interview results also supported the findings from the literature review regarding what needs to be considered when developing activities that will work across different generations. These included considering of abilities of the different generations, targeting the activity to the ages being served, offering activities that will encourage interaction, and consulting with older adults, youth and teenagers on what activities would interest them and that they would enjoy. When considering the abilities of the different ages of participants, Dixon suggested that program planners need to avoid making assumptions about older adults' capabilities because several of the older adults who have participated in James Bay New Horizons' fitness programs were more skilled and had more endurance than the college students who participated in them as IGPs.

The interviewees suggested several different types of activities that could be offered as IGPs. They suggested that activities where participants work on a project together like cooking, baking, arts and crafts or gardening could work well because these activities provide opportunities for interaction plus an end product is created. A class on how to work with certain technology could work well as it would be interesting to older youth or teenagers because they would be able to contribute by sharing their knowledge on a topic with older adults. Quiet activities like reading together and story telling could work well for building connections and understanding between the generations. Depending on the abilities of the participants, offering fitness activities such as pickleball, table tennis, slow soccer and nature walks could be another way to bring the generations together. And finally, activities that fit with school curriculum could help encourage partnerships with the school districts because the activities will have more value to the teachers if they help them meet school curriculum requirements

The interview results supported the concept that training for staff and/or volunteers is an important part of developing and delivering an IGP. The literature review discussed the importance of providing staff with training to ensure successful implementation of an IGP so that participants and communities received the benefits these programs could provide. The interviewees supported this concept and suggested several areas of staff or volunteer training that would be beneficial when developing and delivering an IGP. One area of staff or volunteer training suggested through the interviews was facilitation training which would give activity leaders the knowledge and skills to encourage positive interactions between the participants. Another area of training suggested was behavioural training which would help

activity leaders be able to identify common behaviours within the different age groups and know how to support them. Accessibility training was also suggested which would help activity leaders adjust a program ensuring it is accessible to a range of participants. In addition, training in conflict resolution, first aid, food safety, emergency procedures, and equity, diversity and inclusion were discussed. The High Five Principles of Healthy Child Development program and the High Five Principles of Healthy Aging program were also suggested (High Five, n.d.). Finally, providing training or an orientation for older adult volunteers who would be participating in an IGP was also suggested.

The research identified variables that require consideration when determining the best schedule and location for an IGP. The literature review discussed the challenges of deciding on a location or facility and schedule that would work for delivering an IGP which the interviewees also identified including facility availability, activity leader (staff or volunteer) availability, ages of the participants and their availability. In addition, the interviewees discussed potential locations for an IGP which could include a senior's centre, senior's residence, recreation centre, school, gym, art studio, or park. They noted transportation as a potential barrier to participation and that walkability of the location for the different participants would be important. They also noted that the location could depend on the partner organizations, and which has the best location and facility availability schedule for activities

Finally, the research determined that partnerships are a key aspect for developing and delivering successful IGPs. The interviewees identified the need for establishing partnerships with other organizations when developing an IGP. They confirmed how beneficial it has been or would be to partner with other organizations to share knowledge and resources for delivering an IGP. The interviewees suggested potential organizations to partner with on IGPs including school districts or individual schools both elementary, middle and high schools, senior's centres or associations, senior's residences, social services, sports organizations, recreation organizations, sports organizations, youth organizations, cultural organizations, legions and Military Family Services.

Analysis of the Findings

The purpose of this research was to identify the challenges of developing IGPs and how these programs can be developed and delivered in a recreation setting as Intergenerational Recreation Programs (IGRPs) to encourage participation and build connections between generations. The literature review showed that IGPs provide many individual and community benefits, but also that there are several challenges to developing and delivering these programs. The following analysis will help determine meaning behind the results and what the JBCSC will need to consider and address when planning to develop and deliver an IGRP for their community.

The research showed that for most recreation organizations within Greater Victoria, offering IGPs was not a priority. The non-profit senior's centres were the only ones that offered IGPs through

partnerships with Cordova Bay Elementary and the University of Victoria. This shows that although IGP provide many benefits, there are challenges that need to be overcome for the JBCSC to develop and deliver their own IGRP.

Observations of the engagement and interest of the participants in the CB55+ IGPs supported the research from the literature review that these programs provided opportunities for building connections between different generations. In addition, the observations showed that minimal facilitator or instructor interference encouraged the older adults to play a larger role in planning and facilitating the IGPs themselves. Also, the use of various facilities showed the diversity in potential spaces that could be used for IGPs and that the appropriate facility should be selected for the activity to ensure all participants can engage fully and safely.

The interviewees confirmed the research from the literature review that developing IGRPs has many challenges that need to be overcome to be successful. Creativity, time, partnership building and research were identified as requirements for a recreation organization to successfully implement an IGRP. Identifying the challenges of developing intergenerational recreation programs is the first step in answering the research question because it lays the foundation for what an organization needs to consider to successfully develop and implement an IGRP. For the JBCSC this means being aware of the challenges that other organizations have encountered when developing IGRPs and identifying strategies for overcoming these challenges when developing and implementing their own IGRP.

When looking at how an organization can create recreation programs that build connections between different generations, designing IGRPs that are engaging and interesting to both generations will encourage these connections. When considering which facilities work well for IGRPs, the choice of activity plays a large role in this decision. And when looking at how to encourage participation, involving older adult volunteers in the planning and facilitation of IGRPs has proven to be successful. These findings showed that it will be important for the JBCSC to consider the interests of the different age groups, seek their input when planning an IGRP, involve older adult volunteers in development of the program, and consider the needs of the participants and the activities when deciding on facilities to use.

The research showed that the interviewees had varying levels of knowledge and experience with IGPs, but that they understood many of the benefits that bringing generations together could provide even if they did not have experience offering IGPs themselves. This is important for recreation organizations to understand when developing an IGRP because promoting the program's benefits will be important for attracting partners, volunteers, and participants. One of the initial steps for the new Wisdom and Wonder IGP developed by the ESCCS was promoting the program concept to their members and seeking feedback during the development stages of the program (See Appendix L). For the JBCSC, building the

community's awareness of the benefits of bringing different generations together will be important when developing and promoting their new IGRP and will help encourage participation.

The research indicated that if a recreation organization decides to develop an IGRP, they need to be prepared to provide their staff and volunteers with training that will support them in delivering a successful program. When looking at how the JBCSC can create recreation programs that encourage participation, providing staff and volunteers with training on how to create a safe, accessible, and inclusive environment where participants feel welcome will play a key part in encouraging participation. When determining how the JBCSC can create recreation programs that build connections between generations, providing staff and volunteers with training on how to encourage interactions between participants and how to recognize the different needs and behaviours of the participating age groups will help them create an environment that is conducive to building connections between the generations. For the JBCSC this means while developing their IGRP, planning for the training of staff and volunteers in areas such as facilitation, safety, equity, diversity and inclusion, and behaviour management should be included in their overall plan in order to promote successful implementation. In addition, the JBCSC should reach out to organization like James Bay New Horizons who already have experience offering IGP's and seek their advice on developing their own IGRP.

The research revealed that there are many activities, both active and quiet, that have potential to be offered by a recreation organization as an IGRP. Recreation organizations often have various sizes of multi-purpose rooms that could be utilized for these programs and already have connections established with members of different ages within their community. In the initial planning stages of an IGRP, the recreation organization should reach out to the community for feedback on what they would like to see offered, keeping in mind that some activities encourage interaction more than others. When looking at how the JBCSC can create recreation programs that build connections between generations, the choice of generations to bring together for an IGRP will play a large role in building those connections. In addition, choosing activities that encourage a high level of interaction between participants will help build connections between the generations. When considering how the JBCSC can create recreation programs that encourage participation, offering activities that are interesting and engaging will be a key to attracting participants and therefore seeking community feedback would help determine which activities spark interest in the potential participants.

Both the primary research and literature review identified scheduling and finding a facility as common challenges for IGP's. Weekdays during the school day could be challenging to offer an IGRP as children are in school, unless the school and community centre are in close proximity to one and other like the CB55+ and Cordova Bay Elementary who share the same building. Weekends and evenings could provide an opportunity for recreation organizations to bring the generations together as long as the IGRP

had high value enough to compete with people's busy evening and weekend schedules. When looking at how the JBCBC could encourage participation in an IGRP, finding an optimal schedule and convenient location for these programs is important for encouraging participation. For the JBCSC this means developing a partnership with the James Bay Elementary School, which shares the same building as the JBCSC, to offer an IGRP during the school day would provide a convenient location and optimal schedule that would encourage participation. The school already has programs where students use the JBCSC's café area during the school day for fun lunches. This could be expanded to using that space for an IGRP involving some of the older adults who already participate in the JBCSC's Seniors Meal Program. Alternatively, the JBCSC could also look at offering a weekend IGRP when their facilities have more availability and when they could reach older youth and teenagers to participate in a program.

Partnerships were identified through the research as highly important when developing and delivering an IGP. Partnering with other organizations would provide an opportunity to share resources and knowledge and create a well rounded IGRP plan that takes into consideration the various needs, priorities and interests of community members. When looking at how the JBCSC can create recreation programs that encourage participation, building partnerships with organizations to develop and deliver an IGRP together will ensure that the interests of the different potential participants are considered and included in the program design which will encourage them to participate. For the JBCSC this could mean forming a committee to bring together knowledge and expertise from various community organizations within James Bay would be beneficial for development and delivery of an IGRP.

Best Practices

This following section briefly describes three of the best practices researchers have identified for creating successful IGPs. These include (1) identifying the needs and expectations of the participants; (2) providing training for staff; and (3) building partnerships with other organizations to develop IGPs.

One of the first steps when creating an IGP is to determine the needs and abilities of the different generations that will be participating. This includes determining activities that would be of interest to the different participating age groups and understanding their physical and cognitive capabilities to participate (Kirsnan et al., 2023). One way to ensure an IGP includes activities that are suitable and of interest to the participants is to involve the participants directly in the decision-making which can include them offering input into potential activities or permitting participants to choose from a variety of activities during an IGP (Jarrott et al., 2019). An example of this best practice in action was how the CB55+ determined the IGPs they offer. The organization is completely volunteer run and according to their membership liaison, the activities they chose to offer were member driven. This means the older adults provided feedback on the IGPs they offered which ensured they were interesting and engaging for the volunteers who participated. The reason this best practice is important is because it shows the importance

of soliciting input from participants during the planning stages of an IGP. This could include gathering input from both the older adults and the children. When a recreation professional is developing a recreation IGP for their community they should follow this best practice to ensure they are respecting the needs, abilities, and interests of their program participants.

Another important best practice for developing IGPs is to ensure that the staff who are planning and delivering the program have adequate training. Development of an IGP may benefit by having one person responsible for designing the program, bringing together the expertise from different age-group specialists, and making adaptations to the program based on feedback from participants (Hayes, 2003). By working together, the age-group specialists can share their perspectives on what will work or not work for their age-group when planning IGP recreational activities (Jarrott et al., 2019). Although the CB55+ is volunteer run, they still provided training for their Support A Reader volunteers who participated in this IGP. This ensured that the volunteers understood their role and encouraged participation and success for the program. This best practice is important for the recreation professional because it shows how important it is to bring together staff members with diverse expertise to help promote a successful experience and positive outcomes for the program participants. No one person should think that they must figure it all out on their own when they can work as a team to design an IGP that will consider the needs and abilities of all participants.

And the third best practice for developing IGPs is to build partnerships with other organizations to share knowledge and resources. As the location of services and activities for different generations can vary, looking outside one's own organization for potential partnerships can provide a way to connect organizations together and benefit from their knowledge and expertise (Bailey Yoelin, 2024). An example of this best practice in action was how the Esquimalt Seniors Community Centre was partnering with McCaulay Elementary to develop an IGP. In addition, the organization had reached out to James Bay New Horizons to learn from their experiences with IGPs. This best practice is important for the recreation professional because it provides an opportunity to work together with organizations outside the field of recreation to help ensure an IGP has a higher likelihood of producing the positive benefits discussed at the beginning of this paper.

Recommendations

The following recommendations are based on the research findings and provide suggestions for how the JBCSC can develop and deliver a successful IGRP for their community that encourages participation and builds connections between generations.

1. The research demonstrated the importance of being intentional and purposeful when developing an IGRP. Therefore, it is recommended that to support the development of an IGRP, the James

Bay Community School Society which runs the JBCSC should add intergenerational programming as a strategic priority which aligns with their mission of building community connections. The justification for this recommendation is based on the finding that when organizations include intergenerational programming as a strategic priority or action item, that those organizations are successful in delivering those programs, whereas when this is not included, organizations tend to not include intergenerational programming in their operations.

2. The research revealed the importance of forming partnerships when developing an IGRP. Therefore, it is recommended that the JBCSC strike a steering committee and invite local organizations to partner with them on developing and delivering an IGRP to their community. Potential partners include the James Bay Project, James Bay New Horizons, James Bay Elementary School, Central Middle School, Victoria Secondary School, Parent Advisory Committees, University of Victoria, Camosun College and local sports organizations, senior's residences, youth organizations and social services. It is recommended that representatives from these organizations be invited to participate on a steering committee to share their knowledge and resources to help develop a plan, draft a budget and implement an IGRP. In addition, active community members could also be invited to sit on the committee. The reason for this recommendation is based on the observed success of the IGP offered by the CB55+ in partnership with Cordova Bay Elementary and of the potential success of the IGP in development by the ESCCS which has successfully struck a steering committee including representatives from a number of local organizations working together to implement an IGP for their community in Esquimalt.
3. The research identified the importance of training staff and volunteers to ensure an IGRP is inclusive, accessible and safe for all participants. Therefore, it is recommended that the JBCSC develop a training plan for staff and volunteers who will be involved in developing and delivering the IGRP. Areas identified in the research that should be included in the plan include training in facilitation, behaviour management, first aid, and equity, diversity and inclusion. The High Five Principles of Healthy Child Development and Healthy Aging certifications were also recommended for those working in a program that brings together participants from different generations. The justification for this recommendation is based on the results of the literature review and interviews which both highlighted the importance of training and education for staff and volunteers to ensure IGRP participants have positive experiences.

4. Funding was identified in the research as a challenge when developing and delivering an IGP. Although no potential funding sources were specifically identified through the research, a few recommendations in this area were identified. Therefore, the first recommendation for the JBCSC to fund an IGRP is to include intergenerational programming as a strategic priority (as recommended above) which could enable the organization to allocate some of its operational funding towards supporting this strategic priority. A second recommendation is for the JBCSC to seek alternative sources of funding through community, municipal and provincial grants. And a final recommendation is to be deliberate in encouraging a high degree of the facilitation of the IGRP be conducted by volunteers rather than relying on staff who may not have the time or resources to support the program. The proven benefits of IGPs and their importance for building community connections while understanding that there could be low cost recovery for these programs justifies looking at various ways to support IGRPs by reallocating operational funds, seeking alternative funding and encouraging volunteerism as a key aspect of delivering these programs.
5. The observations showed how important older adult volunteers can be for facilitating IGPs and how once established there is potential for an IGP to be delivered completely by volunteers. Therefore, it is recommended that the JBCSC develop a volunteer management plan to recruit and train volunteers to support development and delivery of their IGRP. The success of the CB55+ IGP which is run completely by dedicated volunteers provides inspiration and support for this recommendation.
6. The research showed that IGPs can provide significant benefits to individuals and communities including improving a person's sense of purpose, well-being and self-worth, increasing empathy and reducing ageist stereotypes, and increasing feelings of community connectedness. Therefore, it is recommended that the JBCSC promote the benefits that bringing generations together can provide when advertising, pursuing partnerships and recruiting volunteers for their IGRP. The reasoning behind this recommendation is that promotion of the benefits will help encourage participation and support development and delivery of the program.

Conclusion

The research shows that IGPs provide many benefits to individuals and communities. This paper considered the concept of offering these programs through recreation organizations and provided recommendations that would help the JBCSC create a successful IGRP that would encourage

participation and build connections between generations. This paper began with a literature review of the benefits of IGPs and the challenges of developing and delivering these programs. The primary research included a content analysis, interviews, and special status observations to determine the frequency of IGPs in Greater Victoria, to discuss and identify the challenges of developing these programs and recommendations for how to overcome these challenges and to observe the benefits of these programs in action. Finally, the paper provided recommendations for how the JBCSC could implement a successful IGRP for their community.

There research showed that there are many benefits that IGPs provided individuals and communities which is why these programs are important for recreation organizations to consider offering their communities. Before embarking on implementation of an IGRP, the research revealed that that were several challenges to developing IGPs that need to be addressed in order to provide a program that will build connections between generations and provide positive experiences for the participants. These challenges included institutional capacity challenges such as securing funding, providing adequate training for staff and volunteers, and finding a suitable location for offering an IGP and programmatic challenges such as finding an optimal schedule, ensuring activities were developmentally appropriate for the different age groups, and finding activities that were interesting and engaging for all participants.

Although challenges were identified through the research, the results also showed that although not many organizations in Greater Victoria were offering IGPs that the benefits of these programs were understood by the recreation professionals and volunteers who were interviewed. The research also revealed that the CB55+ was offering a highly successful IGP in partnership with Cordova Bay Elementary School that engaged their students in pickleball, cooking and reading and was run exclusively by dedicated volunteers. In addition, the ESCCS, which was also run exclusively by volunteers, was gaining momentum with the development of a new IGP for their community by building partnerships, promoting the benefits of the program, and inviting members to participate in development of the program. The success of these two organizations provided validation for several of the recommendations put forward in this paper.

Through the research several recommendations for the JBCSC were identified that would help the organization successfully develop and deliver an IGRP to their community that would encourage participation and build connections between generations. These recommendations included adding intergenerational programming as a strategic priority, striking a steering committee and inviting other organizations to be partners in development of the program, providing training to staff and volunteers to ensure the program was inclusive, accessible and safe for all participants, looking at funding options including allocating some JBCSC operational funds towards the program, pursuing grant opportunities and reducing costs by engaging volunteers in the program's planning and facilitation, developing a

volunteer management plan to recruit volunteers to participate and facilitate the program, and promoting the benefits of bringing different generations together through recreation to encourage participation and support implementation of the program.

Overall, the research showed the benefits of bringing different generations together through recreation and helped identify several ways for the JBCSC to overcome common challenges of developing these programs to purposefully and successfully implement an IGRP for their community that will encourage participation and build connections between generations.

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Appendices

Appendix A: Saanich School District 63 Forms**Request for Research Form and**

	REQUEST FOR RESEARCH
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1. Title of Research Project: The Challenges of Developing Intergenerational Programs (IGPs) and Recommendations for Recreation Organizations to Create Programs that Encourage Participation and Build Generational Connections
2. Brief description of research project: This research project will look at the challenges and best practices of developing IGPs, will review what is currently being offered for IGPs by recreation organizations in Victoria and will collect data through observations of programs in action and interviews with organization representatives. Please see attached info outlining observation plan and checklist.
Institution: Langara College Program: Bachelor of Recreation Management.
3. Your project involves (check one or more boxes):

☒ Students – Grade levels <u> K-5 </u>	☐ Principal
☐ Teachers	☐ Trustees
☐ School District Staff	☐ Parents
☒ Other: Cordova Bay 55+ Association Members _____	
4. Involvement in your project by School District 63 employees, students and parents is optional:

☒ Yes ☐ No

 Please indicate level of involvement required: _____
5. The timeline of your actual involvement in our School District:
From: February 27, 2025 to February 27, 2025
6. Approximate date that School District 63 may look forward to receiving the results of your project:
 April 10, 2025
7. University Human Subjects Approval Form attached:

☐ Yes ☒ No Expected date of completion: N/A
8. Please submit a copy of the entire package (including this cover sheet as the first page) to:

Roisin Magill
 Office of the Director of Instruction
 School District 63 (Saanich)
 2125 Keating Cross Road
 Saanichton, BC V8M 2A5
 Email: rmagill@saanichschools.ca T: 250 652 7322

_____ Name (PLEASE PRINT)	_____ Signature
_____ Address including postal code	
_____ Phone Number	
_____ Email address	_____ Date

Letter of Approval for Special Status Observations



SCHOOL DISTRICT 63 (SAANICH)

2125 Keating Cross Road, Saanichton, BC Canada V8M 2A5
Phone: (250) 652-7300 Fax: (250) 652-6421 www.sd63.bc.ca

February 20, 2025

Jodi Appleton
2226 Windsor Road
Victoria BC V8S 3C9
Canada

Dear Ms. Appleton,

I am pleased to confirm that your request for research proposal entitled "The challenges of Developing Intergenerational Programs (IGPs) and Recommendations for Recreation Organizations to Create Programs that Encourage Participation and Build Generational Connections" in School District 63 (Saanich) has been approved, subject to the following conditions:

1. You may observe only. You are not permitted to interact or be alone with students; an adult must be present at all times;
2. Completion of all research protocols from the sponsoring institution, including ethics review approval;
3. Benefit to professional staff related to their practice;
4. Benefit to students further to the outcomes of the research study;
5. Positive or neutral effect on the learning environment, with minimal impact on instructional time;
6. That participation be on a voluntary basis;
7. That the identity of all participants be kept confidential; and,
8. That the results of the research project be shared with School District 63 by way of written report and possible presentation.

Best of luck with your research.

Sincerely,

A handwritten signature in black ink, appearing to read "C. Hunter".

Carly Hunter
Director of Instruction – Learning & Innovation
Learning Services

Appendix B: Content Analysis List
Websites and Webpages Accessed in February 2025

Organization	Guide Reviewed	Webpage/Website
City of Victoria	Program Guide (Online) & Aquatics Drop-in	https://www.victoria.ca/parks-recreation/recreation/program-guide
Cook Street Village Activity Centre	Fall Program Guide September - December	https://storage.googleapis.com/production-constantcontact-v1-0-4/674/956674/w8uMC76P/06c74958f322448584e55ee23abaff7c?fileName=Fall%20Program%20Guide_compressed%20(1).pdf
Cordova Bay 55+ Association	Activity Calendar	https://cordovabay55plus.org/activities-events/
CRD	Panorama Recreation Winter 2025	https://issuu.com/panoramarec/docs/winter_2025_brochure_final_visual_proof?fr=sNDJlZDYyODUyMTA
Esquimalt Parks & Recreation	Winter Spring 2025: Esquimalt Program & Event Guide	https://issuu.com/esquimaltrecreation/docs/esq-guide_winter_25-final
Fairfield Gonzales Community Association		https://fairfieldcommunity.ca/
Fernwood Neighbourhood Resource Group	Fernwood Neighbourhood House Fall Programs	https://fernwoodnrg.ca/neighbourhood/fernwood-community-centre/recreation/
James Bay Community Centre	2025 Winter Program & Activity Guide	https://www.jamesbaycentre.ca/leisure-recreation-programs/
James Bay New Horizons	Fall Program Schedule, February Calendar	http://www.jamesbaynewhorizons.ca/
Monterey Recreation Centre Club Calendar	Monterey Winter Club Schedule	https://www.oakbay.ca/sites/default/files/Winter-Club-Schedule%28UpdatedJan18%29.pdf
Oak Bay Parks, Recreation & Culture	Winter Active Living Guide 2025	https://issuu.com/oakbayparksrecreationculture/docs/alg_winter_2025_final-online
Quadra Village Community Centre	QVCC Calendar	https://www.qvcc.ca/
Saanich Parks, Recreation & Community Services	Winter/Spring Activity Guide 2025	http://viewer.zmags.com/publication/15224967#/15224967/1
Victoria West Community Association	Programs (online)	https://www.victoriawest.ca/
West Shore Parks & Recreation	Activity Guide January to April	https://www.wspr.ca/programs-registration/activity-guide

Appendix C: Content Analysis Checklist

[illegible]

Appendix D: Interview Questions

Langara College RECR 4400 Applied Major Project

Research Question: What are the challenges of developing intergenerational programs and how can the James Bay Community School Centre create intergenerational recreation programs that encourage participation and build connections between generations?

General Objective: To establish whether there are any intergenerational programs being offered in Greater Victoria, what the challenges are of developing these programs and what activities have been offered as intergenerational programs.

Name:	Date:	Time:
Title:	Organization:	
Interview Method:		

Introduction:

My name is Jodi Appleton, and I am a student in the Langara College Bachelor of Recreation Management Program. I am in the final semester of the program and our final course is an Applied Major Project (RECR4400).

For my research project I have decided to look at intergenerational recreation programs - the challenges of developing them and best practices for creating successful intergenerational recreation programs that encourage participation.

I have requested this interview to discuss whether your organization is currently or has in the past offered intergenerational recreation programs. I will use this information to:

- Help establish what the level of intergenerational recreation programs are being offered in Greater Victoria
- What some of the challenges of developing these programs might be
- What activities have commonly been offered as intergenerational recreation activities
- Confirm best practices found in my literature review on this topic

When referring to intergenerational recreation programs, my research will be analyzing recreation programs that purposefully bring people from different generations, who are not in familial relationships, together for ongoing, meaningful social interactions and the sharing of knowledge and skills. This means that for the purposes of this study, parent and tot/child programs and single one-day events are not considered intergenerational recreation programs.

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No.	Purpose of question	Question	Response
1	Background knowledge and experience with IGRPs	Please tell me a bit about your role with your organization and if you have any experience with developing and/or delivering intergenerational recreation programs.	
2	<u>Currently offer:</u> Prove or disprove theory that there is a lack of IGRPs in Greater Victoria. <u>Purpose:</u> Are benefits identified as a motivator? <u>Activity:</u> Identify common activities offered among organizations <u>Program length:</u> IGRP defined as ongoing so does this qualify? <u>Attendance:</u> Shows program success level <u>Not offered:</u> Do reasons match challenges from Lit Review?	Does your organization currently offer intergenerational recreation programs? If yes, what is the purpose of offering them and what programs do you offer (type of activity, ongoing or one-off event)? How well attended are the programs? If no, what are the reasons you don't offer them?	

2

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3	<u>Past offering:</u> Prove or disprove theory that there is a lack of IGRPs in Greater Victoria. <u>Purpose:</u> Are benefits identified as a motivator? <u>Activity:</u> Identify common activities offered among organizations <u>Program length:</u> IGRP defined as ongoing so does this qualify? <u>Attendance:</u> Shows program success level <u>Not offered:</u> Do reasons match challenges from Lit Review?	Has your organization offered intergenerational recreation programs in the past? If yes, what was the purpose of offering them and what programs did you offer (type of activity, ongoing or one-off event)? How well attended were the programs? If no, why not?	
4	<u>Activity:</u> Identify common activities offered among organizations <u>Schedule:</u> Confirm or deny this as a challenge of IGRP design <u>Location:</u> Confirm or deny this as a challenge of IGRP design <u>Program Creation:</u> Looking for correlation to best practices: (1) participants included in program design, (2) staff collaboration, or (3) external partnerships	How does your organization determine the types of activities you will offer your community and the schedule and location for these activities?	

3

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5	Additional background knowledge and experience with IGRP development	Where would I be able to find in your policies, or strategic documents, or vision or mission or values statements, reference to intergenerational recreation programs? Are these documents available to the public? Would I be able to have access to these documents?	
6	<u>Assessing public need:</u> Looking for correlation to best practice of including participants in program design	How does your organization determine the types of recreation programs people in your community are looking for? Examples: market research, surveys, program evaluations	
7	<u>Activity:</u> Identify patterns of activities offered among organizations	If you are currently offering an IGRP, what activities do you offer and why? OR If you were to offer an IGRP, what activities would you offer and why?	

4

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8	<u>Schedule</u>: Confirm or deny this as a challenge of IGRP design - do they have or see a time that would work?	If you are currently offering an IGRP, what time of day do you schedule your activities? OR If you were to offer an IGRP, what time of day would you schedule it for and why?	
9	<u>Location</u>: Confirm or deny this as a challenge of IGRP design. Also see whether they consider the type of room to match best practices.	If you are currently offering an IGRP, what location/facility do you use and why? OR If you were to offer an IGRP, what location/facility would you use and why?	
10	<u>Staff Training</u>: Looking for correlation to best practices of providing training or to challenges of providing training	If you are currently offering an IGRP, what training do you provide staff? OR If you were to offer an IGRP, what training would you provide staff and why?	

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11	<u>Partnerships</u>: Looking for correlation to best practice of partnering with other organizations	If you are currently offering an IGRP, what external organizations do you partner with and why? OR If you were to offer an IGRP, what external organizations would you partner with and why?	
12	Open ended section	Additional comments	

Final question - would you like to receive a copy of my research paper when it is completed in April?

6

Appendix E: Observation Checklist

Langara College RECR 4400 Applied Major Project

Observation Sheet

Organization:	Date:	Time:
Location:	Program:	

General Program Information

Number of participants	
Program description	
Familial or Nonfamilial Participants	
Schedule of activity	

Observation ChecklistInterest in Activity

No.	Indicators	Yes	No	Observations
1	Actively engaged and focused on the activity or project			
2	Not engaged or focussed on the activity or project			
3	Cooperating with partner			
4	Not cooperating with partner			

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Facilitation

No.	Indicators	Yes	No	Observations
1	Leader gives instructions and then lets participants work on activity without interruption			
2	Leader gives instructions and then oversees participants and frequently interrupts with additional instructions			
3	Leader lets participants try to solve problems on their own			
4	Leader solves problems for participants even when not asked			
5	Leader is open to participants taking projects in different directions			
6	Leader is strict about participants adhering to the project process and end product			
7	Leader talks less than participants			
8	Leader talks more than the participants			

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Environment

No.	Indicators	Yes	No	Observations
1	Participants can easily move around the space			
2	The space is tight and difficult to move around in			
3	Participants can sit close to each other			
4	The room layout restricts how closely participants can sit together			
5	Low noise level			
6	Noisy			
7	Lack of distractions			
8	Several distractions			

Langara College RECR 4400 Applied Major Project

Evidence of Connection between Generations

No.	Indicators	Yes	No	Observations
1	Smiles or laughter			
2	Bored expressions, yawning			
3	Conversation between participants			
4	Lack of conversation between participants			
5	Physical closeness and/or touching (hugs, pats, holding hands)			
6	Keeping physical distance from each other			
7	Eye contact			
8	Lack of eye contact			

Appendix F: Cordova Bay 55+ Association Intergenerational Report

Cordova Bay 55+ Association Reports to the Annual General Meeting- March 18, 2025

Committee or Area of Interest: Intergenerational
Report prepared by: Wilf Sigurdson

The Intergenerational Program has been running for many years but was cancelled during the pandemic. It restarted in the fall of 2022 with some changes.

Each of the following programs has a coordinator who liaises with the School and teachers.

As far as we are aware, this is a unique program in SD 63 and beyond and it has received provincial, national and international acclaim for its innovation and breadth of offerings. It is a model that other districts may wish to follow. It is one of the goals of CB 55+ to build on the program and look for more ways in which to have members interact with the children.

Games And Crafts - Pat Ball

This program takes place from 11:15-11:50, three days a week, in the fall and in the spring. It is a six-week program: this fall it ran from October 9 until November 15, and in the spring the program will run in March and April.

On Wednesdays six volunteers teach knitting to grade 4 and 5 children. The same ten children return each week and manage to complete a small project of some sort.

On Fridays six volunteers work with up to 12 children per session playing board games and building with Lego. Some children return each week, with up to 30 children being involved on Fridays.

Cooking Program – Pat Ball

On Thursdays three volunteers offer a cooking program with groups of eight children (48 children are usually involved over several weeks). The program has children prepare nutritious snacks and learn about healthy foods.

In Games and Crafts and Cooking there are fifteen volunteers who work with up to 82 students.

Support A Reader- Von Bishop

The Support a Reader program is doing very well this year, with teachers from 11 of the 15 classes in the school asking for volunteers. There are 11 volunteers working each week with a classroom and 4 volunteers for vacation/sickness fill in. The program runs from October to June.

Volunteers sit and listen to students reading and offer encouragement and support. They read for 30 minutes, with just one student in the higher grades and with two for fifteen minutes each in the lower grades. Some teachers send out the same students each week while others send different ones.

Pickleball Program- Edward Fong

The 2024 session was from February 8th to March 14 (every Thursday for 6 weeks).

Each Thursday there were 4 classes of 35 minutes as follows.

- 1) 8:50 am to 9:25 am.
- 2) 9:25 am to 10:00 am
- 3) 10:00 am to 10:35 am
- 4) 10:35 am to 11:10 am

On average each class has approximately 23 students bringing in a total of 92 students. At least 7 volunteers were involved per session with a total of 12 volunteers to draw from. This program will be offered again this Spring, 2025.

Last year the members put on a workshop for the teachers at their request which was well-received.

Chess Program - Edward Fong

This program is run by a teacher during the lunch period every Wednesday from January to May. It is strictly a drop-in chess club with an average participation of between 12 and 18 students. There is no structure or educational component.

There are 2 volunteers from CB 55+ who assist with the program and provide general guidance on chess when asked by students.

Photography

The photography program has not been offered for a few years, but the hope is to renew it in the future.

This was a very successful program involving lessons on photography with the opportunity for students to upload their photos onto the computer and use software to make changes or enhancements. The program included at least two field trips.

The photography program resulted in the very successful MAIR project (Multimedia Approach to Intergenerational Relations) done several years ago which culminated into a two-day exhibition of art, poetry and stories by the children (Evaluation Report available upon request).

Other Interactions with the School

- From time to time the students perform for our members, such as singing at Christmas time.
- Several activities have been held in conjunction with the School over the years such as Remembrance Day events and Canada Day.
- At the annual Robbie Burns' Lunch, the piper entertains the students in the playground and answers questions on Burns and the bagpipes.
- Members have taught the children playground games.
- Students have led chair exercises with members on Tuesday mornings after receiving some instruction from one of our members.
- Members have worked with students making bracelets and raising money for the "Grandmothers in Africa", a program which funds children left orphaned by AIDs and being raised by Grandparents.
- In the past The Association has donated over \$1,200 each Christmas to be distributed by the School to needy families in the area to help them celebrate the Festive Season.

Appendix G: ESCCS Intergenerational Program Planning Documents



ESQUIMALT MEMORIAL HALL @ GMAIL . COM
ESQUIMALT SENIORS COMMUNITY CENTRE
 Memorial Hall 1379 Esquimalt Road Victoria, BC V9A 3R4

WISDOM AND WONDER : AN INTERGENERATIONAL PROGRAM

OVERVIEW

Many children and youth attending School District #61 do not have easy interaction or contact with their natural grandparents or older family members as a result of their parents moving or being posted to the Canadian Pacific Naval Base in Esquimalt. Some reports suggest over 50% of these students have left behind grandparents, aunts and uncles and are now being cared for by a single parent because, either their mother or father is on deployment serving Canada and our interests throughout the world or they are living far away from their family support system.

In addition, seniors have expressed apprehension about crossing paths with today's youth when in the community. A feeling of disconnection and sense of belonging needing to be developed.

It is essential for us to remember that intergenerational family relationships and friendships are fundamental and essential to a child's emotional health and wellbeing.

Therefore the Macaulay Elementary School in partnership with the Esquimalt Seniors Community Centre Society is developing an intergenerational program that brings children, seniors and community together through:

“Wisdom and Wonder”

The philosophy of the Esquimalt Seniors Community Centre Society, in partnership with Macaulay Elementary School District #61, is to build stronger communities through the facilitation of future intergenerational social and interactive connections.

Studies and literature tell us that Intergenerational programs which connect different generations to share fun and activities fosters emotional health, wellbeing and social growth, at the same time provide educational benefits for our youth such as inclusion, acceptance and self esteem.

In addition, the following SD61 First Peoples Principles of learning are central to the development of this program:

- Learning ultimately supports the well being of the self, the family, the community, the land, the spirits and the ancestors



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 Memorial Hall 1379 Esquimalt Road Victoria, BC V9A 3R4

- Learning is holistic, reflexive, reflective, experiential and relational (focused on connectedness, on reciprocal relationships, and a sense of place)
- Learning involves generational roles and responsibilities
- Learning is embedded in memory, history and story
- Learning involves patience and time

It is our hope that through our **Wisdom and Wonder** program we will create these opportunities which in turn will enhance our sense of community for our youth and reduce feelings of apprehension, loneliness and isolation with our Seniors.

GOALS AND OBJECTIVES

Our Goals and Objectives are summarized as follows:

- ❖ Promote volunteerism among seniors and other generations;
- ❖ Engage seniors in the community through mentoring of others;
- ❖ Expand connections between Seniors and initially elementary students through social interactions which promotes well being, improved emotional health, self esteem and enhances the ability to participate fully in society

For school-aged students benefits are likewise many and include develop, retain and promote:

- ❖ Positive, respectful attitudes toward older adults
- ❖ Improved school attendance
- ❖ Connections with elderly
- ❖ Exploration of career pathways involving older adults
- ❖ Intergenerational learning and acceptance
- ❖ Improved social skills
- ❖ Learning a skill/hobby
- ❖

Activities to be considered

We have and will share a variety of ideas and concepts about life, school, and history.

- Storytelling (a senior to a small group of children – early years)
- Growing up [a senior shares what it was like when and where they grew up]
- All together children sing a song and help seniors to join in
- Seniors sharing their craft abilities/knowledge with youth (crochet, knitting, etc)
- Intergenerational walking groups (in a school or community centre)
- Intergenerational games (school to provide ideas that fit with the children's curriculum)
- School level:



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- Bulletin boards highlighting seniors (with different focuses)
- literacy focused picture books focused on seniors- to use in classroom mini-lessons
- Provide a safe space for activities:
 - Show and tell- your senior
 - story reading
 - literacy games
 - numeracy games
 - crafts
 - interviews
- Senior recognized by youth (award)
- Macaulay presentations- invite and set aside seating for seniors to attend
- Youth as friendly connectors to Seniors (call or contact made once each month)
- Community event (organized by Seniors for youth, organized by youth for Seniors,
- Provide/make food: snacks and treats

Beyond providing safe physical space for programming when working together our respective organizations will be mindful to discuss and ensure expectations related to health and safety are addressed before engaging the students. This includes appropriate social or interactive policy, liability insurance and other critical components relative to safety and wellbeing for all participants.

It is important we discuss and inform one another regarding our organizations respective policies, safety concerns and values. In addition we need to put in place safety steps to be taken or followed should a medical emergency arise.....For example: A Senior or a child has an accident and may need medical attention!

COORDINATION AND COLLABORATION

The Esquimalt Seniors Community Centre Society and Macaulay Elementary School, in partnership, is committed to supporting seniors, youth and community to form healthy and lasting memories which promote the value and significance of bringing different generations together.

Our “Wisdom and Wonder” Intergenerational program will call on us to work together to pool our talented volunteers, community partners, staff, students and other involved & helpful participants.



Appendix H: ESCCS Intergenerational Overview and Work Plan**ESQUIMALT SENIORS COMMUNITY CENTRE
SOCIETY****INTERGENERATIONAL OVERVIEW AND WORK PLAN**

Draft October 16, 2024

OVERVIEW

Intergenerational relationships, family and linkages are often overlooked, but they are an important component and essential for healthy communities.

Many children residing in Esquimalt do not have contact with their natural grandparents or older family members and at the same time intergenerational connections can be extremely beneficial for older adults.

The philosophy of the Esquimalt Seniors Community Centre Society, in partnership with Macaulay Elementary School District #61, is to help build stronger communities through the facilitation of future intergenerational social and interactive connections.

In partnership the Esquimalt Seniors Community Centre Society and the Macaulay Elementary School [SD#61] will develop & provide an intergenerational program that brings our children, seniors and community together through a program called “Wisdom and Wonder” .

Projects, studies and literature tell us that Intergenerational programs, that are designed to create opportunities for different generations to connect and better understand each other, create meaningful relationships, foster emotional and social growth, and provide a range of educational benefits for our youth while promoting community goals of inclusion, acceptance and reconciliation. It is our hope that our Wisdom and Wonder program can create opportunities for older and younger generations to connect and help improve participants’ self-esteem and reduce seniors’ feelings of loneliness and isolation.

The Esquimalt Seniors Community Centre Society and Macaulay Elementary School, in partnership, is committed to supporting seniors, youth and the community to form better relationships which promote the importance of bringing different generations together.

We are inviting you to join us as we develop and implement a variety of activities through our “Wisdom and Wonder” Intergenerational program.

GOALS AND OBJECTIVES

Our Goals and Objectives are summarized as follows:

- ❖ Promote volunteerism among seniors and other generations;
- ❖ Engage seniors in the community through mentoring of others;
- ❖ Expand Seniors and initially elementary students through social interactions which promotes well being, improved emotional health, self esteem and enhances the ability to participate fully in society

For school-aged students benefits are likewise many and include develop, retain and promote:

- ❖ Positive, respectful attitudes toward older adults
- ❖ Improved school attendance;
- ❖ Connections with elderly
- ❖ Explore career pathways involving older adults
- ❖ Intergenerational learning, acceptance and
- ❖ Improved social skills.

Overall Intergenerational activities and programs have proven to decrease loneliness, foster the development of new roles, and provide purpose and meaning in a life stage where limited opportunities for such may exist”.

Health and Safety

Beyond providing safe physical space for programming, liability is an essential consideration when engaging with intergenerational projects. When working with partner organizations, it is:

- We need to discuss expectations related to health and safety before engaging with the proposed project. This includes appropriate policy and liability insurance coverage.
- In addition, it is important we both discuss and are aware of our organizations respective policies, safety concerns. Furthermore, procedures have been developed to address issues which could arise ie. An adult or a child has an accident and may need medical attention!

The following checklist is intended to assist us in addressing concerns related to health and safety:

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

IMPLEMENTATION/EXAMPLES

Preparation:	-organizing -recruiting (pamphlets, announcements, posters, meetings) -Criminal record checks -policies/orientations process (seniors and school) -decide on number of volunteers -set dates and activities for visits -transportation options
Stage 1- visits at Macaulay school	Create some lesson plans that align with curriculum for K-5 Curate a list of books/purchase for our library showcasing intergenerational experiences. K-2: Reading time, math games, meet a senior, show and tell about a senior, make a snack together (soup, bread, butter...) Grade 3-5: interviews, story sharing, craft or game teaching Bulletin Boards- highlighting seniors that participate, then seniors in our school community Invite to any assemblies/shows we might have to weave into our community. Invite the PAC to connect, learn, brainstorm additional ideas.
Stage 2- Memorial Hall visits	K-2: Story time, active time with balloons, dancing (freeze dance), snack time Grade 3-5- board games, crib learning, Knitting or other craft learning, snacks, make ornaments, cards... Invite to any assemblies/shows we might have to weave into our community. Students put on little shows for the seniors(song, dance, theater, poetry). Seniors share their talents (instrument, hobby..)

Stage 3- Visits in the community	-Public library -Esquimalt Recreation centre -Saxe pointe (stewardship) -Bullen Park (stewardship) -High Rock- walk (stewardship) -Connect with Pathways and Partnerships (how to explore careers that are connected to seniors) Invite to any assemblies/shows we might have to weave into our community.
--	--

Wisdom and Wonder growth plan:

- Reach out to Esquimalt High
 - o to begin a similar connection with older students
 - o Career paths/volunteer experience
- Further connections with Rock Heights (middle school)

ORIENTATION AND TRAINING

It is important we provide an opportunity to familiarize staff, volunteers and participants with the expectations of our program. Providing separate staff and volunteer orientation sessions, updates will be developed and where necessary jointly provided to ensure a comprehensive overview, clear expectations and opportunities for participants to ask questions and gain insight into what they are being asked to do and take on in their participation & in volunteering.

- o Orientation, Guidance and Direction will be developed which will introduce the program and include :
- o Clear expectations around appropriate language and behavior by staff, volunteers and participants;
- o Consider addressing commonly held attitudes or stereotypes related XXXXXXXX;
- o Include practical information about your program. Where will you be meeting? What time? What materials are participants required to bring?
- o Include contact information for staff members who will be available to answer any questions or concerns.
- o Prepare any forms and liability waivers and collect important participant information.
- o Outline any risk management concerns and relevant emergency Procedures; and
- o Include opportunities for discussion or questions.

Preparation and support for teachers and elementary students

.....To be developed.....

Program evaluation and documentation

Evaluation is one of the most important aspects of program planning. Effective evaluation can help us make improvements and provide invaluable feedback as to why we are engaging with an intergenerational project.

Our evaluation should start at the very beginning and to go to the very end of our project.

Final evaluation forms are what we typically think of when considering project evaluation. Although final evaluations are important tools and we need to incorporate evaluation in all stages of our program.

When formulating our evaluation processes, we need to consider what kind of information would be useful to us for future planning purposes.

The following are examples of evaluations that we can incorporate throughout a project's implementation:

- ✦ *Provide opportunity for reflection.*

Encourage participants to reflect on their experiences. Suggestions include offering time at the end of a session to complete journal entries or to discuss the day's learning's as a group.

- ✦ *Collect testimonials.* Anecdotal evidence of participant experiences can provide important learning opportunities and attract participants to future program offerings.

- ✦ *Data collection.* For example, track the number of participants attending your program each week and record participant demographic information. Consider what type of data would be most useful to ESCCS & Macaulay School [SD# 61].

- ✦ *Pre- and post-program surveys.* Identify what information is needed to determine the success of our project and incorporate this into pre- and post project surveys. Are we planning a specific learning outcome? An observed change in participant attitudes?

- ✦ *Collect feedback from program staff and instructors.* Check in with our volunteers and facilitators for them to provide updates on the progress of our program. Schedule regular meetings or request interim progress reports.

Acknowledgements and Celebration

Our "Wisdom and Wonder" Intergenerational program will call on us to share and coordinate our efforts of talented volunteers, community partners, staff, students and other and participants.

Without their support and contributions, our “Wisdom and Wonder” program would not be possible. Below are a few ways we can acknowledge and recognize these generous efforts:

1. Gift giving. Offer gift cards or other small tokens of appreciation. Spontaneous cookie trays or food platters at meetings will also not go unnoticed.
2. A special event at the end of the program including parents and other future volunteers....this will provide opportunity for good conversation, reflection and celebration.
 - ✦ It will also provide a great opportunity for photos, evaluation and feedback.
3. Continuous, consistent recognition. Take the time to thank volunteers and participants for their hard work in person. Write a personal thank you note.
 - ✦ We need to tell them how they are making a difference every day. Recognition does not have to wait until the end of a program!
4. We need to be creative with our recognition.
 - ✦ Sincere, heartfelt acknowledgements of appreciation can go a long way in showing our community partners, staff, volunteers and participants that we care about their contributions.

Activities to be considered

“Wisdom and Wonder” Intergenerational program

- ✦ Share a variety of ideas and concepts about life, school, and history.
- ✦ Storytelling (a senior to a small group of children – early years)
- ✦ Growing up [a senior shares what it was like when and where they grew up]
- ✦ All together children sing a song and help seniors to join in
- ✦ Seniors sharing their craft abilities/knowledge with youth (crochet, knitting, etc)
- ✦ Intergenerational walking groups (in a school or community centre)
- ✦ Intergenerational games (school to provide ideas that fit with the children’s curriculum)
- ✦ Senior recognized by youth (award)
- ✦ Youth as friendly connectors to Seniors (call or contact made once each month)
- ✦ Community event (organized by Seniors for youth, organized by youth for Seniors, provide food snacks and treats)

Things to consider:

The following are a few final ‘tips and tricks’ for implementing our intergenerational program:

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

- keep organized. Have information related to your project (i.e. schedules, forms, participant information etc.) in a designated, easily accessible location.
- Be flexible. Be willing to change your strategy depending on the dynamics of the group – not all activities go according to plan!
- Have a contingency plan. Hosting your program in an outdoor location? Expecting a guest facilitator?
- Have a backup plan ready for when something does not turn out as expected!
- Create spaces that foster conversation. For example, as we engage with younger children and older adults, alternate seating so different generations are sitting next to each other.
- If you are working with an activity that requires the use of supplies, consider having only enough supplies to share so participants need to interact.
- Gather pictures for the spring 2024
 - ✓ Take pictures at special events and daily programs.
- Ensure photo release forms **are signed**.


Esmeralda Senechal
Community Centre

Appendix I: Content Analysis Results

Results of Review of Municipal and Non-profit Recreation Organization Activity/Program Guides and Event Calendars

No.	Name of Organization	Guide Reviewed	Intergenerational	Multi-generational	All ages	Everyone Welcome	Notes
1	City of Victoria	Program Guide (Online) & Aquatics Drop-in	0	0	2	0	There are a couple drop-in activities where all ages are welcome, but these programs are mainly geared towards children/
2	Cook Street Village Activity Centre	Fall Program Guide September - December	0	0	7	1	1 drop-in day-time bridge activity and 7 "adults of all ages" activities
3	Cordova Bay 55+ Association	Activity Calendar	1	0	0	0	Program for CB55+ volunteers and Cordova Bay Elementary School students.
4	Capital Regional District	Panorama Recreation Winter 2025	1	0	3	9	1 weekly class "Generations in Clay" for 5 weeks + 4 special event everyone welcome skate + 1 special event everyone welcome swim + single day pottery event for 2yrs + with caregiver
5	Esquimalt Parks & Recreation	Winter Spring 2025: Esquimalt Program & Event Guide	0	0	0	4	2 everyone welcome special event skate + 1 everyone welcome weekly swim drop-in and + 1 everyone welcome weekly skate drop-in
6	Fairfield Gonzales Community Association	Events & Activities page	0	0	0	1	Monthly community meals
7	Fernwood Neighbourhood Resource Group	Fernwood Neighbourhood House Fall Programs	0	0	0	1	1 everyone welcome weekly community meal drop-in
8	James Bay Community Centre	2025 Winter Program & Activity Guide	0	0	0	0	
9	James Bay New Horizons	Fall Program Schedule, February Calendar	0	0	0	0	
10	Monterey Recreation Centre Club Calendar	Monterey Winter Club Schedule	0	0	0	0	
11	Oak Bay Parks, Recreation & Culture	Winter Active Living Guide 2025	0	0	2	10	4 everyone welcome special event skate + 2 everyone welcome special event swims + 1 everyone welcome weekly skate drop-in
12	Quadra Village Community Centre	QVCC Calendar	0	0	0	0	
13	Saanich Parks, Recreation & Community Services	Winter/Spring Activity Guide 2025	2	0	0	0	2 fabric art workshops (1 day each) - 1 listed under youth, 1 listed under adult
14	Victoria West Community Association	Programs (online)	0	0	0	1	Weekly free board game night for all
15	West Shore Parks & Recreation	Activity Guide January to April 2025	0	0	3	0	Edge class for all ages 6-69yrs weekly program and weekly all ages basketball, weekly drop-in swimming all ages "Fun Swim"
Totals			4	0	17	27	

Appendix J: Observation Results*Observations Results Based on the Observation of Four Intergenerational Programs*

Program Data	Pickleball	Cooking	Support a Reader	Generations in Clay
Ratios (Adults: Youth)	5:24	3:8	1:1	5:5
Familial connection:	none	none	none	family

Interest in Activity		Pickleball		Cooking		Support a Reader		Generations in Clay		Main Results
No.	Indicators	Yes/No	Observations	Yes/No	Observations	Yes/No	Observations	Yes/No	Observations	
1	Actively engaged and focused on the activity or project	Yes	While playing - both generations focused on activity, seniors actively offering tips and instruction	Yes	Seniors instructing. Children focused on activity and listening to instruction. Both generations fully engaged. Many steps to follow.	Yes	Senior is listening while child is reading. Offering help and taking breaks to discuss what was read.	Yes	Both adults and children seem very interested in activity. Focused on project. Lots to work on. Projects at multiple stages	Both younger and older generations were engaged in the IGP activities offered which indicates that both were interested in the activities.
2	Not engaged or focussed on the activity or project	No	While waiting for turn to play, youth appear bored and are goofing off.	No		No		No		
3	Cooperating with partner	N/A	N/A	N/A	N/A	Yes	Working together to work out text	Yes	Parent/grandparent with child working well together. Lots of communication between the pairs.	Most IGPs in study did not include a partner situation and therefore not enough data collected for comparison.
4	Not cooperating with partner	N/A	N/A	N/A	N/A	No		No		

Level of Facilitation		Pickleball		Cooking		Support a Reader		Generations in Clay		Main Results
No.	Indicators	Yes/No	Observations	Yes	Observations	Yes	Observations	Yes	Observations	
1	Leader gives instructions and then lets participants work on activity without interruption	Yes	Program leader and seniors are teaching the sport. Program leader lets seniors work with the students	Yes	Program leader organizes, but is not involved in delivery (just clean up)	Yes	Volunteer and child work independently. Training happens earlier before volunteer takes on role	Yes	program instructor brings group together to give instruction and then lets them work on project together.	Facilitation/instruction for IGPs was generally hands off allowing generations to work together and build connections.
2	Leader gives instructions and then oversees participants and frequently interrupts with additional instructions	No	Some volunteer leaders (seniors) provide a lot of interaction/guidance, but that is pare of teaching the sport	No		No		No	Only interrupts with new instruction. Very hands off, but supportive.	
3	Leader lets participants try to solve problems on their own	Yes	Program leader observes and lets seniors work with students to teach them sport	Yes	Seniors work independently with children. They solve problems as they come up - like candies not sticking to chocolate	N/A	N/A	Yes	Instructor keeps eye on how things are going. Offers help when needed or requested. Allows partners to discuss their plan for the project and select what to work on.	IGP facilitators/instructors let generations to work together to solve problems but are were to support.
4	Leader solves problems for participants even when not asked	No	Program leader only engages when needed - seniors know what they are doing	No		N/A	N/A	No	Let's them try to figure it out. Participants seem comfortable in the space and with the equipment and with asking questions.	

5	Leader is open to participants taking projects in different directions	N/A	N/A	Yes	Program leader lets volunteer seniors decide on the cooking projects. Volunteers organize supplies and equipment.	No	The project is Support -a-reader so volunteers don't deviate from the program for other projects.	Yes	Participants have lots of freedom of creativity with pottery projects. None look the same.	The freedom to take IGP activities or projects in different direction was dependent on type of activity.
6	Leader is strict about participants adhering to the project process and end product	N/A	N/A	No		Yes		No		
7	Leader talks less than participants	Yes	Program leader just observes and leaves talking to seniors and students	Yes	Program leader is hands off - just observing. Seniors and children do all the talking. Lots of questions from the children.	N/A	N/A	Yes	Participants are chatting away while instructor wanders to be available.	Facilitators/instructors only provided necessary instruction to the IGPs which allowed the older and younger participants to chat and build connections.
8	Leader talks more than the participants	No		No		N/A	N/A	No		
Environment		Pickleball		Cooking		Support a Reader		Generations in Clay		Main Results
No.	Indicators	Yes	Observations	Yes	Observations	Yes	Observations	Yes	Observations	
1	Participants can easily move around the space	Yes	Gym space - 2 pickleball courts set up	Yes	The kitchen space is not huge, but number of participants have room to move around yet all working at a single kitchen island together.	Yes	Sitting together at a small desk. Adult chair and child chair.	No	The space is a bit tight - would need a larger space for someone with mobility challenges.	A variety of facilities were used for the IGPs with different amounts of space for participants to move around.
2	The space is tight and difficult to move around in	No		No		No		Yes		
3	Participants can sit close to each other	N/A	N/A	Yes	Not sitting, standing a kitchen island together in close proximity to each other.	Yes	Sitting side by side to look at book together	Yes	Sitting across the tables from each other mostly	The proximity of participants to each other during the IGPs was based on type of activity - participants were further apart from each other for sports activity and closer together for quiet reading activity
4	The room layout restricts how closely participants can sit together	N/A	N/A	No		No		No	Could sit beside each other but seem to choose to sit across from each other. Seems better for conversation.	
5	Low noise level	No	Noise low during instruction aside from a fan blowing	Yes	Room is quiet and separated from the rest of the centre. Door is closed for quiet.	Yes	Quiet hallway space	Yes	Event though lots of chatting, no other noise in the room. Participants seem respectful of noise they are making.	The noise level of the IGP was lower based on level of action involved with activity - sports activity was noisier than reading support
6	Noisy	Yes	Quite noisy during sport, seniors instructing and youth chatter	No		No		No		
7	Lack of distractions	Yes	Aside from sport, there aren't any distractions aside youth chatting while waiting their turn	Yes	Nothing around to distract the children - there are no toys, just a clean kitchen space.	Yes	Nothing else going on in hallway.	No	A lot going on in the space	For the most part, the spaces used for the IGP activities had few distractions
8	Several distractions	No		No		No		Yes	A lot of equipment and projects around the room. Visually, very busy,	
Evidence of connection		Pickleball		Cooking		Support a Reader		Generations in Clay		

No.	Indicators	Yes	Observations	Yes	Observations	Yes	Observations	Yes	Observations	Main Results
1	Smiles or laughter	Yes	Those playing the sport are engaged. Seniors smiling and laughing. Youth laughing together	Yes	Seniors smiling, instructing. Children happy and excited by project. Lots of smiles and laughter.	Yes	Smiles from both senior and child	Yes	Lots of smiles and laughter	During all the IGPs, both the older adults and children showed signs of enjoyment including smiles and laughter. This supports the idea that IGPs provide opportunities for connection between generations.
2	Bored expressions, yawning	Yes	Those waiting to play look bored	No		No		Yes	Some children showing small signs of boredom - starting to mess around and not be on task.	With limited court space, children had to wait their turn during the Pickleball session, and they began to show signs of boredom.
3	Conversation between participants	Yes	Most conversation is instructions, but when asked questions "what's the score" the youth respond	Yes	Mostly instruction and questions, but some chatting	Yes	Reading, but also some conversation	Yes	Lots of chatting - family connection so comfortable with each other.	For the IGP activities that required less instruction, there was more interaction between the generations.
4	Lack of conversation between participants	No	Only 5 seniors to large group so waiting group were not chatting with seniors	No		No		No		
5	Physical closeness and/or touching (hugs, pats, holding hands)	Yes	Seniors put hand on shoulders. No hugs, holding hands.	Yes	All around single kitchen island together. Seniors place hand on shoulder from time to time.	No		Yes	Family members so this is expected	Not much physical closeness was displayed during the IGPs which could indicate that the activities did not encourage connection or relationship building.
6	Keeping physical distance from each other	No	Generations appear comfortable being close with each other	No		No		No		
7	Eye contact	Yes	While listening to senior volunteers, eye contact. Focus when getting tips from senior volunteers	Yes	Lots of eye contact between generations.	No	Focus on book, very little eye contact	Yes	Family members so this is expected	During the IGPs, eye contact was observed between the younger and older generations which could indicate a level of trust and comfort between the generations.
8	Lack of eye contact	No		No		Yes		No		

Appendix K: Interview Results

Focus Areas, Key Components, Quests and Response Summaries

No.	Focus Areas	Key Components	Interview Questions	Responses
1	Experience with designing IGPs	Determine interviewees' experience with IGPs.	Do you have any experience with developing and/or delivering intergenerational recreation programs. Where in your policies, or strategic documents, or vision or mission or values statements, is there reference to intergenerational recreation programs?	Experience with IGPs: 4/8 have various levels of experience with IGPs Mention of intergenerational program priorities in strategic documents or policies: 1/8 Interviewees have experience working with seniors, children, social services and with developing recreation or social service programs for these groups Esquimalt Seniors Community Centre Wisdom & Wonder promotional materials and workplan
2	Number of IGPs in Greater Victoria	Evaluate quantity of IGPs offered in Greater Victoria.	Does your organization currently offer intergenerational recreation programs? Has your organization offered intergenerational recreation programs in the past?	Currently offering IGPs: 2/8 currently offering. The two non-profit seniors' centres are offering IGPs. Offered IGPs in the past: 3/8 have offered IGPs in the past The two non-profit seniors' centres and one municipal seniors' centre have offered them in the past. Esquimalt Seniors Community Centre is currently developing an IGP "Wisdom & Wonder"
3	Purpose of offering IGPs	Determine whether the benefits of IGPs are identified as a motivator for offering these programs. Identify patterns for activities offered as IGPs. Determine if IGP was meant to build brief intergenerational connections or longer-term intergenerational relationships	If yes, what is the purpose of offering them and what programs do you offer (type of activity, ongoing or one-off event)? If yes, what was the purpose of offering them and what programs did you offer (type of activity, ongoing or one-off event)?	Purposes identified for offering IGPs: - Help children learn about the past. - Help UVic ESL students practice their English - Build relationships between different generations - Provide different perspective for international students on how different generations interact - For high school students – provide opportunity for those who don't have grandparents in town to interact with older seniors - Help reduce stereotypes about abilities of seniors. - The good feelings it creates for everyone - Provide opportunity for those who do not have access to children (grandchildren's families have moved away) - Seniors remember spirit of being a child - Encourage and increase interactions between generations - Guests in elementary school – provides a way to give back - Bridge connection between youth and seniors - Health and well being - Provide opportunity for older teens to build relationships with seniors - Help seniors feel less insecure and afraid of teenagers in neighbourhood - Provide opportunity for military families who have moved away from extended family to connect with seniors - There's a natural fit between seniors and children - Overall community benefit by building these connections - Help seniors come out of their residences and have a bigger role in their communities - An opportunity for seniors to contribute to their community Current or Past Activities IGPs interviewees were part of delivering: - Pottery program (familial) - UVic ESL students participate in fitness classes - Tea - Baking/cooking - Technology classes x 2

				- Arts & Crafts projects x 2 - Theme/Holiday related projects like Valentine's Day, Christmas, etc. - Family movie nights (familial) - Support A Reader program x 2 - Walking ambassador program (Richmond) - Pickleball - Chess - Community dinners and events - Boardgames - Photography - Lego - Story sharing x 2
				See Section 8 for activities
				Ongoing or one-off events – interviewees mentioned some of both
4	IGP Success	Evaluate participation levels	How well attended are or were the programs?	Of the 3/8 seniors' centres that offered IGPs – attendance in programs by the seniors as participants or volunteers was good
5	Challenges of offering IGPs	Identify programmatic, institutional capacity, and other challenges of offering IGPs.	If no, what are the reasons you don't offer them?	Programmatic challenges (scheduling, developmentally appropriate, interesting and engaging): - Course minimums - Community isn't currently asking for IGPs x 2 - Follow safety requirements for working with children – Criminal record check - Schedule dictated by UVic for ESL students - Safety of participants x 3 - Waiting for other departments to bring forward initiatives for IGPs - Would need to put on agenda for program team meetings - Limited facility availability - High level of staff turnover resulting in loss of historical IGP knowledge - Finding a schedule that would work for participants and facility - Matching abilities of participants Institutional capacity challenges (funding, staff training, facilities): - Staff portfolio silos - Cost recovery - Funding – Difficult to get grants to implement a social program - Need long term funding (3-5yrs) to pilot a program, learn from it, analyze assumptions and whether it is meeting goals and objective. If successful, should see growth in participation numbers. - Staff are already very busy with day-to-day work operations x 2 - Strategic plan determines what coordinators need to focus on providing the community - Haven't made IGPs a priority – focussed on offering age-based activities - Staff requiring enough knowledge to develop an IGP - Will likely require grant funding as it's unlikely people will pay to participate - If Recreation Commission sees value, they might offer funding to sustain a program - Transportation – bringing the groups together. School bus can be costly. - Takes time to plan an IGP – build partnerships, create a steering committee, decide program plan Other challenges: - Not knowing where to start x 2 - Promotion
6	Recreation program planning	Identify how organizations choose program activities to offer their communities.	How does your organization determine the types of activities you will offer your community and the schedule and	Determining activities - Community feedback - Budget and cost recovery - Strategic Plan direction - Mandate from mayor and council - Patron/member feedback or requests x 5 - Contract instructor proposals x 3 - Regular schedule of activities

		Identify how organizations decide on schedules and facilities for activities.	location for these activities?		- Seasonal programs/projects - Success of past programs x 3 - Special advisory committee - Surveys to identify gaps and opportunities for growth - Provide range of activities for all ages - Trial and error
		Identify who is responsible for making these decisions.		Determining schedule	- Time that works best for target group to participate - Demographics - Facility availability - Based on past activity schedules - Work together to accommodate activities
				Determining facility	- Appropriate space for activity x 2 - Appropriate space for age group - Historical use of space for a program - Availability of space x 3 - Successfulness of program in that space - Maximizing use of facilities - Annual space needs assessment – identify vacancies and adjust
7	Assessing public need	Identify if there is a correlation with the best practice of including participants in design of IGP.	How does your organization determine the types of recreation programs people in your community are looking for? Examples: market research, surveys, program evaluations	How organization determines community need for recreation programs:	- Community feedback through strategic planning every 4-5 years - Surveys x 5 - Program evaluations x 5 - Patron/member ideas/feedback x 5 - Instructor proposals - Staff feedback - Word-of-mouth - Look at what other regions are offering and compare to what organization is offering - Member advisory committees - Feedback through social media channels - Look at participation rates and what is impacting positively or negatively – date/schedule/cost - If surveying the community, make sure it is holistic and inclusive and use their time wisely. - Be accountable to survey responses - Environmental scan
8	Activity choice	Identify patterns in activities that are selected for IGPs – level of action, level of ability required, length of program and other themes.	If you are currently offering an IGP, what activities do you offer and why? OR If you were to offer an IGP, what activities would you offer and why?	What activities would be good for IGP and why?	- Art because it can be tailored to different ages and abilities x 2 - Guided nature walks or story walks (story pages enlarged and posted around a park so people can read them while on a walk together) – not strenuous, all ages and abilities can participate - Board and card games because the generations can share knowledge and interact with each other - Sit down programs like arts and crafts because seniors can be frightened by sudden noise so avoid children running around - Technology – youth teach seniors, and both can learn new skills - Storytelling – workshop series – walk around a park - Music/choir - Walking sports “slow soccer” - Food and games – breaking bread together and then playing games would provide opportunities for connection - Promote age inclusivity with fitness classes - Support A Reader - Fitness classes - Pickleball - Cooking and crafts - Meal and board or card games - Table tennis - Open art session open to all ages - Depends on which generations will be involved - Activity needs to meet the needs of the primary participants - Young children and seniors have a lot in common for bonding - If working with a school, tie activities to curriculum

Suggestions:

- Avoid active activities for safety of all ages x 3
- Avoid making assumptions about the abilities of seniors x 2
- Talk to seniors about what they want to do – “meet them where they’re at” (Reid, 2025)
- Provide appropriate supports for all participants to avoid anyone having a bad experience (Gibson, 2025).
- Target activity to population serving.

9 Schedule influences

Verify whether organizations see scheduling as a challenge when designing IGPs.

If you are currently offering an IGP, what time of day do you schedule your activities?

What’s the best schedule

OR

If you were to offer an IGP, what time of day would you schedule it for and why?

- Daytime - preschoolers and seniors
- After school - School aged children/youth
- Weekends - Working adults, seniors, children/youth x 2
- Evenings – Working adults, children/youth
- Daytime for seniors – currently offering programs between 8:30am-5:00pm.
- Afternoons from 3:30-5:00pm based on room availability at centre
- Avoid early morning for youth
- During school if working with school district x 2
- School day if working in partnership with a school
- Seasonal schedule – program for each season
- Instructor/facility availability
- Monthly or every three weeks

Notes:

- Weekends can be challenging because program needs to provide enough value for people to encourage participation (Gray, 2025)
- Need to consider school, work, mealtimes and extracurricular activity schedules (Adler, 2025)
- Offer program at a variety of times to people with different schedules can participate (Adler, 2025)

10 Choice of facilities and location for IGPs

Verify whether organizations see finding an appropriate facility or location as a challenge when designing IGPs.

If you are currently offering an IGP, what location/facility do you use and why?

Location/Facility

OR

Verify whether selection of facility aligns with best practices of accessibility and providing opportunities for close interactions.

If you were to offer an IGP, what location/facility would you use and why?

- Community centre on one level, no stairs and rooms with access to external doors
- Accessible
- Gyms or halls for fitness activities or special events that require more space
- Art/pottery studio spaces
- School library for quiet activities
- Seniors’ centres – large and small multi-purpose rooms, kitchen space x 2
- Elementary school
- Highschool x 2
- Look at all recreation facilities within a municipality for the different options they provide
- School community garden
- Assisted living centres
- Think about how central the facility is for the community members – close to schools and seniors centre?
- Kitchen for cooking classes
- Avoid rooms with background noise/echoes
- Outdoors

11 Importance of training for staff in IGP development and delivery

Verify whether organizations see staff training as a challenge when designing IGPs.

If you are currently offering an IGP, what training do you provide staff?

Training staff

Confirm whether organizations currently offer or would consider offering specific training for staff members when designing IGPs.

OR

If you were to offer an IGP, what training would you provide staff and why?

Confirm whether organizations identify the best practice of cross-training staff from

- Facilitation training x 2 (to help get the conversations and interactions happening)
- Behaviour support training x 2
- Accessibility training – how to alter a program to make activity accessible to range of participants
- BCRPA seniors’ fitness training
- Conflict resolution training
- Choose staff with experience in program area (children, seniors, arts, fitness, etc.)
- Collaborate in team meetings and have conversations about what IGP would look like
- Hire someone with specific experience with IGPs
- First Aid/CPR
- Food Safe
- Safety and responsibility training

different age-based programs when designing IGPs.

- Have plans in place to keep everyone physically and emotionally safe
- Seniors need to understand responsibility of relationship
- Have emergency procedures in place – health, fire, evacuation protocols
- Recruit retired teachers to participate as volunteers
- Always have a staff person present when running the IGP
- Training on specific age groups (children/youth)
- “So, it’s a good experience for everyone” (Cobus, 2025)
- Provide training/education/orientation for seniors participating
- BCRPA Active Aging
- EDI training so staff understand what inclusion and all abilities looks like
- Partner with seniors’ residences for resources
- Reach out to other municipalities for what has been successful and look to integrate those ideas
- Build training around diversity and inclusiveness – respect for all
- Training on how to incorporate all members of a group to avoid segregation
- Support-a-Reader program has an orientation for new volunteers

12	Using partnerships to develop and deliver IGPs	Verify whether organizations see developing partnerships as a challenge when designing IGPs. Confirm whether organizations currently partner or would partner with other organizations when designing IGPs.	If you are currently offering an IGP, what external organizations do you partner with and why? OR If you were to offer an IGP, what external organizations would you partner with and why?	Potential partnerships - Local school districts x 2 - Community associations/neighbourhood houses - Elementary schools x 4 - High Schools – students need volunteer hours, leadership program - Seniors’ centres or associations x 4 - Seniors’ residences x 2 - Recreation Centres - Parent Advisory Committees - Community Policing - Youth organizations - Military Family Services - The Legion - Childcare Resource Referral - OneAbility - UVic/Camosun - Volunteer Victoria - Rotary Clubs - U-JAM Society (jazz advocacy and education non-profit) - Other recreation departments within municipal recreation – Arts & Culture, fitness, community, youth, etc. - Rainbow kitchen – meal prep and food security - Sports organizations - Cultural societies – combine intergenerational and culture - Gorge Waterway Society – habitat restoration - Social services - Create advisory committee or steering committee including seniors centre, seniors’ residence, schools, and Parent Advisory committees
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Appendix L: ESCCS Intergenerational Program Promotion**Esquimalt Seniors Community Centre Society Promotional Materials Development of their
Intergenerational Program**

Wisdom and Wonder
A Program of Fun and Kindness

Many children and youth attending School District #61 have lost contact with their grandparents, aunts, uncles or older family members. Studies and literature tell us that intergenerational programs which connect different generations by sharing fun and activities can foster emotional health, wellbeing and social growth.

One of our objectives through our *Wisdom and Wonder Program* is to bring joy and change to those who are missing their own family members. Our efforts can:

Make a difference;

Enhance the sense of community for our youth; and

Reduce feelings of loneliness and isolation.

Join us!
Share your ideas and interest.

January 30 [1:15 -2:30]
Esquimalt Seniors Community Centre
1379 Esquimalt Road

Catch the Spirit

WISDOM AND WONDER PROGRAM

GOALS AND OBJECTIVES

Our Goals and Objectives are summarized as follows:

- Promote volunteerism among seniors and other generations
- Engage seniors in the community through mentoring of young students
- Expand connections between Seniors and initially elementary students through social interactions which promotes well-being, improved emotional health, self-esteem and enhances the ability to participate fully in society

For school-aged students, benefits are likewise many and include develop, retain and promote:

- Positive, respectful attitudes toward older adults
- Improved school attendance
- Connections with elderly
- Exploration of career pathways involving older adults
- Intergenerational learning and acceptance
- Improved social skills
- Learning a skill or hobby

Wisdom and Wonder Program

The philosophy of the Esquimalt Seniors Community Centre Society, in partnership with Macaulay Elementary School District #61, is to build stronger communities through the facilitation of future intergenerational social and interactive connections.

Volunteers are urgently needed in order for us to proceed. Meeting on Wednesday, February 19, 11:45 A.M. TO 12:45 P.M.

WISDOM AND WONDER PROGRAM
Esquimalt Seniors Community Centre
The Memorial Hall
1379 Esquimalt Road

February 19 – 11:45 a.m. – 12:45 p.m.
BRING YOUR LUNCH!



L. B. 12th line