

Spring 2009



## CREATING CARING COMMUNITIES

A guide to establishing intergenerational programs  
for schools, care facilities and community groups.



**BC CARE PROVIDERS  
ASSOCIATION** [www.bccare.ca](http://www.bccare.ca)

Advocating service excellence for seniors.

## A letter from the leaders of the BC Care Providers Association

Our Board of Directors discussed this project in relation to a number of other priorities facing our members who represent BC's rapidly expanding home and community health sector. Of interest was the Board's unanimous support to carry on with intergenerational project development. This is a precedent-setting decision for our association, often consumed with advocacy work and government relations activities, to set time and money aside to support what many believe is essential indicator for quality of life for seniors who reside in care.

The benefits of intergenerational learning do not stop there. Members believe any effort that supports the establishment of healthy relationships between young and old is worth pursuing. It is part of the human experience to meet new people and make new friends, whether you are in your first year of school or nearing the end of your life.

Our members also appreciate that careers in senior care can be nurtured through intergenerational connections and research has proven this to be true. Often youngsters who take part in an intergenerational project go on to become volunteers with seniors. At the very least, these initiatives uphold learning expectations developed by our education community while teaching young and old alike solid values on the importance of caring for others.

On behalf of our membership and our dedicated Board of Directors, we wish to thank the Ministry of Healthy Living and Sport and the Ministry of Education for their guidance and support in helping our association to develop this resource and make it available to care providers across BC. Sincere thanks to our steering committee and project advisors who helped shape this document through the lens of their own knowledge and experience.

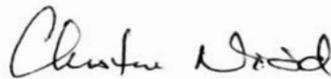
We also salute the many educators, community leaders, and care providers who have taken the initiative to establish their own intergenerational projects and to those who, by way of this guide, might be inspired to follow in their footsteps.

By working together and reaching out to people of all ages, we build bridges toward caring communities and creating a better life for all.

Sincerely,



Ed Helfrich, CEO



Christine Nidd, Board President



Ed Helfrich and Christine Nidd

## Acknowledgments

A number of elements came into play which led to the development of this document. The catalyst was Sharon MacKenzie, an elementary school teacher in Vernon, who led a successful intergenerational project partnering students with the seniors of Coldstream Meadows Retirement Community. The BC Care Providers Association profiled her work in their newsletter. The Ministry of Healthy Living and Sport chose to showcase Sharon's and others intergenerational projects at an Active Aging Symposium held in June 2008. A Steering Committee was formed, drafts were written and many people were sought out for their advice and input. Sincere appreciation is extended to everyone who had a hand in helping to build the first edition of *Creating Caring Communities: a guide to establishing intergenerational programs for schools, care facilities and community groups*.

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## Purpose

This resource contains practical information and resources to support educators, care providers and community agencies in coordinating successful intergenerational (IG) programs that promote learning, understanding, and mutual respect between generations.

BC's great diversity has an impact on relationships among children, youth and seniors in a variety of ways and across many cultures. Our pluralistic society is recognized the world over as a model of rare achievement. This resource is designed to build on this achievement to further the capacity of BC's diverse citizenry by bridging generations to foster stronger, healthier communities.

Connections between children, youth and seniors have become less common in recent history. Our fast-paced lifestyles, our move towards single family housing and our increased accessibility to seniors housing have inadvertently fostered a growing divide between generations. This divide can lead to social isolation and missed opportunities for young and old alike to learn from one another.

Recognizing our basic human need to connect with others plus the tremendous benefits that intergenerational interactions have on the whole community, the BC Care Providers Association and its members have partnered with community-based organizations, the education community, and the provincial government to develop this resource.

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## What Is Intergenerational Learning?

An IG learning program is any set of planned activities between two different age groups; however, for the purposes of this resource, an IG project focuses on interactions between young people and seniors. Activities typically involve the sharing of skills, knowledge, or experience between young and old.

An IG project can be initiated by either generation, and can involve the young people visiting the seniors' group or home, the seniors visiting the school or community youth group, or both groups meeting at a third facility. IG programs can be short-term or long-term, and can be small or large in scale.

Throughout this document you will find numerous case examples of intergenerational learning programs that have been implemented successfully across the province.

Intergenerational projects have considerable benefits that include:

- strengthening communities to become more age-friendly by breaking down barriers between ages and stereotypes by one age group toward another
- promoting understanding, respect, and sharing of ideas, knowledge, and experience
- teaching the young about aging while teaching the aged about youth
- establishing relationships that help diminish the impact of declining physical and mental health on older people
- nurturing careers in health care and a lifelong commitment to volunteerism among youth
- improving health outcomes and quality-of-life for the elderly
- building self-esteem and satisfaction for both age groups through the learning of new skills

### FARM FRIEND GROUPS

At the Land Food Community Garden at the UBC Farm, school children, retired adults, local gardeners and university students take part in a year-long program planning, planting, and harvesting food crops. A cross-generational approach on learning how to grow food inspires young people to care for the land while fostering respect for the environment.

*"The only problem is, when the activity is done, people don't want to leave the seniors."*

— CHILD, 12 YEARS OF AGE



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## How to use this resource

There are many good resources already available for those interested in starting their own intergenerational project or activity. This guide is designed to point you in the right direction, and to refer you to other resources, web sites, and associations with relevant information and resources to support your initiative.

To help you get started, consider the following steps:

1. Read through this resource and make notes.
2. Follow the guidelines to develop your project plan.
3. Consider what kind of project will work best for you.
4. Use your project plan to engage in discussion with potential partners.
5. Review the links to projects and resources already underway (see [Appendix E](#)). If any projects are in your area, consider making contact to learn from others.
6. More questions? Contact:

**BC Care Providers Association**

#301 – 1338 W Broadway  
Vancouver, BC V6H 1H2  
Phone: 604.736.4233  
[www.bccare.ca](http://www.bccare.ca)

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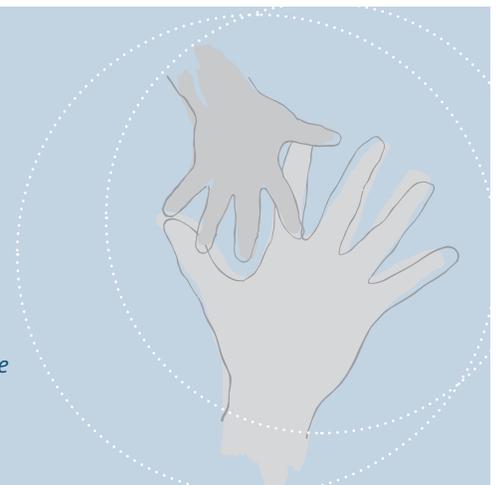
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#### A PLACE FOR ALL AGES

The Municipality of Saanich, Greater Victoria School District #63 and the Cordova Bay 55 Plus Association came together to develop an innovative intergenerational project which has considerable benefits to the community. Together, they are designing and developing community program space for a seniors' activity group within unused space in an elementary school. Their partnership improves access to community activities, helps the School District sustain an elementary school and provides the Municipality with a cost effective venue to host senior's and community recreation services.

*"With many of our residents feeling withdrawn and missing their friends, families and routine activities, this project is nothing but positive and beneficial for everyone involved."*

— CARE HOME MANAGER





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## Examples of intergenerational projects in BC: small, medium and large

### Small

Matching a volunteer with a senior in care

A high school student volunteered at Langley Lodge where she made a significant contribution to the life of one particular senior in residence. Her communication skills were excellent and she loved to sing. Because she had Cerebral Palsy, was blind and wheelchair-dependent, she visited the lodge with the help of her school aide. Her visits were with a troubled elderly woman who had isolated herself at the care home and refused any kind of activity. Having raised two daughters, both physically challenged, the resident agreed to meet the volunteer and they quickly became fast friends. They visited once a week for two years. Both gained self confidence performing small music concerts for other residents and both enjoyed fuller, happier lives through their companionship.

*“This was such a heart-warming experience to see two people enrich each other’s lives in the simplest of ways.”*

— ACTIVITIES MANAGER

### Medium

Cooking with Grandma — children and seniors prepare food together

A simple routine of baking cookies, muffins, scones and pizza yields great benefits for children, seniors and the community at large. The Rossland Senior Citizens Association brings seniors together with children five and six years of age at the local community centre for monthly baking sessions that are fun, easy, educational and delicious!

*“The results are remarkable. Bonding is genuine. There is real learning here.”*

— COMMUNITY PARTICIPANT

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## Large

### Meadows School Project™

In Vernon and the neighbouring community of Coldstream, thirty 9 to 14 year old students relocate their classroom for two months within a retirement community where they are partnered with seniors in residence. Activities include visits, building relationships, meaningful tasks that support seniors and staff while the students also study core curriculum adapted to reflect on aging, co-participation and history. The project encourages youth to observe and grow accustomed to the elements of aging and helps break down stereotyping between both generations.

*“Intergenerational projects provide a wonderful window into how students’ learning experiences in school today can be extended into the day to day world of seniors, resulting in powerful learning for both seniors and youth.”*

— SCHOOL PRINCIPAL

*“I have a better understanding of youngsters today and I am sure from their actions that they have a better understanding of seniors.”*

— SENIOR, 92 YEARS OLD

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This section of the resource provides a guideline for the steps needed to plan a successful intergenerational learning program. Although these steps can be addressed in a linear fashion, some projects will follow a different sequence of preparation. For example, your program might begin with meeting an enthusiastic leader at a school, community group, or care facility. Or, your project might begin with the identification of a local funding source.

## Preparing your project plan

You will need to develop a project plan that helps you identify goals, needs, roles and responsibilities, timelines, and all the elements necessary to keep your intergenerational project on track. You may want to work with your partner organization on this plan, or you may want to present a well-thought-out finished plan to your project partner as a means to invite their support. You may also find you need to adapt your plan over time as new information and resources become available.

Here are the key elements of a basic project plan that can also be used for a proposal or as part of a grant application. Further information about many of these elements is provided in the remainder of this section of the resource.

### Overview

This section should summarize the key points of your project. Explain the size and appropriateness of your project, the purpose, level of involvement, who will be impacted, benefits and outcomes, the funding needed, and the background and qualifications of your organization. This information must support your ability to effectively carry out the proposal.

### Purpose

Develop a statement of intent. Use current and accurate statistics to support this statement. Explain how the purpose and possible results of the project will have a positive outcome. Explain why you and your organization are doing this and what you hope to gain.

### NOTES

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## Planning > Preparing your project plan

### Goals

Describe the outcomes the project will achieve. The outcomes or results should be described briefly as two or three key accomplishments. Outcomes should be realistic and measurable.

### Audience

List all participants involved in your project, along with secondary audiences such as parents of children and youth and families of seniors. Describe the Board or governing body that runs your organization and list a few activities that demonstrate similar interests. Tie in how your organization's activities and culture directly reflect the goals described in your proposal.

### Define the scope of your project

Consider how extensive your intergenerational project will be, taking into account what will work best for you, your organization, and your project partner. Considerations include your goals, time, funding, and level of interest of your administrators and participants.

### Roles and responsibilities

Identify project partners and other key players, along with their responsibilities as they relate to this project. Identify the degree of commitment required in relation to the project size. You may wish to create a chart for breaking down tasks as to who will do what task and when.

### Project description

Describe what you want to accomplish, types of activities, your facility and resource needs, what depth of staff support you need, and how you plan to evaluate your progress. In many ways, this should be looked at as the justification for your proposed budget. Factor in the season of the year and potential impact from weather, cultural celebrations, and other considerations like flu season or holiday breaks.

### Schedule

Outline the length of the project and space requirements over time. Will the project last a few months or will it continue on a yearly basis? Will it always be held in the same space with the same people and the same resources?

### Budget

Depending on possible guidelines set forth by your lending organization, you will likely need to develop a fairly accurate budget plan that specifically reflects your project's funding needs. The costs you incur depend on the scope of your project. Also, include dollar values that reflect staff participation, the value of volunteer hours, activity materials, communication and transportation.

### NOTES

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## Planning > Preparing your project plan

### Liability and consents

Consider your own organization's legal point of view along with that of your partners. You will also need consent forms signed by parents of children, youth, seniors or families of seniors, and from the care facility and school.

### Evaluation

How will you determine if your project has successfully met its objectives? This is one of the most essential components of your plan; evaluation methods should be included in your plan from the start. The results from measuring the project success will indicate how well you planned and implemented your project.

*"I have seen caring relationships grow between the children and the seniors unlike anything I have ever seen."*  
— CARE HOME ACTIVITY COORDINATOR

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## Determining the scope of your project

A key stage in planning is deciding how extensive your intergenerational project will be to meet your needs as well as those of your organization and your project partner. This will depend on what you hope to achieve, along with the amount of time, funding, and level of interest of your administrators and participants.

Here are some examples of projects that require different levels of involvement.

### Small projects

- Students at an elementary school and seniors at a nearby residential care home are encouraged to become pen pals for one school year.
- Youth and seniors use email to connect, communicate and get to know one another.
- A retired farmer shows children and youth how to grow radishes in a community garden.
- A senior's group hosts a special event at the local community centre.
- Seniors are invited to read to children and youth at the library; in turn, children and youth are invited to read stories or poems they have written for seniors.
- Students arrange to perform or sing at a seniors' residential facility.
- A war veteran is invited to speak at a school or community Remembrance Day ceremony.
- High school students reach out to home-bound seniors, or seniors in care, to provide companionship both face-to-face and through regular phone conversations or letters.

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## Planning > Determining the scope of your project

### Medium projects

- Seniors and youth play board games on a regular basis.
- Seniors, children and youth share stories and skills with one another each week.
- Students volunteer weekly at a senior's care home.
- Children and youth are assigned a senior buddy whom they visit every month.
- High school students study selected curriculum at a seniors' home or centre.
- A community group hosts a scheduled senior and youth cooking class.

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### Large projects

- A day-care or elementary school class relocates to a seniors' retirement community, independent living, or assisted living facility for a portion of the school year where they are partnered with "grand buddies" and take part in specific scheduled activities linked to intergenerational learning.
- Seniors are given the opportunity to partner with a community agency as mentors for youth in need of guidance and encouragement. These outreach programs could involve young offenders, youth at risk, high school drop-outs, youth recovering from addiction, and children or youth in the foster care system.
- Students or youth work towards publishing a book of senior life stories. Students interview seniors, write stories, vet their work with the senior, and compile a publication for sale to raise funds that both generations can benefit from in a meaningful way.
- College or high school students are partnered with senior new Canadians to help them learn English and prepare to become Canadian citizens.

### NOTES

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### BALLET IN THE AFTERNOON

A five-week, one-hour beginner's ballet class was arranged for five girls, aged 7 to 9, at Pleasant View Care Home in Mission. Conducted in the company of seniors who watched and became increasingly involved, the five week pilot – sponsored by the Mission Cedar Valley Lion's Club and the local school district — proved to be a valuable experience for students and seniors alike. Everyone performed to the best of their ability and all came away with new friends and new experiences.

## How to decide on the right sized project

If you are new to intergenerational learning, you may want to start small and build towards a higher level of involvement, or you may want to start with a medium-sized project and stay within that scope. If you have previous experience, you may want to explore a larger project. It is important to consider the needs of your partner in step with your own group’s interests. Meaningful activities do not have to be complex or costly; focus on the quality of interaction between participants to yield the most positive results.

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What size project is right for you?

Considerations for...	Small Projects	Medium Projects	Large Projects
<b>Planning time</b> including meetings with partners	2 – 4 hours, 1 – 6 times per year	Initial planning 4 – 6 hours, then 1 hour per week or 3 hours per month	Initial planning 8 – 10 hours, then 1 – 2 hours per week, 3 – 5 contacts per week
<b>Activity time</b> including clean up, follow up	2 hours each session, 1 – 6 times per year	Monthly: one 2 hour session per month — Weekly: four 2 hour sessions per month	Daily or every other day: 1 hour sessions, one or two contacts per day
<b>Energy</b> for organizers*	High energy required occasionally	High energy required at first until routine is established	Initial high energy required
<b>Distance</b> between locations	Occasional travel may be needed	For regular contact, choose a meeting location that is close or near transit	Facilities need to be within walking or bussing distance. Travel costs may be a consideration
<b>Meeting and activity space</b>	A room large enough to hold 20 – 40 people at one time	A room large enough to hold 20 – 40 people, plus small rooms for small work group activities	Mix of rooms: large for meeting, small for working areas. Visiting group may require a designated space
<b>Number of adults to supervise</b>	Two to three adults	Two to three adults assisted by two-to-three helpers or volunteers	Two to three adults assisted by three-to-five helpers or volunteers; possibly more if needed
<b>Costs</b> may include staff time, planning, supervising, cleaning up, travel, etc.	Small expenses	Small to medium expenses depending on level of partner commitment	Staff commits to long term: partners help cover costs

\* Seniors who reside in care tend to have more energy earlier in the day and fatigue easily in the afternoon. In general terms, seniors’ time tolerance ranges from 15 minutes to 1.5 hours depending on their state of wellness and if they are required to take certain medications which cause drowsiness.



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## Selecting activities

When selecting activities, consider your senior participants' energy levels.

Activities for low energy level (e.g., seniors in residential care facilities)

- members of a large audience or group
- passive participation
- activities last for one-to-two hours

Activities for medium energy level (e.g., seniors in assisted living situations)

- small meetings or working groups
- interactive participation
- activities last for two-to-three hours

Activities for high energy level output (e.g., seniors in community organizations or independent living situations)

- one-on-one or two-on-one meetings or working groups
- frequent meetings, fully engaged participate initiated by all participants
- activities last for up to four hours

For young participants, although energy level will likely not be an issue, attention span may affect the activities you choose, particularly for pre-school and primary aged children and youth.

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## Establish partnerships

Partnering with a like-minded individual or group is essential to the success of any intergenerational project. Partnering takes work and preparation. Here are a few key steps to follow:

- Partner or reach out to an individual or group with an interest in intergenerational benefits
- Ensure there is a natural link or shared interests between you and your partner to establish and meet mutual goals
- Define your roles in this partnership and set goals and timelines
- Plan your implementation process with your partner using this resource to guide you

Lasting partnerships are built on the ability of both groups to:

- collaborate on planning, implementation and evaluation
- trust and uphold a fair reporting structure
- communicate openly
- remain flexible and open to change
- allow time for all participants to process the experience of intergenerational learning
- have access to adequate resources and funding (see [Funding your project](#) on page 20)
- have approval to proceed from both organizations' governing bodies
- maintain and build relationships over time

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## Roles and responsibilities

Ensuring that everyone is clear about their expected roles and responsibilities is a key stage of planning, and will go a long way to ensuring the success of your project. You may wish to prepare a checklist or “job description” to share and discuss with your project planner to ensure that your expectations are compatible.

The following outline some typical roles and responsibilities for each type of partner.

For the educational partner

### Learning outcomes

Determine that all educational goals are in place, are met effectively, and evaluated appropriately.

### Safety

Ensure physical, mental, health and safety of students at all times, and ensure students clearly understand safety and health needs of other participants.

### Personal and social responsibility

Assist students in the appreciation and understanding of their personal and social responsibility in their actions and interactions with all participants.

### Commitment

Be committed and involved in all aspects of the IG project with co-organizers and participants within and beyond IG setting.

### Communication

Build open lines of communication between all interest groups and respond to any concerns.

### Liability and informed consent

Ensure all legal documentation is in place, and all participants have been informed.

### Financial

Participate appropriately in sharing costs of the project.

### Measure, evaluate and respond

Review overall success of project with all partnership groups through surveys, and evaluations, and respond to recommendations for improvement.

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For the care facility partner

**Performance Measures**

Review the *Provincial Performance Management Framework for Residential Care Facilities* published by the Ministry of Health Services, Home and Community Care division. This document provides information on the level of performance expected to improve the health outcomes for seniors in care.

**Safety**

Ensure physical, emotional, and health safety of seniors is maintained at all times, and ensure seniors and their family members or guardians clearly understand both benefits and potential risks to safety and health issues that may be involved through participation.

**Social responsibility**

Encourage understanding in advance of participation so that seniors are prepared and willing to participate.

**Commitment**

Be committed and involved in all aspects of the IG project both in the planning and implementation of project activities.

**Communication**

As part of the project plan, identify ways to promote two-way communication (memos, notice boards, newsletter, email, etc.) between the facility and the school or community group with whom you are partnered.

**Liability and informed consent**

Ensure all legal documentation is in place, and all participants have been informed.

**Financial**

Participate appropriately in planning and sharing costs of the IG project as well as helping to generate revenue.

**Measure, evaluate and respond**

Review overall success of your project with ongoing evaluation. Let the results of your assessments be your guide and respond accordingly.

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For the community group partner

**Safety**

Ensure safety of participants both traveling to and from the program and during the program.

**Enjoyment**

Try to ensure the seniors participating enjoy their experience while engaging in activities with children and youth, no matter what form of interaction.

**Personal Responsibility**

Ensure that children/youth are personally responsible in their actions and interactions with all participants.

**Social Responsibility**

Encourage understanding among seniors and youth of ways to build social responsibility.

**Commitment**

Make sure the organization and the members of the organization have bought in to the project and are on board with the activities that are planned, and that they want to be part of the entire project from start to finish.

**Communication**

As part of the project plan, identify ways to promote two-way communication (memos, notice boards, newsletter, email, etc.) between the facility and the school or community group with whom you are partnered.

**Opportunities for growth**

Ensure there are opportunities for the seniors to enjoy and experience personal growth as a result of the interaction. Be looking to the future for chances to enlarge or expand upon successful programs and initiatives.

**Liability and informed consent**

Ensure all legal documentation is in place, and all participants have been informed.

**Financial**

Try to plan activities that are low or not cost for participants. Any costs incurred should be shared if possible.

**Measure, evaluate and respond**

Review overall success of project with on-going and summative evaluation, and respond accordingly.

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## Choosing the best setting

When assessing a setting, first decide on the needs of your group based on your activity and level of involvement. Then determine if the setting meets those needs.

The indoor area will be your meeting space. Is there sufficient room and light? Do you have access to adjust the quality of light, air, and temperature to ensure a comfortable environment for your participants?

You may also wish to have an outdoor space for your participants. Areas to consider include a playground, gardens, and a green area.

The characteristics of your group and your available funds will determine what mode of transportation is most appropriate.

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## Planning > Choosing the setting

This checklist will help you ensure the setting you choose meets all your needs.

### Proximity

- walking distance
- city bus route travel time
- private transportation time
- other: \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

### Safety

- traffic flow well-regulated
- safe drop-off areas
- clean public areas
- security at door
- ease for supervision, good sightlines
- well marked and accessible exits
- available emergency staff
- wheelchair accessible
- safety procedures in place
- access to hand-washing facilities
- other: \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

### Meeting Space

- appropriate number of rooms
- appropriate size of rooms
- flexible spaces available
- clean and comfortable meeting area
- minimal background noise
- near green space
- other: \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

*“It was a real life experience being with the seniors that he has remembered above all others. He sees them as real people and I have noticed how comfortable and empathetic he is around seniors now.”*  
— PARENT OF A CHILD PARTICIPANT

### NOTES

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## Safety considerations

In addition to the features of your chosen facility, consider the following safety factors:

- safe and secure facility
- a first aid kit is available, well stocked
- policy for hand washing
- procedures for food storage and preparation (e.g., Food Safe regulations)
- available access to telephone or cell phone
- plan to address epidemics (e.g., flu) or illnesses
- plan to address inappropriate behaviour or incidents
- all appropriate incident liability and consent forms completed
- safety and emergency procedures are in place, communicated to all
- up to date list of emergency contacts for all participants
- guidelines for reporting problems or issues

Safety guidelines should be an important part of orienting participants, particularly young people visiting a seniors' home.

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## Funding your project

Once your team has a clear idea of how much money you need to implement your project, you will need to plan your funding. Consider local funding opportunities. Talk with others who lead community-based projects that can advise if you are eligible for local assistance. Some grants are issued on a one-time basis, while others are renewable. Many grants require time-consuming paperwork and, even if successful, sometimes actual funds take months to secure. In addition, you need to determine if the grant will cover operations (e.g., transportation) or if it will only cover a specific project (e.g., youth and older people creating a vegetable garden). Matching funds or securing in-kind resources may be an option.

Going on-line and doing a search of groups who are interested in children, youth, older people and innovative community programming is an excellent starting point. Municipalities, local service clubs, foundations, religious organizations, crime prevention bureaus or real estate companies who specialize in retirement housing may provide the window that you need.

Depending on the creativity of your team, and how many volunteers you can secure, there are ways to create your own revenue. Examples include:

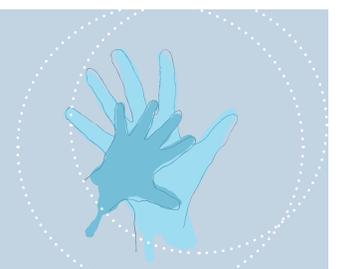
- Have partnership groups fundraise for your project.
- Pair older people and youth as writers and illustrators and publish handmade books or calendars featuring stories and photos about your project.

### NOTES

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#### MULTICULTURAL YOUTH AND PARENT OUTREACH PROGRAMS

The aim of this program offered by DIVERSEcity is to assist immigrant youth and parents to overcome difficulties they may encounter in their new environment. The topics of workshops range from communication, intergenerational conflict, racism, gang affiliation, parenting tips, understanding the school system, and familiarizing parents with community resources. Workshops are offered free of charge at schools and in the community.



## Preparing your budget

Having a well-prepared budget will help keep you on track as you move toward implementation, and will likely be a required step in any grant application.

Consider the following to help plan your budget to implement the project with either real dollars or in-kind donations. Work with your partner to prepare a list of expected costs.

### Available funds

- Initial funds available (for example, perhaps there is a Petty Cash fund)
- Additional grants (funds designated or dollars contributed for this project)
- Fundraising revenue (money raised through bake or craft sales etc)
- Participant fee/contribution

### Expenses

- Transportation to and from (walking time, volunteer drivers, city bus, hired bus)
- Staffing (all costs above regular salary)
- Insurance (all costs above regular insurance coverage)
- Activity costs (entrance fees, rental charges, etc.)
- Supplies (arts and crafts supplies, sports equipment, games)
- Food costs

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### NOTES

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## Liability

Check with your partner: you will both have to present project information to your administrators to assess liability coverage and criteria.

The Schools Protection Branch ensures school districts in BC have liability coverage for each student while off site, if his or her parent or guardian has signed the informed consent form designated by the school and district. Independent schools and pre-schools will have differing arrangements for insurance. Care home and community based facilitators must look into liability insurance as it pertains to their specific private or government organizations.

Here are some suggestions to assure safety and to reduce liability:

- Become well informed about the rules, regulations and liability insurance of your own organization as well as that of your project partner.
- Keep administration informed of all safety and liability matters relating to your project.
- Use due diligence and ensure all necessary consent and other forms are completed well in advance of implementation.
- Check regularly for new rules that may affect your project.
- Immediately follow-up on any incidents and ensure appropriate steps have been taken.
- Inform your participants and their guardians or family members of expectations and how inappropriate behaviour will be managed.

*“The connection helps youth consider future career choices in the caring professions.”*

— REGISTERED NURSE OBSERVER/RESEARCHER

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## Orientation

Each party needs to understand what is involved and what is expected of them over the course of their project. Before their first encounter, young people will need to understand the aging process, how to communicate with seniors, expectations of their behaviour while on site, and consideration for the types of seniors' housing and care settings they will be visiting. Parents will also need to provide consent for their child to participate.

Seniors will also need to be prepared to meet and communicate with young people in advance of the activity so there are no surprises or upsets to their daily routine. Family members and facility care workers will also need to be advised in advance to provide proper consent or attention on behalf of the resident.

In most cases, partners will need to review and re-visit each component of their intergenerational project during orientation and again as it takes place to ensure understanding and to promote awareness for all participants.

### NOTES

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## Areas of sensitivity to consider

### Showing respect

- verbally — by what you say
- physically — by what you do
- socially — by how you respond

### Communication

- verbally — language, clarity, volume
- physically — body language, needs, limitations

### Movement

- fine motor — limitations due to maturity, health
- mobility — limitations due to health and anxiety levels

### General Knowledge

- lifestyle — requires some pre-knowledge of partner's lifestyle
- characteristics — relay some information about partner generation

### Safety

- general — safety issues related to age of participants
- health — what to expect due to health considerations
- emergency — what to do in case of emergency

### Concept of time

- measured — sensitivity of organizers to slow things down
- reflective — time for partners and individuals to pause and reflect

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### NOTES

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## Ongoing communication

Good communication will be your greatest asset as you move into the implementation and evaluation of your project. Communication is a two-way exchange and, just like your project, requires people to share information not just between generations, but amongst all participants and team members who each contribute a valued point of view. The best starting place is regular and open dialogue.

### Things to consider

- Discuss the best methods for communication between all stakeholders: email, bulletin board notices, telephone. Make a list of all who should receive general information and include preferred methods of contact.
- Create a newsletter using a basic Who, What, Where, When, How, and Why format. E-mail your newsletter on a regular basis to keep all participants informed and post in highly visible places. Remember that seniors are more comfortable reading large type so format your newsletter accordingly. Include photos, drawings, poems, testimonials, and humorous anecdotes. Invite submissions from all involved.
- Hold an orientation meeting for the parents of students or the family members of students. Prepare a project overview as a handout or slide show. Be ready to answer questions about the goals, benefits, and safety and liability issues.
- For ongoing, long-term projects, consider scheduling periodic meetings with your project partner to discuss what's working and what needs to be changed.
- Provide regular updates for other parties who have facilitated your project such as your school or district administration, your organization's board, or community groups who have provided funding.

For additional support in communicating with interested parties, see the [Frequently Asked Questions](#) provided in [Appendix A](#).

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### NOTES

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### THIS IS ME – THE MEMORY BOX PROJECT

Memory boxes use a visual collage format to acknowledge and honour the life experience, expertise and interests of residents in care at George Derby Centre in Burnaby. The collage is created with input from residents and their families. Each collage is then displayed in a handcrafted box outside residents' rooms. These collages act as intergenerational conversation pieces for everyone at the centre — residents, staff, volunteers, family and friends.



## Project evaluation

Is your intergenerational project a success? Is it worth repeating? Perhaps you would like to expand your project or do things differently? By evaluating the effectiveness of your project, you can determine exactly what next steps are most appropriate.

The nature of any IG project lends itself to varying styles of ongoing and final assessment. Reflect on the IG project as a whole using an accepted evaluative approach. Have on-going evaluative data to support your work to ensure the sustainability of your IG project.

Items you may want to include in your evaluation

- pre-testing and post-testing students' and seniors' attitudes and knowledge using a survey with statements that scale responses "I agree" or "I disagree"
- long-term data collected to assess sustainability of attitudes and knowledge — you may want to collect feedback of past participants to measure long-term responses
- for kindergarten to grade 12 students, assessment of the achievement of targeted prescribed learning outcomes
- Home and Community Health Performance Measures — improved health and wellness
- measurable analysis indicating how project goals and objectives were met
- testimonials from participants
- records of events showing levels of participation: pictures, videos, stories, journal entries, reflective thoughts

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## Dealing with death

It is important to consider that seniors may die over the course of your project.

While death is a fact of life over which none of us has any control, dealing with death is one of the great life lessons to experience through intergenerational learning.

Helping children and young people to understand and deal with death has always been challenging for adults. It is one of the most difficult and saddening experiences that many find too sensitive to discuss. This is due, in part, to inexperience as death has become so removed from everyday life.

In our modern society the very ill tend to die in hospitals rather than at home. Increasingly, more of our elderly citizens die while in care.

Children and youth participating in intergenerational projects must be prepared for the possibility that their new senior friend may pass away over the course of their relationship.

Each incidence of death requires a unique approach. There are cultural, religious and social implications that will dictate, to some extent, how the loss of an elder is shared and how closure is expressed. What follows are suggestions for your consideration:

### In preparation

- Discuss the possibility of death at the orientation phase; make sure parents are informed.
- Encourage participants to discuss this subject in a safe and respectful manner.
- Emphasize the importance of the present moment and quality connections.

### NOTES

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## Implementation > Dealing with death

### In the event of death

- Communicate well so organizers are informed of a death before the day's activities.
- Inform participants and, if applicable, their parents within a reasonable timeframe; do not avoid or conceal the news of a death.
- Be sensitive to the participant; provide factual and honest information.
- Allow discussion time which may include the sharing of personal loss stories.
- Encourage private reflection, remembering the good shared experiences; also encourage expressions of sympathy to the deceased's family and loved ones.
- Make information of memorial services available to families of students.

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### NOTES

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### ADDRESSING AGEISM IN BC'S LOWER MAINLAND

Staff with the Intergenerational Centre for Action Learning studied the incidence of ageism in the Lower Mainland and came to believe that by sharing key information on intergenerational projects, they could help reduce age prejudice. They worked with a number of stakeholders to develop a Community Toolbox for Intergenerational Collaboration. These documents are available through the Intergenerational Centre for Action Learning website — [ical.ca](http://ical.ca).





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## Reflections

Project leaders and participants may gain additional insights about what has been experienced and achieved, and how others have been affected by reflecting on the project from beginning to end. Testimonials, storytelling, videos and photos tell us what has happened; daily writing helps to connect thoughts and ideas for individuals as events take place. Here are some suggestions to encourage personal reflections:

- Set time aside each day for journal writing.
- Encourage writing to include what happened, how one felt, what one sensed, what one learned from the other.
- Encourage reflections on all feelings, positive as well as anxiety, uncertainty or fear.
- Post questions during the journal writing session to prompt new thinking.

*“Intergenerational projects nurture a healthy environment for the child and senior alike, and instil confidence, caring and sharing.”*  
— A TEACHER

### NOTES

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## Appendix A: Frequently asked questions

### FAQs for educators

**Is IG learning educationally sound?**

Yes. Situating learners in authentic situations is a practice educators have been using with good success for decades. Whether your project is small-scale or long-term, students benefit from experiencing real-life applications of their learning. Intergenerational projects can support the achievement of a wide range of provincially prescribed learning outcomes from K to 12 (see Appendix B). To facilitate a successful learning experience for students, as well as one that will be supported by parents and school administration, include the targeted learning outcomes as part of your project outline.

**Is the success of an intergenerational project dependent on the teacher?**

Yes. If the teacher is not interested or does not value the project, it is less likely to be effective. The care home facilitator or community organization leadership cannot carry this project alone. All parties in both project partners must be comfortable with and committed to the project.

**What age group responds best to an intergenerational learning activity?**

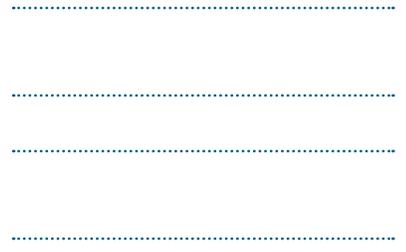
Students of any age can benefit from an intergenerational experience. While response is unique to each individual and class, some generalizations can be made: Younger children tend to take on the surrogate grandchild role and will be comfortable for a longer duration than older students. Older children and youth will happily participate as “grandchildren” during the first weeks of a longer project, but quickly grow into caregivers, exhibiting a greater degree of social responsibility earlier than their younger counterparts.

**What do you do about the few seniors, parents, children and youth who may object to intergenerational learning projects?**

At first, some may be uncertain about such a focused approach. Once they see the strength of the process, they likely will understand. Children, youth and seniors have the choice to opt out of the activities, if they so choose, and should be reminded of this choice without guilt or regret.

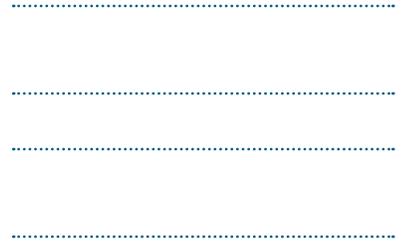
**What if a senior falls or is overcome by illness while in the company of a student?**

Invite facility staff to teach you and the children/youth basic safety procedures. Ensure that one student stays with the senior while the other goes for help.



**Is there a possibility that a senior might offend a student by inappropriate conversation or touching?**

There are possibilities of inappropriate behaviour and care staff have practices to minimize such possibilities. Students are encouraged to participate in pairs. Meetings between seniors, children and youth take place in public areas such as activity rooms, libraries, dining halls. There may be language differences where a senior may refer to a physically challenged student as being ‘a cripple’, an ethnic group may be referred to with an outdated term, or a senior might swear when missing a shot in a pool game. This offers an excellent opportunity for students and teacher to discuss language and how its use changes in times and through education. It also creates fertile ground for a discussion of prejudice and tolerance.



**FAQs for children and youth**

Note: for younger children, the information provided here should be shared in a group discussion prior to the first project activity.

**What if an older participant seems angry or unhappy with us?**

Smile, even if the other person is grumpy. If you feel the senior is unhappy with you being there, excuse yourself immediately and report back to the teacher or leader.

**What if our senior friend gets sick or falls during our visit?**

The care home or community group facilitator will give you a lesson and show you how to call for help. You will never be far from a helping adult.

**Will some of our older partners die?**

It is a possibility. We will talk about this at the orientation session and also with your parents.

**How do we know how long to talk to our senior friend?**

Be alert. If you see your senior friend looking tired, uninterested or frustrated that he or she can't keep up with you, excuse yourself and return to the teacher or leader.

**How do we respond to someone who has Alzheimer's or dementia?**

We will study these conditions in class so that you will understand what is happening and be prepared during your visit. Be reassuring, pleasant, and if you wish to leave, say good-bye politely and return to the teacher.

**How are we expected to behave at the seniors' home?**

Basic school rules are the same at the seniors' home. You are a guest in their home, so you must behave as a respectful guest. Move slowly; speak clearly but not too loudly. Approach seniors from the front, stay off any ramps, and do not use the elevators unless you are given permission. If you are unsure, ask your teacher or leader.

**How do we react if seniors do or say unusual things, or if they ask repetitive questions?**

Try to change the subject and report the situation to your teacher, or excuse yourself politely and return to the teacher if you feel uncomfortable.

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**How do I end a conversation with my senior friend?**

Ask your teacher how long you should stay to visit. If the conversation does not interest you, suggest a change in topic or a new activity. Excuse yourself politely and return to your teacher. Do not walk away without saying good-bye and do not move on to another senior as you may make your first person feel badly. Smile politely and say good-bye.

**What if the senior gives me things like money, or candy, or gifts?**

Be grateful and say thank you. Remind your senior friend that you enjoy visiting, and gifts, though thoughtful, are not necessary. Let the senior know you will have to ask your teacher for permission to keep the gift. Be sure to tell your teacher or leader.

**What if your senior friend won't talk?**

Make sure she or he can hear and see you. Chat pleasantly, and if she or he still does not respond, excuse yourself and either join another group or talk to the teacher. No matter what, be thoughtful and polite. Remember you are their guest in their home.

**FAQs for seniors**

**Do I have to participate?**

No. Participation is your choice and you can always change your mind.

**Will I have to think up things to do with them?**

No, the organizers will work help develop activities of mutual interest.

**I'm concerned for my safety or my health.**

The younger participants will learn about safety issues before coming to visit and will be reminded regularly thereafter. They will be supervised while on site and will only be allowed to visit if they are not suffering from a communicable disease (cold, flu, etc.).

**What if I become ill while a young person is with me?**

The children and youth will be instructed by care providers as to what to do in an emergency. They will access help for you.

**What if I can't understand what they are saying? What if I can't hear them?**

Before the first meeting, they will have lessons on how to communicate with older people. If you cannot understand them, please let them know. Ask them to speak up or to speak slowly.

**Why are they coming to visit me? Shouldn't they be in class?**

The activities while they are with you are learning activities that have been organized by teachers or community leaders. The activities are part the school or community group's program and support their learning goals.

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**What if they are rude, or offend me with their dress or their language?**

The children and youth have been given special instructions and understand that their behaviour, their language, and their dress is important during visits. All participants will treat each other with respect and a dress code and code of conduct will be in place at all times.

**Can I suggest things that I would like to do with my visitors?**

Yes. All participants will share in developing ideas for activities and events.

**Will I always have the same visitor?**

You may, or possibly you will meet several different people. Each intergenerational project will have its own characteristics. Ask the organizers to find out about this.

**How long will the visits or activities go on?**

You have a choice as to how long the visit is best for you.

**FAQs for parents**

**What are the long-term benefits of this project for my child?**

Intergenerational learning helps to break down barriers between young and old alike which leads to the development of more positive attitudes, especially for youth who are learning and growing. These positive attitudes translate as more caring personalities and are often carried on into later years and may impact career choices and the desire to volunteer with seniors.

**Are there costs for my child to participate?**

No. Generally, all activities fall into the range of the normal expenses for the seniors' residence or organization and the school (i.e. craft activities, baking days). In some cases, fundraisers will be organized or donations requested to help cover any extra costs.

**Will my child fall behind in his or her studies while participating in this project?**

No. In fact, many provincial prescribed learning outcomes lend themselves well to being taught in an intergenerational project setting than in a classroom. For example, the Health and Career Education curriculum from K to 7 included learning expectations related to caring behaviours as well as needs and wants at various stages of life development. In intergenerational learning projects, students will be able to observe first-hand those needs and wants that are different for seniors than for children and youth, as well as those that are the same for all ages. When planning, the teacher will develop lessons to enhance these and other first-hand learning opportunities.

**Will my child be safe?**

Your child's safety is always the number one concern of the teacher. Staff at the seniors' residence or community centre will also help supervise. The school has a legal obligation to advise parents of any inherent risks that may exist while the child is off-site and involved with any adults other than the teacher. Your child will only be able to participate in the project if you have given informed consent. Transportation to and from the seniors' residence will be organized by the school and the seniors residence in step with the school district policy. Only authorized personnel at the facility will be in contact with your child. Children and youth will work in groups of two to five when with a senior. Intergenerational meetings take place in activity rooms, cafeterias, libraries, foyers, and other public areas to ensure safety.

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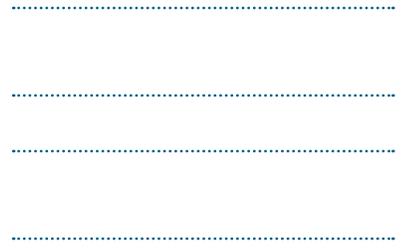
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## Appendix B: Curriculum connection

The following pages provide an overview of the various BC curriculum requirements that can be readily addressed through intergenerational learning projects. The curriculum requirements cited here are those that offer the strongest and most direct opportunities to make connections with IG programs. At the same time, however, teachers can provide creative extension activities in virtually any K to 12 subject area that allow for tie-ins to intergenerational learning (e.g., when children participate in physical activities with seniors they may be satisfying learning outcomes for physical education; teachers can create mathematics number operation or statistics scenarios using data collected from seniors).



For full text of all BC curricula, visit the Ministry of Education web site:  
[www.bced.gov.bc.ca/irp/irp.htm](http://www.bced.gov.bc.ca/irp/irp.htm)

### Health and Career Education K to 7

The HCE curriculum for K to 7 includes specific expectations related to

- physical and emotional health strategies
- healthy eating strategies
- ways family members care for and support each other
- qualities of healthy relationships
- interpersonal skills

Additional indirect curriculum connections for intergenerational projects include

- support networks
- healthy eating practices
- goal setting and decision making
- how personal attributes are transferrable to careers

### Health and Career Education 8 to 9 and Planning 10

Although there are no direct curriculum connections, intergenerational projects can support learning in this subject in relation to

- careers related to senior care
- responding to emergencies (particularly emergencies likely to be faced by seniors)
- the importance of empathy and respect in relationships

### Social Studies K to 7

The social studies curriculum for K to 7 includes specific expectations related to

- characteristics of families and communities

- changes in communities over time
- characteristics of Canadian society
- how people work together in groups and communities
- how needs and wants are met
- how technology affects individuals and communities past and present
- the experiences of immigrants

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### Social Studies 8 to 12

Although there are no direct curriculum connections, intergenerational projects can support learning in this subject in relation to

- first-person records of and eyewitnesses to historical events
- the contributions of Canadian veterans to Canada
- perceptions on how the local community, province, country, and world have changed over time.

In particular, Civic Studies 11 and Social Justice 12 offer opportunities to link intergenerational projects with topics such as civil and social justice issues for seniors (e.g., age discrimination, accessibility for people with disabilities).

### Physical Education 8 to 12

The PE 8 to 12 curriculum offers opportunities for students to tailor and lead physical activities for particular audiences. For intergenerational projects, students can plan physical activities specifically for the needs and interests of seniors.

### Home Economics 8 to 12

The Foods curriculum from 8 to 12 includes specific learning expectations related to planning and preparing foods and menus for a range of life stages.

The Family Studies curriculum from 10 to 12 includes expectations related to

- stages of adulthood
- physical, social, emotional, and cognitive changes that take place throughout adulthood
- economic, social, emotional, and global issues and challenges facing adults at different stages of life
- practices of death, dying, and grieving in various cultures
- special caregiving issues and challenges
- role of housing plays in meeting physical, social, and emotional needs
- change in housing needs throughout life
- influence of local, provincial, self-governed, and federal governments on housing in Canada

### English Language Arts, Dance, Drama, Music, Visual Arts

Although there are no direct curriculum connections, intergenerational projects can support learning in this subject in relation to activities such as the following

- storytelling
- art-making activities or arts appreciation discussions
- preparing and performing works with a specific audience in mind (i.e., seniors)
- creating writing, dances, dramas, music, or visual artworks in response to other IG project activities

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### Second Languages

Although there are no direct curriculum connections, intergenerational projects can sometimes provide opportunities for students to converse with seniors in languages other than English.

## Appendix C: Definitions

Here are brief explanations on specific terms used throughout this guide.

**Age-friendly community:** an environment that supports and enables older people to live in security, enjoy good health and continue participating fully in society.

**Assisted Living:** a type of seniors' housing, assisted living offers housing, hospitality services and personal assistance to seniors who live independently but require help with some daily tasks. These communities are set up similar to independent living; however they provides additional services such as bathing, dressing or medication monitoring. Nursing care may also be available.

**Community organizations:** refers to community groups such as Girl Guides, Scouts, choirs, Royal Canadian Legion, Community Living Association, seniors organizations, to name a few.

**Complex Care – 24 Hour Professional Care:** the type of care provided at residential care facilities where seniors require 24 hour supervision and continuous professional care for various health needs.

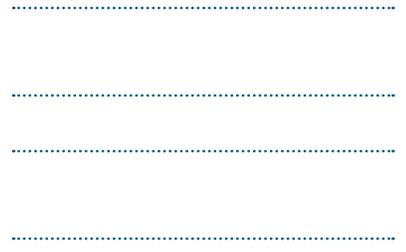
**Intergenerational (IG) learning, activities or projects:** where people of different generations come together for purposeful and meaningful activities and interactions.

**Levels of involvement:** the intergenerational project size, range of activities, energy level of participants and amount of time spent in an IG project.

**Independent living:** also referred to as supportive, retirement or congregate living, includes a combination of housing and hospitality services for retired adults who are functionally independent seniors capable of directing their own care.

**Resident:** a person who resides permanently in a residential care facility and does not include short stay residents or those who receive care in their own homes.

**Residential care:** provides services to adults who can no longer live safely or independently at home because of their more advanced health care needs. Types of residential care include complex care, continuing care, and long term care.



## Appendix D: For more information

### Contacts for selected intergenerational projects in BC

The following list of contacts for intergenerational project leaders is not an exhaustive list. Please note that there are numerous projects taking place across BC, and readers are encouraged to explore and research these and other projects taking place within their own communities and across the province.

#### Intergenerational Landed Learning at UBC Farm

Contact: Dr. Jolie Mayer-Smith,  
Associate Professor and Chair Science Education  
Faculty of Education  
Phone: 604.822.5293  
Fax: 604.822.4714  
Email: [jolie.mayer-smith@ubc.ca](mailto:jolie.mayer-smith@ubc.ca)  
[www.cust.educ.ubc.ca/landedlearningproject](http://www.cust.educ.ubc.ca/landedlearningproject)

#### In the Company of Elders Ballet in the afternoon

Contacts:  
Lee Kwidzinski  
Dance Educator, Artistic Director  
Fraser Valley Youth Dance Theatre  
Phone 604.217.6553  
Email: [lkwidzinski@shaw.ca](mailto:lkwidzinski@shaw.ca)

Carol Marie Oberg, Consultant  
Supporting Elders in Leisure and Education  
Phone: 604.826.8067  
Email: [carol@ourelders.ca](mailto:carol@ourelders.ca)

#### Building Bridges with Volunteers + Community Partners

Contact: Susan Granger,  
Director of Therapeutic Activation  
Langley Lodge  
Phone: 604.530.2305  
Email: [sgranger@langleylodge.org](mailto:sgranger@langleylodge.org)  
[www.langleylodge.org](http://www.langleylodge.org)

#### Cooking with Grandma

Contact: Pat Thomson, President  
Rossland Senior Citizens Association Branch #45  
Phone: 250.362.5795  
Email: [patthomson@moose-mail.com](mailto:patthomson@moose-mail.com)

#### A Place for All Ages

Contact: Michael Phillips, President  
Cordova Bay Community Place – Cordova Bay  
55 Plus Association  
Phone: 250.658.5558  
Email: [phillips.m@shaw.ca](mailto:phillips.m@shaw.ca)

#### The Memory Box Project

Contact: Therapeutic Programs  
George Derby Centre  
Phone: 604.521.2676  
Email: [sheryl@georgederbycentre.ca](mailto:sheryl@georgederbycentre.ca)

#### Meadows School Project™

Contact: Sharon MacKenzie  
Phone: 250.308.7892  
Email: [izi@intergenerational.ca](mailto:izi@intergenerational.ca)  
[www.intergenerational.ca](http://www.intergenerational.ca)

#### Building Learning Together

Contact: Deborah L. Davenport  
Community Literacy Coordinator School District 69  
Building Learning Together Program Manager  
Phone: 250.248.0467  
Email: [ddavenpo@sd69.bc.ca](mailto:ddavenpo@sd69.bc.ca)

#### Various projects for seniors' program leaders

Contact: Kevin McKay, Recreation Leader  
Century House  
Phone: 604.519.1069  
Email: [kmckay@newwestcity.ca](mailto:kmckay@newwestcity.ca)  
[www.nwpr.bc.ca](http://www.nwpr.bc.ca)

#### Parenting Guidelines for Indo-Canadian Communities

Contact: Daljit Badesha  
DIVERSEcity  
Phone: 604.880.6014 or 604.597.0205  
Email: [dbadesha@dcrs.ca](mailto:dbadesha@dcrs.ca) or [info@dcrs.ca](mailto:info@dcrs.ca)  
[www.dcrs.ca](http://www.dcrs.ca)

#### Intergenerational Centre for Action Learning

Contact: Elizabeth Anderson,  
TIP Project Manager  
Intergenerational Centre for Action Learning  
Phone: 604.514.1188  
Toll-free: 1.877.776.6878  
Email: [mail@ical.com](mailto:mail@ical.com) or [elizabeth@ical.ca](mailto:elizabeth@ical.ca)  
[www.ical.ca](http://www.ical.ca)

### Recommended reading

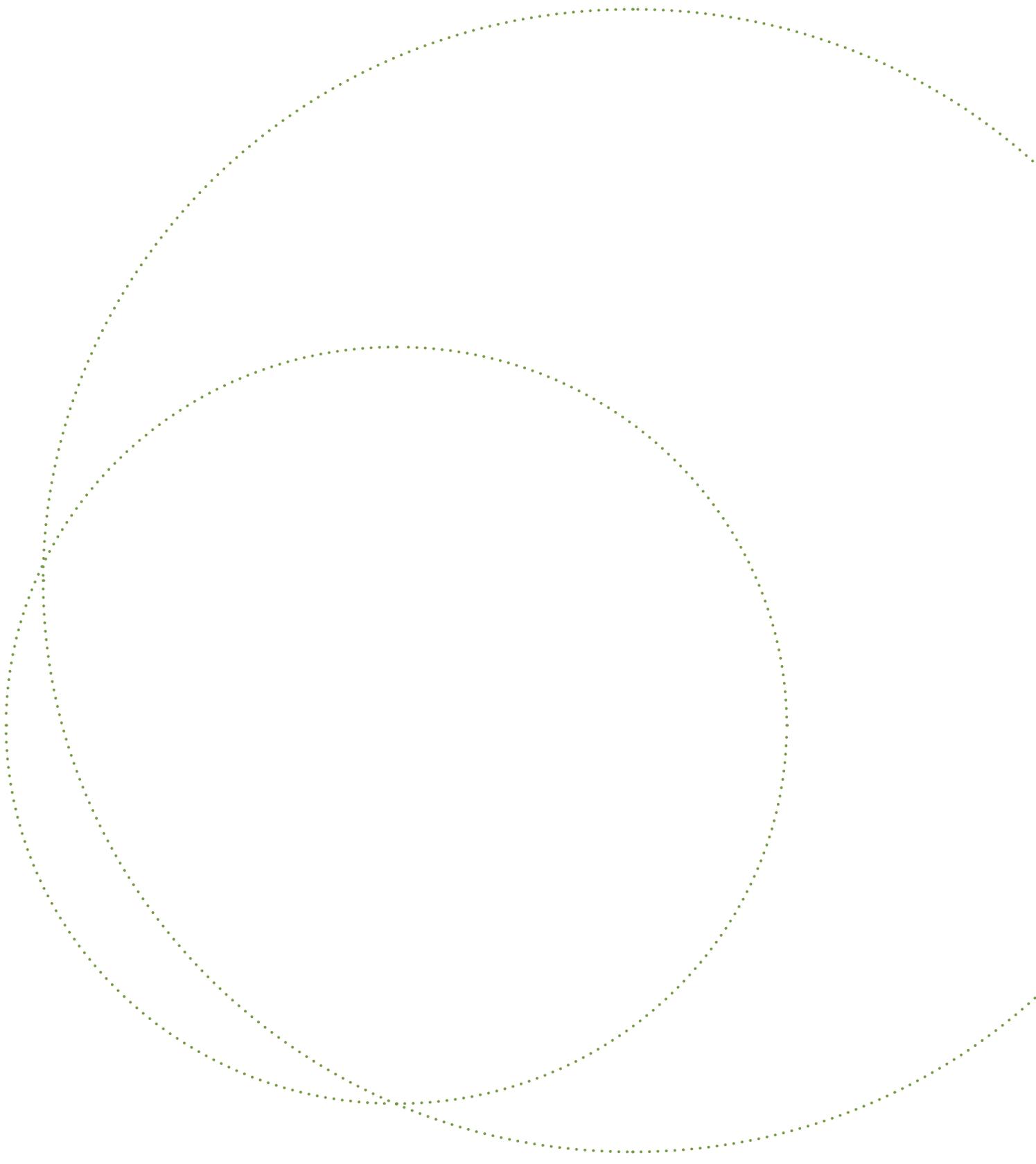
*Grandpartners – Intergenerational learning and civic renewal.* Winston, L. (2001). K–6. New Hampshire: Heinemann

*Generating Community – Intergenerational partnerships through the expressive arts.* Perlstein, S. (1994). New York: Elders Share the Arts.

### Additional resources

Connecting Generations Toolkit  
Best Practices in Intergenerational Programming, 2006  
Download at [www.UnitedGenerations.ca](http://www.UnitedGenerations.ca)

Community Toolbox for Intergenerational Collaboration  
Intergenerational Web Links — Part One  
Intergenerational Resources — Part Three  
Developed by Intergenerational Centre for Action Learning for Fraser Basin Council  
Download at [www.fraserbasin.bc.ca/programs/basin\\_wide.html#youth](http://www.fraserbasin.bc.ca/programs/basin_wide.html#youth)



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