



# Intergenerational Community Guide

## *Theory, Concepts, & Process*



BC ASSOCIATION OF  
**Community Response Networks**  
*Stopping Adult Abuse and Neglect ...Together.*

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## BC CRN Intergenerational Community Guide - *Synopsis*

### **Purpose of this Guide**

The *Intergenerational Community Guide* is intended to provide background information on the nature of intergenerational relationship building, including:

- Intergenerational theory.
- Process for incorporating intergenerational activities into your CRN's plans.
- Intergenerational activity ideas.

This guide offers a positive approach to combating mistreatment of all ages, and broadens the work of *It's Not Right! Friends, Families, and Neighbours*.

*It's Not Right!* supports people who are close to vulnerable older adults by introducing a skill set of:

- See It!
- Name It!
- Check It!

The *Intergenerational Guide* expands the process one step further into the community "Prevent It!"

**NOTE:** *It's Not Right!* is not a prerequisite for intergenerational work. You do not need require previous training or experience in *It's Not Right!* to pursue an intergenerational project.

### **How to Use this Guide**

Use this guide:

- To learn more about intergenerational theory and best practice.
- For ideas on intergenerational activities and how to incorporate them into your CRN's project plans.

***The activities and concepts in this guide are optional.***

Consider an intergenerational project if members of your CRN express interest.

The lessons, suggestions, and activities in this document and the



resources cited have been field-tested.

Select ideas that work for your community, and take it one step at a time.

**Who this Guide is For**

Mentors.  
Coordinators.  
Other affiliated community groups.

**Reflection Points**

Reflection points are short stories intended to illustrate a theoretical concept or principle. Additional stories can be found in the *Intergenerational Activities Resources Kit*.

***Intergenerational Activities Resources Kit and Supplementary Slides***

The *Intergenerational Activities Resources Kit* is the companion to the *Intergenerational Community Guide* and contains tools to:

- Present intergenerational work to your community.
- Conduct an intergenerational workshop.
- Engage your community in intergenerational work.
- Assess your intergenerational project.
- Support your intergenerational activities.

Supplementary slides are also available. The slides are located at [www.bccrns.ca](http://www.bccrns.ca) in *Resources*.

**Contact for Questions and Concerns**

Help is always available. Stay in regular contact:

- Coordinators: your mentor is your key contact.
- Mentors: contact your team leader with your questions and issues.

For detailed contact information, visit [www.bccrns.ca](http://www.bccrns.ca), *About Us*.

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Please acknowledge BC CRN when using any portion of these materials.



## Underlying Assumptions of this Resource Package

### **We Need More Help to Change Ageist Attitudes**

Children and youth are an underrated, rich, untapped resource. We need to trust in this generation. They are the future.

By involving them now in understanding issues of ageism, we give them tools for living their own lives as they age.

They take their experiences with them into their own families and neighbourhoods. Intergenerational practice brings more ears, eyes and voices to awareness of the issues of ageism.

### **Funding is Difficult**

Intergenerational initiatives cost little or nothing and can, over time, build towards prevention of mistreatment of all ages within the community.

This can lead to stronger individuals within more resilient communities.

### **Time is an Issue**

This resource will give ways to limit the time required for initiating intergenerational activities.

Although it does take dedicated time to start the work, once up and running, time is actually saved as young and old are involved with one another. Their partnerships actually generate time for their caregivers or supervisors.

Intergenerational practice is not about doing different things, but rather doing the same things differently.

Most of what we already do can be easily shifted to include generations working and playing together.



**Fun and Laughter  
Contribute to Good  
Health**



It is easier to laugh when you step outside yourself and share your thoughts, experiences, troubles and happy memories.

There is joy in sharing, and knowing you are not alone.

Children, youth and older adults have many parallel issues and challenges.

When generations are brought together respectfully and purposefully, these commonalities build relationships of trust and confidence.

**We Need a  
Sustainable  
Approach**

There is no question: it is worth the time and effort to pursue purposeful intergenerational activities as it improves mental, social, emotional and physical health and educates in a powerful and special way that changes people forever.

As an intergenerational approach becomes “just the way we do things”, we will build stronger communities that help themselves one-to-one, generation-to-generation.

Intergenerational relating is a rich heritage that we have let slip away. It is time to reclaim this orientation of personal, face-to-face, hand-in-hand connecting.



## The Power of Intergenerational Relationships - Background

### **What We Mean by “Intergenerational”**

Intergenerational work focuses on building positive, empathetic relationships, and plants the seeds of respectful human contact between all ages.

It allows communication to flourish, warm hands to touch, and most of all it engages young and old in the joy of being together.

It does not matter how small or large your step is into the intergenerational orientation. What does matter is that you take that step to authentically and respectfully connect young people and older persons.

### **Social Isolation Makes People Vulnerable**

Social isolation leads to vulnerability of individuals of all ages. This can be characterized by loneliness, depression, and abuse.

Research has shown that respectful and purposeful intergenerational connecting improves social-emotional health. This empowers both generations to stand on their own, together, against mistreatment of all ages.

Dedicated intergenerational work helps to address vulnerability across the age spectrum. Connecting children (ages 4-12) and youth (ages 13-17) with older adults in purposeful, respectful interaction creates opportunities for understanding.

In turn, these understandings between grandparents and grandchildren or non-familial individuals, break down the stereotypical thinking of ageism and change the future.

### **Older Adults are Open to Connecting**

Generally, older adults are more open to connecting with children, and this is reciprocal.

Through creating friendships across the aging spectrum, older adults empathize with children and youth as they face their common generational issues of bullying and abuse.

During the process, attitudes shift. Younger people learn to



understand, rather than fear, the issues of aging. When the power of respectful intergenerational connectivity is unleashed, it is societal changing.

The magic and power of respectful intergenerational relationships improves mental, social-emotional and physical health.

**How to Connect  
Across Generations**

Purposeful intergenerational connecting:

- Is not about doing different things that cost a lot.
- Does not require arduous work.
- Holds great joy for all.

It is an invitation to put on 'intergenerational glasses' to view differently what you already do. It is about shifting your perspective, and finding the frequently missed richness that exists between the silos in which generations are housed. It is about opening our sensibilities to potential, and taking steps to ensure sustainable connectivity of all ages.

Intergenerational orientation is not a new, but it is a powerful approach that we have let slip from our daily lives.

Together we are better.

Together we can prevent mistreatment of all ages.

So let's start together, right now!



## The Connection between *It's Not Right!* and an Intergenerational Approach

### **The Connection between the Two Approaches**

Intergenerational relationships broaden the impact of *It's Not Right!*.

*It's Not Right!* bases its success on engaging the potential and power of everyday relationships. An intergenerational approach does this too.

By connecting generations purposefully and respectfully, we are sourcing more help in the fight against elder mistreatment.

### ***It's Not Right!* provides an Elder Abuse Perspective**

In *It's Not Right!*, there is a scenario where we see a family moving forward to quickly disperse their father's home and belongings as he is moved to a care facility.

He stands by helplessly as they commiserate between themselves, ignoring his feelings, and referring to his belongings as 'junk'.

Let's assess this scenario using the principles of *It's Not Right!*:

- See it!
- Name it!
- Check it!

We will also assess the scenario from an intergenerational approach.

### **See It!**

Elder abuse does not suddenly happen. Elder abuse has subtle beginnings: jokes, advertisements, birthday greeting cards, stereotyping, comments about driving a vehicle, etc.

Abuse is the result of a long path of disrespect that begins years before the actual reportable abuse is seen.



*So, what's wrong with being 40?*

Older relatives receive invitations to attend family events, yet they sit alone as participant-observers, not co-participants. Few attendees take the time to chat, or make an effort to connect one-on-one. And then there are other older persons who have no family or friends to invite them, no one to talk with, and certainly no access to younger people for a visit or to share a moment or a memory.

At what point does consistent disrespectful or rude behaviour slip into abuse? How long does it take for neglect to become abusive? Abuse grows from seeds that our society plants. We need to bring to a conscious level the implications of our actions, particularly as they relate to mistreatment of all ages.

An intergenerational orientation brings more eyes to see, more ears to hear, and more voices to usher in change in decisions made about what seeds are planted in our community gardens. Just as abuse grows from seeds, so do respect and empathy grow from seeds. Which seeds do we want to plant and nurture in our all-age-friendly community?

Ageism does not exist just for older adults. In fact, it exists at all ages. Purposeful intergenerational connecting brings individuals to an understanding of those similar ageist issues. It provides



assurance that generations are not alone in their challenges. It builds prevention.

Youth faced with life-threatening or life-changing situations are often just as isolated and lonely as their aging counterparts. Yet when these generations come together respectfully and purposefully, loneliness and isolation no longer exist. Young and old are sharing. Through being together, they are empowered.

**Name It!**

An intergenerational approach brings a different perspective on seeing and naming, and encourages practicing cross-generational understanding.

An intergenerational approach shifts *Name It!* to the very most fundamental level. The moment children, youth and older adults share their given names, the notion of stereotype begins to dissipate and ‘anonymity’ loses power.

Although the complexities of abuse are difficult for young children, youth can be of an intellectual age to step outside to “See It!” and “Name It!”

Youth can become more eyes, ears and voices to go forward and bring awareness.

For children, 2-13 years, it is more natural to see, name, and practice respect and empathy.

These are seeds of hope for the future.

Intergenerational relationships are rich in opportunities to *be* empathetic.



**Check It!**

Intergenerational activities are based on making time to have face-to-face conversations, to practice the skills of communication in a way that humans have always made connections.

As facilitators, we can help young and old set aside time to just talk. That can be a magical connection that breaks down walls of isolation and fear.

**Making the Connections**

The question is: Could the elder mistreatment revealed in the *It's Not Right!* scenario been averted if there had been some purposeful intergenerational intervention much earlier in time?

From the perspective of an intergenerational approach, the answer would be, "most likely".

There is so much to be gained from generations having meaningful discussions about "small matters".

These small matters are often the very things that hold us together as human beings travelling through time. In our busy lives we have let moments slip by that "most likely" could be the moments in time that change how we live out our lives.



## Intergenerational Theory and Practice

### **Our Dilemma**

There will never be enough healthcare professionals, funding, or time to address the ever-growing social needs of our aging demographic.

Acknowledging these challenges, how can a purposeful intergenerational approach further help address the vulnerability of older adults within communities?

### **What is a Purposeful Intergenerational Approach?**

An intergenerational approach refers to a planned, respectful connecting of older adults (seniors) and children/youth (ages pre-school to 17) for the purpose of nurturing empathy between the generations.

### **Can an Intergenerational Approach Make a Difference in the Prevention of Elder Abuse?**

YES!

If isolation and loneliness are contributing factors in elder abuse, then respectful, purposeful intergenerational connecting:

1. Brings older adults into meaningful one-on-one contact with others.
2. Joins the two ends of the age spectrum in non-competitive environments.
3. Ultimately, changes the attitude of children and youth towards aging.

An intergenerational approach opens the door to involve more ears, eyes, and voices to carry the message of awareness forward.



**What are the Staffing,  
Funding, and  
Workload Demands?**

It has been proven that best intergenerational practice follows three principles:

1. *Collaboration*: Empowers both generations to bear the responsibility of planning, implementation, celebration, and evaluation. They work as a leadership team.
2. *Simplicity*: Simple activities free up time for just being together, listening, and talking.
3. *Fun*: Sustains the relationship.

Make it work for you!

**Intergenerational  
Connecting is Not a  
New Concept**

As history in Canada shows, intergenerational connecting can work farms, catch food fish, build villages, and create and solve problems.

However, over the decades the practice of generations working collaboratively has somewhat slid out of our consciousness. It has become an under-acknowledged and little-used approach.

Increasingly generations live and work in silos.

We are slowly coming to realize that intergenerational connecting holds amazing power towards improving health and education, while building resiliency within culture.



**The Best Supporting  
Research is  
Intergenerational-in-  
Practice**

Have you ever been involved in an activity you would say was intergenerational?

Were older and younger people involved in respectful and purposeful interaction?

Oftentimes we are not conscious of the unaddressed potential of generations connecting. We let slip away opportunities to develop significant social networks.

As with most social initiatives, it is difficult to evaluate intergenerational initiatives quantitatively. Yet, anyone participating in successful intergenerational projects knows that qualitatively, intergenerational orientations can be highly successful.



*Multiple generations crocheting together.*



**From Silos to  
Synthesis**

Can we shift health, family and education into alignment through an intergenerational approach?

Governments and not-for-profits structure themselves to care for designated sectors of our society. We do this to specialize, economize, and bring into alignment the issues that affect particular ages, cultures, or gender groups.

Often we choose this approach in the name of efficiency. But it is becoming increasingly apparent that in doing this we are losing much that is to be gained by working together across generations, cultures, and genders.

The strength comes from what can happen between the silos.

Most of us working in any one of these fields will recognize other jurisdictions struggle with the same issues, the same battles being fought, the same challenges, and sadly, often the same lack of positive results.

An intergenerational orientation connects health, education, social justice, children and families. Collectively empowered, they bring awareness to mistreatment of not only older people, but to all people.



**The Results to Expect  
from an  
Intergenerational  
Approach**

Through purposeful and respectful connecting of generations, senior community members become friends to other generations from other families and cultures. Within neighbourhoods, communication lines are opened between these groups in a trustful and empathetic way.

Intergenerational practice creates the potential for all-age individuals to collectively demonstrate that it's not right to mistreat any age group.

Intergenerational connectivity breaks down stereotypes, shifts group anonymity to one-on-one knowing, and builds cross-age alliances that strengthen neighbourhoods and communities against secrecy and ignorance.

Participation in intergenerational work is not an instant fix, but given time, sustained intergenerational projects and small intergenerational activities develop attitudes that ultimately extend participants' views beyond themselves and into the workings of aging-in-family and aging-in-community.

Consider the "UN-Age Friendly" initiative: intergenerational work carries that further to envision "ALL-Age Friendly" communities.



## The Three Principles to Successful, Sustainable Intergenerational Projects

### Why Do Some Great Projects End?

Lack of leadership.

Lack of funding.

Joy fades for participants.

Three principles support sustainability of an intergenerational approach.

- Collaboration.
- Simplicity.
- Fun!

Revisit these principles every step of the way: they are your three keys to success.

### Principle #1: Collaboration

As soon as you can, bring in partners from each of the generations your project plans to engage.

Stay together as a leadership team through planning, safety considerations, implementation, evaluation and celebration.

Regroup to fine tune and continue your project.



*Build an intergenerational community by being an intergenerational community: Meadow School Project, Coldstream, BC.*



**Principle #2:  
Simplicity**

Generally, the more complex something is, the more time it takes and often, time means money. Along with that, more work and trying to secure funding is not fun!

Work towards simplicity. Creative teamwork can keep costs low. Shared snacks, a variety of modes of transportation (i.e. use of care facility bus, public transportation) and accessing all-age friendly outdoor sites can be opportunities to minimize costs.

Planning safe and purposeful intergenerational activities is not a simplistic matter. But the activities themselves can be, should be, simple. You want maximum engagement time with minimal activity preparation.

Start by:

- Identifying participants.
- Securing a safe, adaptable location.
- Determining a means of transportation.
- Making sure you have the support of all those participating.

Then, plan easy ice breaking activities, such as sharing a photo or a keepsake.

When you think about it, likely the best recollections you have from social occasions are moments you spent laughing and sharing with others, not the sparkling clean house or the exquisite table decorations.



*Playdough play. Keep activities simple!*

*Simple is fun and easy for both the collaborative team and the participants.*



Find more suggestions at:

- Intergenerational Activity Kit at <http://intergenerational.ca/i2i/resources/ed-asners-ig-activities/>
- Resources at [www.intergenerational.ca](http://www.intergenerational.ca)

### Principle #3: Fun!



The camaraderie of your team is the most important component in the success of the project.

If the process of planning and implementation becomes an add-on, onerous, or is not fun for you, the project has little chance of sustainability.

If your team is not enjoying the involvement in the project, test your waters:

- Is the project too stressful or too time-consuming?
- Are participants, parents, facility owners, community, administration or staff not fully supportive?
- If not, why?

Your efforts are aimed at changing attitudes that will affect the future. That is a big responsibility, one that can easily become wearing if not fed by the joy of the adventure.

**NOTE:** If your collaborative team is not having fun, you can be sure your project participants will sense that.

If facilitators do not honestly feel the same joy as the older adults and young are starting to experience, there will be a breach of trust between the team and those in the project.

Remember, the project goal is to engage two generations in sharing from their hearts. Individually they may already be sensitized to risk when it comes to trusting others.

Building trust is a critically important component of intergenerational relationship building. Participants will sense if the



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project is not secure.

It is critical that the workload and stress of it does not exceed the benefits to all participants.

When everyone trusts in the power of the project, the project will carry itself buoyed by the security in newly found friendships.



## Getting Started

### Research the “Field” and Assess What You Do

#### Local Research

Learn about current or past intergenerational projects in your area.

Check with:

- Care facilities.
- Churches.
- Community centres.
- First Nations.
- Google local info.
- Pre-schools.
- Seniors centres.
- School districts.
- Youth culture groups.

If intergenerational activities no longer exist, why did they stop?

Was it leadership, funding, lack of interest, lost use of the location, seniors passed away, safety concerns, transportation costs?

Can you visit up-and-running projects?

Can you learn from them?

Can you partner with them to make a good story bigger and better?

What have they done that worked, didn't work?

#### Online Research

Take the time to scan the resources and activities in the *Intergenerational Activities Resources Kit*.

Also review the resources at [www.intergenerational.ca](http://www.intergenerational.ca). Select *Get Started* from the home page drop down menu.



**Assess What You  
Already Do**

An intergenerational approach is not an add-on activity.

An intergenerational approach is not about doing something different, but rather about doing the same thing *differently*.

Look at what you already do and shift it to incorporate an intergenerational perspective.

Do you have a current activity or event that can be ‘repurposed’ to become intergenerational?

**Reflection Point |  
Every Good Idea  
Starts with a Seed**

Let’s approach the garden, plant the seed, nurture the growth, and share its bounty.



By facilitating purposeful and respectful communication between older adults, children and youth, we give opportunities for them to come to know each other as individuals.

This brings seniors and the young understanding of the challenges that each faces as they move through the aging spectrum. It also opens doors of communication to the shared joys that each finds in life.

Most important of all, this engagement gives each a friend with whom to share the small matters that are so special in bringing us together as a community of generations.



## Funding

### Potential Costs

Intergenerational activities are inexpensive.

It is not something new that requires lengthy training. You do not have to renovate to accommodate the project, and you do not need to buy special equipment.

Adapt.

Your team needs to make the project work for you. Find your comfort zone and work within it.

You do not have to purchase project materials, as all the information you might need is offered in this resource, and the *Intergenerational Presentation and Workshop Companion Guide*.

So, what are some potential costs?

- Transportation to a facility or event.
- Food and beverages shared by both generational groups.
- Craft supplies shared by both generational groups.
- Tickets or entrance fees (e.g. museum, nature centre).
- Special project materials (e.g. seeds for a garden).

Your CRN may apply to for grants for your intergenerational project. Applications can be found in the *Appendix* on page 57.

### The Three Intergenerational Principles as they Apply to Resourcing Your Project

1. *Keep it simple* to minimize need for funding.
2. *Collaborate* with service clubs or bus providers to cover travel costs.
3. *Have fun* with creative fundraisers.



## Catch People's Attention

### Find Your "Hook"

A "hook" is something designed to catch people's attention, and set the stage for your upcoming project. Some have used photos accompanied by discussion questions. Others have used videos.

An example of a "hook":



*You are here! If you are reading this you already have started. Good!  
Welcome to a very human adventure where you will laugh, engage  
and be connected to the human condition in a very special way.*

*How do you feel about the above comment?*

*Do you have a comfort zone with older and younger generations?*



*"Well at 30 minutes old, it's all pretty new to me!  
I'm just happy to get started."*



Although shifting to an intergenerational approach does take work, it is well worth it. Intergenerational initiatives require more commitment than actual work.

Recommended video “hook”: *Whose Grandma Are You?* (Youtube clip): <http://intergenerational.ca/i2i/resources/media/whose-grandma-are-you/>

See Video List in the *Intergenerational Activities Resources Kit* for more “hook” videos and ideas.

### Establish Your Objectives

#### **Confirm the Rationale and Objectives of Your Intergenerational Activities**

Confirm that your CRN wants to pursue intergenerational work.

Then confirm the objectives of the intergenerational activities as part of your CRN’s project plans.

Some known objectives for integrated intergenerational activities include:

1. Expanding the community of caring set in place by the BC CRN through workshops such as *It’s Not Right! Neighbours, Friends and Families*.
2. Connecting young and old who may be isolated and lonely.
3. Improving social, mental, emotional and physical health.
4. Replacing ageist attitudes with understanding and empathy.
5. Preventing elder abuse by building intergenerational community resiliency.
6. Dispelling myths of aging for future generations of adults.
7. Creating time and a safe environment for generations to experience the joy of being together.

Add your own reasons to the list!



## Find the Right Location

### **Your Location Must be Safe, Nearby, and Allow for Flexibility**

Finding the right spot can be tricky, but the benefits are substantial.

Your location must satisfy these needs:

**Safety:** Make sure you have covered all liability issues and insurance. Take the time to teach all participants what to do in an emergency:

- Who is the first line of contact, and if not available, who else?
- For example: Do the older adults have call bracelets or buttons? Do the young people have medical concerns that may need attention? Who will inform?

**Proximity:** Travel time may be an issue for the young people, and weather may be an issue for both generations. The closer the participants are to the location, the better. This also alleviates potential transportation costs.

**Flexibility** in the form of:

- Availability: Access it when you need it.
- Capacity for activities and performances:
  - Large group (30+ individuals).
  - Small group (5-10 individuals).
  - One-on-one, eye-to-eye interactions.
  - Outdoor space for walking, bocce, watching others, gardening, etc.

Refer to *Choosing the Setting* and *Liability* checklists on pages. 18-22 in *Creating Caring Communities*:

<http://intergenerational.ca/i2i/resources/community-ig-kit/>



## Find Partners

### People

Make a list of people you know who might share your passion for intergenerational work:

- Family and friends.
- Faith-based acquaintances.
- Librarians.
- Older adults.
- People who have experienced loss.
- Retirees.
- Seniors' organizations.
- Work colleagues.
- Youth.
- Youth group leaders.
- Those you know who may benefit from being involved.

Invite these people to a face-to-face meeting over a beverage and snack. Remember, to build community you have to be community.

Share your idea and your findings...listen and record. Let your collective conversations guide you.

**NOTE:** Often it is the people deemed “successful” in our society who are sought for collaborative leadership roles. You know the saying: “If you want something done, ask the busiest person.”

Schools also will put forward their top students to take on community projects. The assumption is: “They can do it.”

Intergenerational project experience has shown that often the very best co-participants are those who fall through the cracks of what society deems as successful.

It is suggested you make a special point, when seeking your collaborative leadership team, to include isolated and lonely older and young individuals who are experiencing a need for purposeful social-emotional connecting. They already have a built-in motivation and can become your best leaders.



**Reflection Point |  
“Doing for” vs.  
“Doing with” -  
It’s a question of  
empowerment!**

As soon as you can, bring in partners from each of the generations your project plans to engage.

“Doing with” versus “doing for” brings up a critically important discussion point for your team: empowerment.

In the truest sense of community and collaboration, the lasting impact of intergenerational connecting will be the shift from “doing for” to “doing with”.

Seniors’ advocates, school systems, health providers, and frequently not-for-profits do *for* others. In electing governments, there is an expectation that they will do *for* their citizens. Canadians are generally socially responsible and taking care of and doing *for* is often a source of national pride.

If we take a primary orientation of being socially responsible, doing *for* can actually be disempowering to the participant individual. Intergenerational connecting with a strong collaborative orientation demands personal responsibility first.

When the orientation is “doing with”, the individual senses he or she is in control within a social-emotional environment, which is empowering.

Mix that with respect for what each individual brings to his or her experience, and the result is a group of personally responsible individuals who now are responding as a socially responsible community. This happens in an intergenerational context where heartfelt trust is developing.

That is “power-full”!



*Airline instruction on oxygen mask use is an example of personal responsibility.*

*“Please don your own mask before assisting others.”*



## **Institutional Partners**

Although institutions can make project implementation easier, there is always the threat of epidemics of illness or onslaught of inclement weather temporarily stalling a project involving individuals living or studying there.

In institutional situations, it is easier to control safety issues, cover liabilities, collect pre- and post-assessment information, and basically run a 'control' on your entry level intergenerational activity.

### ***Older Adults***

Although institutions such as care homes host only a small percentage of the aging demographic, and may in fact not be the people BC CRNs are primarily targeting, they do provide a known entity. Unlike a seniors' drop-in centre or other organization that draws older adults on a voluntary basis, care facilities are a reliable source of potential IG project participants. If attendance of the group you are working with is constantly changing, your project will need to be flexible.

### ***Children and Youth***

Likewise, educational institutions, or places that require registration of children or youth by caregivers, make planning group intergenerational activities much easier.



*Care facilities and schools offer relatively reliable attendance to intergenerational events.*



## **Non-Institutional Partners**

Simple is best, so another option is starting a small project with a very limited community (10-20 co-participants in total).

### ***Neighbours, Friends and Families***

If you already have a group actively working through *It's Not Right!*, this is a great place to look for dedicated intergenerational opportunities. This elder abuse awareness focus lends itself perfectly to an intergenerational approach. Ultimately, including neighbours, friends and family will nurture prevention of mistreatment of all ages.

### ***Arts, Activity and Cultural Connections***

Groups such as the following can offer potential as partners for seasonal or one-off short events. These initiatives may develop into weekly or monthly connections:

- Artists.
- Cultural associations.
- Church groups.
- Golfers, bowling, curling clubs, etc.
- Hobby collectives.
- Home-schooling associations.
- Lapidary clubs.
- Library programmes.
- New immigrant groups.
- Seniors' clubs.
- Youth groups.

For more, refer to

- Page 13 of <http://intergenerational.ca/i2i/resources/community-ig-kit/>
- Pages 7-8 of <http://intergenerational.ca/i2i/resources/across-the-generations/>
- <http://intergenerational.ca/i2i/get-started/>



## Customize Your Plan | Matching Age and Stage of Life

### **Customize Your Plan**

Although *Getting Started* is presented as a linear plan, no doubt you will experience the finding of partners, deciding on an activity, and determining a location all may be happening concurrently.

It is wise to give ample consideration to each of these aspects of planning.

When your team is truly intergenerationally collaborative, everyone needs to be working with the same interpretation of the information.

Please note the suggestions under *Roles, Rights, and Responsibilities* on page 43.

### **Safety First, Regardless of Age**

Safety is always the number one concern, and must be addressed in terms of needs and potential emergency requirements of both generations.

Make sure you have covered all liability issues and insurance, and take the time to teach all participants what to do in an emergency.

Who is the first line of contact, and if not available, who else?

For example: Do the older adults have call bracelets or buttons? Do any young people have medical concerns that may need attention? Who will inform?

Older adults may be reluctant to participate with young people because they fear there is a chance they may alarm the children if they have a medical emergency.

### **Combine Ages and Abilities**

The best combination of ages and abilities is situation-dependent, but does demand reflection. Just as health and abilities of older adults figure into your activity and location choices, so do the age and abilities of the children/youth.

### **Age Group: Prevention Pioneers (Children ages 4-13)**

Younger children (4-13 years) generally have an emotional maturity that best suits making positive connections with older people. Dealing with the realities of elder abuse is emotionally difficult for



this age group. They know how to sympathize, but need to practice empathy. Their familiarity is with the language of “bullying”, not “abuse”.

Children between the ages of 7 and 13 are a highly under-rated resource within our society. They are independent, interested, capable of learning empathy, fun-loving, interesting, and have time that is somewhat flexible. This age range can change attitudes towards aging going into the future. They harbour prevention potential.

This group is happy to play with playdough and clay, tell jokes, dress up, do community service together with “senior buddies”, be silly, prepare and eat snacks, be performers, do puppets, have ‘treasures’ to share, and listen to and tell stories.

This age group may automatically take on the role of surrogate grandchildren. They are capable of taking on limited responsibility, understand safety issues, and can learn respectful and empathetic behaviour.

They are our Prevention Pioneers. For more, refer to:

<http://intergenerational.ca/i2i/resources/across-the-generations/>.

**Age Group: Extenders  
(Youth ages 14-17)**

Older children and youth (14-17 years) are generally emotionally able to deal with elder abuse, can assist in bringing awareness, and are independent enough to go forward into community in pairs or small groups to share what they learn.

They can consciously become the extra eyes, ears and voices for *It’s Not Right!*, and initiatives related to World Elder Abuse Awareness Day (WEAAD).

They are our extensions into community for increased awareness of ageism.

For more, refer to: <http://intergenerational.ca/i2i/resources/teen-kit/>.



**Age and Stage Pairings** (Approximate guidelines only.)

OLDER ADULT STAGE	CHILDREN/YOUTH AGES & CHARACTERISTICS	TYPES OF ACTIVITIES
High level of functioning	Any age, but 7-15 years optimal	<ul style="list-style-type: none"> <li>Broad range of activity planning and implementation, shared by the generations</li> <li>Good prospects for shared public service (e.g. WEAAD projects, <i>It's Not Right!</i>, etc.)</li> </ul>
Mid-range of disability <ul style="list-style-type: none"> <li>Possibly some dementia.</li> <li>Wheelchair/walker bound.</li> <li>Some hearing and/or sight loss.</li> </ul>	4-8 years <ul style="list-style-type: none"> <li>Perform as a group, love an audience.</li> <li>Snacks important.</li> <li>Supervision required at all times.</li> <li>Coach clear, communication skills.</li> </ul>	<ul style="list-style-type: none"> <li>Shorter visits optimum.</li> </ul>
	9-13 years <ul style="list-style-type: none"> <li>Prevention Pioneers.</li> <li>Excellent match, capable of a variety of interactions.</li> <li>Independent.</li> <li>Can learn empathy.</li> </ul>	<ul style="list-style-type: none"> <li>Coach clear communication skills</li> <li>Learn to read body language</li> </ul>
	14-17 years <ul style="list-style-type: none"> <li>Extenders</li> <li>Can take on more caretaking.</li> <li>More emotionally mature re. involvement with elder abuse awareness education</li> </ul>	



OLDER ADULT STAGE	CHILDREN/YOUTH AGES & CHARACTERISTICS	TYPES OF ACTIVITIES
High range of disability <ul style="list-style-type: none"> <li>• Little or no independent mobility.</li> <li>• Advanced Alzheimer's.</li> <li>• Severely hearing/sight disabled.</li> <li>• Complex care.</li> </ul>	3-5 years <ul style="list-style-type: none"> <li>• Relatively self-absorbed, can be watched while they play, bringing joy to older adults</li> <li>• Need continual supervision</li> </ul>	Short visits optimum
	6-13 years	<ul style="list-style-type: none"> <li>• Short, specific activity.</li> <li>• Can be successful in very small groups when seniors and children are led by healthcare worker.</li> </ul>
	14-17 years <ul style="list-style-type: none"> <li>• Independent youth optimum</li> <li>• Can understand why adult may not respond, emotionally responsive</li> <li>• More sedentary</li> <li>• Can take on more responsibilities</li> <li>• Empathizes more than sympathizes</li> </ul>	



**Samples of Past  
Intergenerational  
Activities**

Prevention Pioneers (ages 4-13)



*Plasticine poster on bullying done by an 8-year old.*



*10-year old teaching her little buddy about her senior buddy.*



### To Earn Your Badge

- Meet with an older adult. Give them the Seniors Safety and Security handout and talk to them about what you have learned. Then choose one of the following activities:
  - 1) Spend some time with the older adult helping them with a chore, doing a craft or hobby OR
  - 2) As a group do a skit on Seniors Safety and Security and present it to a group of older adults



*Girl Guides earn badges for Senior Safety.*

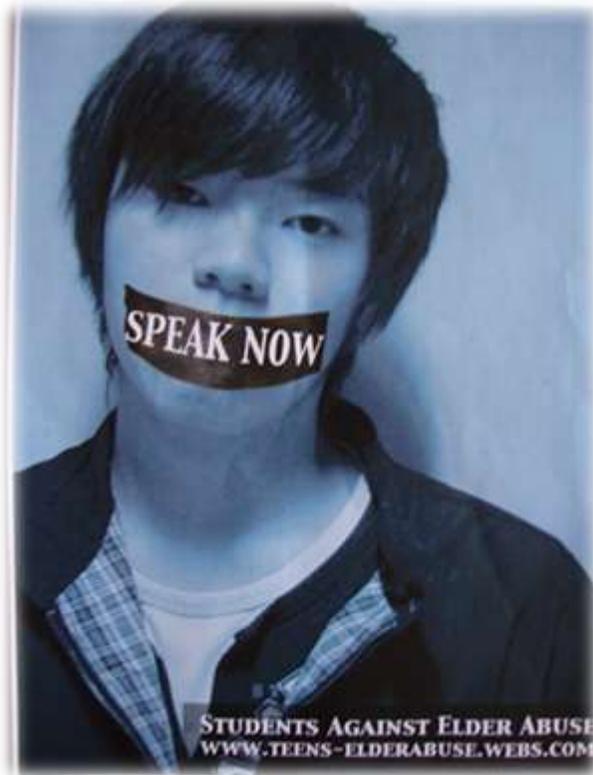
### Extenders (ages 14-17) for Elder Abuse Awareness



*Campbell River teens present their projects at World Elder Abuse Awareness Day (WEAAD) in Toronto.*



*“Bridging the Gap” project by Revelstoke teens.*



*Teen created poster and website for WEAAD.*



## Time is Everything!

**Resist the temptation to rush the work, the participants or the activities.**

Right from the onset, there is no hurry in an intergenerational project.

Oddly, people can be scared away if this new orientation comes at them too quickly.

**Commencing Construction on the “Intergenerational Bridge”**

Intergenerational relationship building should not be an add-on.

Work towards planning, implementation, and celebration that ‘blends-in’. Low stress contributes to the joy of the adventure. Factors such as these are critical for ensuring sustainable buy-in by all.

By starting in a lower gear we:

1. Show respect towards all ages-stages through our sensitivity.
2. Allow time for all generations to reflect on this different approach.
3. Ensure all potential project partners have time to get comfortable.
4. Give opportunities to clear schedules for a small scope start-up.

***NOTE:*** Going slowly also has a risk: you risk the project getting sidetracked. It is critical for the team to maintain the commitment to your ultimate goal.

Building intergenerational bridges over the troubled waters of ageism is a society changer.

The process is slow, but will happen if the construction team stays focussed.

If you thought your bridge would be operational within two months, anticipate it could be four.

Patience is a vital tool in your toolbox. Keep working together. Take time to enjoy the ride.

If you are augmenting a current project that already has supportive co-participants, then your team will have already set the pace.



**Travelling the  
“Intergenerational  
Bridge”:  
Putting the  
Talk back in Tick Tock**



Time is imperative in order for older and younger to explore their commonalities through conversations, face-to-face, eye-to-eye.

Sharing thoughts, laughing, savouring the telling of their stories, digging deep to unearth old memories, learning to trust in another soul, these all can only happen if given time.

How your project activity views “use of time” is right up there in importance, along with safety and respect.

You can develop the best project model, print the flashiest posters to advertise, have the nicest, bright facility with the most comfortable furniture, yet truly the best thing you can simply provide is time for generations to truly be together.

Children and older adults have time that is adaptable, unlike middle generations who are caught up in work, schedules, and keeping the production/consumer world rolling. Develop that as an integral quality of your project.

Intergenerational projects must work to adapt time for the co-participants. Relationship building takes time.

Simple is best, less is more, time is richness.



## Roles, Rights, and Responsibilities

### **Clearly Identify the Roles and Responsibilities of All Involved**

In a community, just as in a family, everyone has roles, responsibilities and rights. In cases of mistreatment, one or more of these fundamentals are misinterpreted or ignored. That misinterpretation and ignorance materializes in disrespect, hurtful behaviour, and lack of personal and social responsibility.

In intergenerational bridge building, if the principle of true sharing and collaboration is operational from the onset in planning, implementation, celebration and evaluation, a balance of roles, rights and responsibilities can flourish.

Different stages within different ages bring diversity to the intergenerational adventure, along with the potential to be respected and to be empowered. Never before in the history of Canada have we been better positioned to move into this powerful intergenerational approach to community.

It is important that the roles and personal responsibility of all co-participants - collaborative team, neighbours, friends and families - are clearly identified.

Every co-participant needs to feel their own personal responsibility for the intergenerational community. If this is not evident, personal empowerment will not be supported and ultimately, the goals will not be reached. To be sustainable, the project needs to be what it aims to create.





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NOTE: Respectful and purposeful intergenerational bridge building is an orientation that personally empowers us to break down ageist attitudes and prevent elder mistreatment.

It puts the power of social responsibility back into the hands of personally responsible co-participants.

For a comprehensive list of roles and responsibilities for education and community teams working on intergenerational bridging, refer to *Caring Communities* on pages 14-16 at

<http://intergenerational.ca/i2i/resources/community-ig-kit/>.



## Activities and Projects | Maximize Interaction, Minimize Workload

### Three Levels of Intergenerational Involvement

A small, well thought out activity will achieve big picture change. When engaged, young people will carry the message of elder abuse awareness forward into the community, and with them throughout their own lives.

1. **Baby Steps:** Short 1-2 hour activities, takes place yearly or irregularly. Some examples of this type of activity:
  - Young people perform for older with a snack and visit to follow.
  - Youth group does craft with seniors, share snack.
  - Veterans participate in Remembrance Day at school.
2. **Mama Steps:** 2-4 hour activities, takes place weekly or monthly. Some examples of this type of activity:
  - Hockey team members and older adults play board games every week.
  - Youth are included at monthly senior book club meeting.
  - Teens prepare WEAAD project with seniors at centre.
3. **Giant Steps:** Daily or one full day a week, regular contact is part of schedule. Some examples of this type of activity:
  - A class attends school in makeshift classroom at senior residence where children/youth and residents share contact every day.
  - An intergenerational gardening club meets weekly to plant and beautify their community. Through winter months they continue to meet learning about gardening.
  - Pre-school and after-school caretaking set up in Campus of Care facility. Children are purposefully interfaced with older adults daily. Generally activities are small, but regular (e.g. crafts, singing). Some larger events may be planned (e.g. media for WEAAD).



For more on the levels of intergenerational activity, refer to *Baby, Mama and Immersion Steps* at <http://intergenerational.ca/i2i/get-started/>.

## Walking into the Future | Giant Steps Towards Prevention



Intergenerational experiences empower individuals to take on social responsibility in an all-age friendly community.



Breaking down of ageist attitudes through meaningful community activity embeds prevention of elder abuse into the next generation.



This is a fundamental value in dedicated intergenerational community project efforts.



**What Size of 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, 1-2 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>	2-3 adults.	2-3 adults assisted by 2-3 helpers or volunteers.	2-3 adults assisted by 3-5 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 term, 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.



**Ongoing Community-Based Intergenerational Projects**

In general, ongoing community based intergenerational projects will:

- Be less work than continuous one-off events.
- Become routine and become “just the way things are done”.

## Evaluation

**Evaluation Helps You**

Evaluation has its advantages. Even though it is difficult making time to check your project against your planned objectives, do so.

This gives valid information when applying for funds from local service clubs or granting agencies (e.g. New Horizons), and helps to inspire others to follow your lead.

Mostly, it helps you.

**Advantages of Evaluating as You Go**

Ongoing evaluation gives your team critical information that will allow you to tweak the project, and make minor adjustments en-route that can affect significantly the success and sustainability of your project.

If you, your team, or any of the co-participants are not having fun, if the project feels like an added workload and you don't hear laughter or see smiles, STOP what you are doing.

As a team, immediately re-assess every aspect of the project and together fix what has gone amiss.

It is worth stopping the momentum of the hour, of the day, or of the project-in-general, to tweak and re-assess. Otherwise, if left, small matters can totally derail your intentions. The project will not only end, it will have created poor attitudes towards intergenerational connecting that may be insurmountable in the future.



**Quick and Easy  
Assessment  
Tools: Photos,  
Anecdotes,  
Checklists,  
Reflections**

***Photographs***

Take pictures of everything you do from your planning meetings, to the activities themselves. It makes it much easier if you have a file on a computer to download photos every day.

Easier yet, have a small camera with a dedicated memory card where you can store videos, testimonials, stills, candid shots. Make it available to the team.

Note: You must have signed permission from all participants regarding photographs, and make certain everyone taking photos is informed of those wishes.

Be sure to ask if you can take your picture, and if their photo be used on the project website, or in the media.

For a sample of a photo/story release form, please refer to BC CRN's *Spread the Word on Adult and Abuse Guide*.

***Anecdotal Comments***

Collect anecdotes and testimonials from:

- Neighbours, friends, and families.
- Participants.
- Participant observers.
- Staff.

Anecdotal comments may also be collected from any daily reflections that co-participants may write down.

***One Page Checklists: Pre-and-Post Activity Assessments***

Samples are available in the *Intergenerational Activities Resources Kit* (pages 38-39) for:

- Conducting a pre-assessment for older adults.
- Post-assessment for children/youth.

Over time, if you remember to use assessments before and after your project, the information can help you track trends.

This is helpful quantitative intergenerational data for research. The number values will confirm what co-participants already know from their positive intergenerational experiences.



For more evaluation ideas, refer to: *Project Evaluation* on page 26 of *Creating Caring Communities* at <http://intergenerational.ca/i2i/resources/community-ig-kit/>.

### Evaluation and measuring effectiveness

Is your intergenerational project a success? Is it worth repeating? Perhaps you would like to expand your project or do things differently? By evaluating and measuring 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 during reunions of past participants to measure long-term responses
- for K – 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 and videos
- stories, journal entries, reflective thoughts from willing participants

» Orientation

» Dealing with death

» Ongoing communication

» Evaluation and measuring effectiveness

» Reflections

**NOTES**

Type and save your notes

*The i2i intergenerational website houses a number of resources on evaluating your intergenerational projects and activities.*



## Celebrate Intergenerational Connections

### **Celebrations are Significant**

No matter how small they are, celebrations are significant. They are special times when you bring back to a conscious level the unique nature and goodness of respectful and purposeful intergenerational connecting.

For your participants, it may be “business as usual”, but time should always be set aside to focus on the special nature of this approach to “business as usual”.

Celebrations can bring neighbours, friends and families together as well, and acknowledge what a powerful team they create for people of all ages when they work inter-generationally.

Making a snack together and sharing it, staging an activity for others in the community, inviting the media, seeking out special focus days, all of these count as celebrations.

Write a story or send a picture of your intergenerational celebration to help convince others to try this approach to everyday living.

Celebrate by keeping it simple. Photograph the event.

### **Make It Up As You Go | Ideas to Try**

Some ideas and activities to help with your celebration:

- Bocce tournament.
- Change of season.
- Completion of a year together.
- Cultural holidays.
- Local town or city carnivals or fairs.
- Months of shared birthdays.
- Silly hat day.
- Storybook characters.
- Technology day.
- Watch the intergenerational movie *UP!* together while you munch on popcorn.





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**Connect to a Day of Recognition**

- BC Families Day and BC Heritage Day (Third Monday in February).
- Intergenerational Day Canada (June 1).
- World Elder Abuse Awareness Day (WEAAD) (June 15)
- National Seniors' Day (October 1)



## Acknowledgements and Thanks

### **Meadow School Intergenerational Immersion Project**

The long running *Meadows School Intergenerational Immersion Project* enabled the comprehensive research that is the groundwork for this guide.

The *Meadows School Intergenerational Immersion Project* was launched in Coldstream, BC, by teacher Sharon MacKenzie in 2000.

This unique project model moved a class of intermediate students into a makeshift classroom in a retirement community for two full months of the school year.

The children and residents partner in school curriculum, public service and one-on-one relationship building on a daily basis.

Because of the work at Meadows School, intergenerational projects were also established in Williams Lake, BC and Sherbrook Community Centre in Saskatoon, SK.

### **Photo and Story Credits**

The photographs, stories and, ideas originated from Sharon MacKenzie.

Many thanks to Sharon for allowing us to use her materials.

### **Sharon MacKenzie, BA, MEd, UBC**

Sharon MacKenzie is an intergenerational expert, and originating author of the *Intergenerational Community Guide* and the *Intergenerational Activities Resources Kit*.

She is a teacher, and consultant with over 15 years of experience in intergenerational research and projects. She also led the Meadows School Intergenerational Immersion Project, and the development of the World Elder Abuse Awareness Day (WEAAD) Teen Kit.

Sharon is also the executive director of the i2i Intergenerational Society ([www.intergenerational.ca](http://www.intergenerational.ca)), which she founded in 2008, and the director of the Canadian Network for the Prevention of Elder Abuse (CNPEA).

Sharon travels across the country assisting groups with intergenerational activities, and can be reached at [sharonmackenzie@gmail.com](mailto:sharonmackenzie@gmail.com).



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# Appendix

## Forms & Tools



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## **Contents of this Appendix**

### **Grant Application**

Complete and submit this form for funds for your next project.

### **Project Budget Form**

Supplementary form to the *Grant Application*. Outline of the project budget is required as part of the grant application process.

The budget illustrates how funds will be allocated on your project. Complete this form and submit it with your grant application.

### **Invoice Form**

Complete and submit this form after your event or project is complete for reimbursement of any relevant out-of-pocket expenses.

### **Project Report Form**

Complete and submit this report after your event or project is complete. This data is important information for future funders and fundraising activities.

### **BC CRN Glossary of Acronyms and Terms**

An alphabetized list of acronyms and commonly used terms in BC CRN for your reference.



## Grant Application

Amount Requested: \$500.00  
 Start Up Grant: \_\_\_\_\_  
 Regular Grant: \_\_\_\_\_

<b>Project Name:</b>		<b>Date of Event:</b>	
<b>Name of CRN:</b>			
<b>Contact Name:</b>			
<b>Address:</b>			
<b>City/Prov:</b>		<b>Postal Code:</b>	
<b>Mailing Address:</b> (if different)			
<b>City/Prov:</b>		<b>Postal Code:</b>	
<b>Phone:</b>		<b>Email:</b>	
<b>Mentor Contact:</b>			

**Project Outline –** (Goals and objectives, how they will address local and community needs.)


**Community Partners –** (Name your community partners and their involvement.)


**Additional Information -** (Use additional pages if required.)




## Project Budget

ITEM	Total for project	Total from BC CRN
<i>Coordinator Hours</i> @ \$25.00 per hour	\$	\$
<i>Room Rental</i>	\$	\$
<i>Publicity/Advertising</i>	\$	\$
<i>Materials &amp; Supplies</i>	\$	\$
<i>Travel</i>	\$	\$
<i>Food/Catering</i>	\$	\$
<i>Other (please specify)</i>	\$	\$
<i>Other (please specify)</i>	\$	\$
<b>TOTAL (cannot exceed \$500 from BC CRN)</b>	\$	\$

I acknowledge that should a project be approved, I will be required to report on the activities described in this application, and report on how the grant funds were spent.

**Name of signing authority:** \_\_\_\_\_  
 (CRN Coordinator and/or Mentor)

**Title:** \_\_\_\_\_

**Signature:** \_\_\_\_\_

**Date of Application:** \_\_\_\_\_



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 Surrey, BC V4P 3H5  
[shirley.gust@bccrns.ca](mailto:shirley.gust@bccrns.ca)  
 Home: 604-594-8302  
 Fax: 604-531-9498

## Invoice (COMPLETE AFTER EVENT)

<b>Name/Date of Event:</b>			
<b>Name of CRN:</b>			
<b>CRN Contact:</b>			
<b>Address:</b>			
<b>City/Province:</b>		<b>P.C.</b>	
<b>Phone:</b>		<b>Email:</b>	
<b>CRN Mentor:</b>			
<b>Cheque Payable to:</b>			
<b>Address:</b>			
<b>City/Province:</b>		<b>Postal Code</b>	

Date	Item	Total
	Coordinator Hours @\$25.00 per hour	
	Room Rental	
	Publicity/Advertising	
	Materials & Supplies	
	Food/Catering	
	Other (please specify)	
	Other (please specify)	
	<b>TOTAL</b>	

Note: Please forward all receipts with this invoice to the above address or email.

**Signing Authority:** \_\_\_\_\_  
*CRN Coordinator or Agency Representative*

**Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Please complete *Project Report* on the following page.**





## BC CRN Glossary of Acronyms and Terms

AANDC	Aboriginal Affairs & Northern Development Canada (was INAC – Indian and Northern Affairs Canada)	<a href="http://www.aadnc-aandc.gc.ca">www.aadnc-aandc.gc.ca</a>
Abuse	Deliberate mistreatment of an adult that causes harm, damage to or loss of assets.	
AGA	Adult Guardianship Act	
AGM	Annual General Meeting	
BAH	Better at Home	<a href="http://www.betterathome.ca">www.betterathome.ca</a>
BCCEAS	BC Centre for Elder Advocacy and Support	<a href="http://www.bcceas.ca">www.bcceas.ca</a>
BC CRN	BC Association of Community Response Networks	<a href="http://www.bccrns.ca">www.bccrns.ca</a>
CCEL	Canadian Centre for Elder Law	<a href="http://www.bcli.org/ccel">www.bcli.org/ccel</a>
CLBC	Community Living BC	<a href="http://www.communitylivingbc.ca">www.communitylivingbc.ca</a>
CNPEA	Canadian Network for the Prevention of Elder Abuse	<a href="http://www.cnpea.ca">www.cnpea.ca</a>
CoP	Community of Practice	
COSCO	Council of Senior Citizens Organization	<a href="http://www.coscobc.ca">www.coscobc.ca</a>
Criminal abuse	Forms of abuse that are offenses under the criminal code (e.g. assault, threats, intimidation, stalking, harassment, theft, misuse of power of attorney, forgery, fraud, extortion, etc.)	
CRN	Community Response Network	
EK	East Kootenay	



Emotional abuse	Severe and continuing intimidation, humiliation, isolation, and exclusion from events, activities, and decision making.  <i>Also known as <b>mental abuse</b> or <b>psychological abuse</b>.</i>	
Empowerment	Increasing individual capacity to participate, take action, and influence outcomes. It provides equal opportunity to influence outcomes and decisions.  <i>See also <b>Power</b>.</i>	
EPOA	Enduring Power of Attorney	
ERA	Representation Agreement	
ESDC	Employment and Social Development Canada  (formerly known as HRSDC -Human Resources and Skills Development Canada)	<a href="http://www.esdc.gc.ca">www.esdc.gc.ca</a>
EVA	Ending Violence Association of BC	<a href="http://www.endingviolence.ca">www.endingviolence.ca</a>
Financial abuse	Misuse of an adult's money and property, including taking an adult's money, property, or possessions by coercion; influencing the making of a will; cashing cheques without authorization; unauthorized use of bank accounts; or misuse of a power of attorney or representation agreement.	
FH	Fraser Health Authority	<a href="http://www.fraserhealth.ca">www.fraserhealth.ca</a>
FN	First Nations	
FNH	First Nations Health Authority	<a href="http://www.fnha.ca">www.fnha.ca</a>
FV-E	Fraser Valley - East	
FV-S & RICHMOND	Fraser Valley – South & Richmond	
FV-W	Fraser Valley – West Burnaby, Tri-Cities (Coquitlam, Port Coquitlam, Port Moody) and Delta.	



HCC	Home & Community Care	
HSA	Health Service Area	
i2i	Intergenerational Society	<a href="http://www.intergenerational.ca">www.intergenerational.ca</a>
IA	Income Assistance	
IH	Interior Health Authority	<a href="http://www.interiorhealth.ca">www.interiorhealth.ca</a>
INPEA	International Network for the Prevention of Elder Abuse	<a href="http://www.inpea.net">www.inpea.net</a>
INR	It's Not Right	<a href="http://www.itsnotright.ca">www.itsnotright.ca</a>
MCFD	Ministry of Children and Family Development	<a href="http://www.gov.bc.ca/mcf/">http://www.gov.bc.ca/mcf/</a>
Medication abuse	Withholding medication the adult needs, or giving too much or too little medication.	
Mental abuse	Severe and continuing intimidation, humiliation, isolation, and exclusion from events, activities, and decision making.  <i>Also known as <em>emotional abuse</em> or <em>psychological abuse</em>.</i>	
MHSA	Mental Health & Substance Abuse	
MSD	Ministry of Social Development	
MIS	Management Information System	
MOH	Ministry of Health	<a href="http://www.gov.bc.ca/health/">www.gov.bc.ca/health/</a>
NE	North East	
Neglect	Any failure to provide necessary care, assistance, guidance or attention to an adult that causes serious physical, mental or emotional harm, or substantial damage to or loss of assets. May or may not be deliberate.	



NFF	Neighbours, Friends and Families	<a href="http://www.learningtoendabuse.ca/neighbours-friends-and-families">www.learningtoendabuse.ca/neighbours-friends-and-families</a>
NH	Northern Health Authority	<a href="http://www.northernhealth.ca">www.northernhealth.ca</a>
NI	Northern Interior	
NICE	National Initiative for the Care of the Elderly	<a href="http://www.nicenet.ca">www.nicenet.ca</a>
NS/SEA TO SKY	North Shore/Sea to Sky	
NW	North West	
OK	Okanagan	
PGT	Public Guardian and Trustee	<a href="http://www.trusteebc.ca">www.trusteebc.ca</a>
PH	Providence Health Authority	<a href="http://www.providencehealthcare.org">www.providencehealthcare.org</a>
PHSA	Provincial Health Service Authority	<a href="http://www.phsa.ca">www.phsa.ca</a>
Physical abuse	Acts of violence or rough treatment, including slapping, shaking, punching, and rough handling	
POA	Power of Attorney	
Power	An individual's ability to participate, take action, and influence outcomes.  It influences ways people participate in the community, their understanding of each other.  In a CRN, members must be able to share power.  See also <i>Empowerment</i> .	
Psychological abuse	Severe and continuing intimidation, humiliation, isolation, and exclusion from events, activities, and decision making.  Also known as <i>emotional abuse</i> or <i>mental abuse</i> .	



ReAct	Adult Protection Program tool used by HA staff	
RM	Regional Mentor	
SAIL	Seniors Abuse Information Line	<a href="http://bcceas.ca/programs/sail/">http://bcceas.ca/programs/sail/</a>
Sexual abuse	Any unwanted or exploitative sexual behaviour, including harassment, assault, or using adults for sexual purposes without their consent.	
Self-neglect	Any failure of an adult to take care of themselves that causes serious physical or mental harm, or substantial damage to or loss of assets.  May or may not be deliberate.	
SUNSHINE COAST/VI-N	Sunshine Coast/Vancouver Island - North	
Systems	Everyone who is connected to others – family, friends, organizations, communities – is part of a system, or larger whole.	
Systems thinking	A holistic or “big picture” approach that focuses on inter-relationships and how we are connected with others.  This approach enables people to think in terms of how our environment affects us, and vice versa.	
TCS	Thompson Cariboo Shuswap	
TREA	Together to Reduce Elder Abuse	
VAWIR	Violence Against Women In Relationships	
VCH	Vancouver Coastal Health Authority	<a href="http://www.vch.ca">www.vch.ca</a>
VIHA	Island Health Authority	<a href="http://www.viha.ca">www.viha.ca</a>



Violation of entitlements	Mail censorship, invasion or denial of privacy, denial of access to visitors, restricting the movement of an adult or withholding information to which the adult is entitled.
VI-S	Vancouver Island - South
WEAAD	World Elder Abuse Awareness Day
WK/B	West Kootenay/Boundary



BC ASSOCIATION OF

**Community Response Networks**

*Stopping Adult Abuse and Neglect ...Together.*