



Intergenerational Activities Resources Kit

Companion to the
Intergenerational Community Guide



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Community Response Networks
Stopping Adult Abuse and Neglect ...Together.

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BC CRN Intergenerational Activities Resources Kit - *Synopsis*

Purpose of this Guide

This guide supplements the *Intergenerational Community Guide* and provides:

- A suggested approach to conducting an intergenerational workshop, should your CRN be interested in presenting one.
- A starting point for generating ideas for projects in your CRN.
- Suggestions on age-appropriate/stage appropriate intergenerational activities.
- Short stories – called *Reflection Points* – to illustrate intergenerational theory and concepts, and generate further discussion and thinking.
- Lists of resources where you can find more information.

NOTE: It's Not Right! is referenced throughout this document. This training is not a prerequisite for intergenerational work.

How to Use this Guide

Use this guide:

- To jumpstart your workshop planning, if a workshop is something your CRN wants to do.
- As a starting point for any intergenerational presentations your CRN may want to do.
- For inspiration on any intergenerational activities your CRN may want to pursue

All recommendations in this document and the intergenerational resources cited have been field-tested.

Please select only the ideas that will work for your community.

Who this Guide is For

Mentors.
Coordinators.
Other affiliated community groups.



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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, *About Us*.

Copyright

The *Intergenerational Community Guide*, *Intergenerational Activities Resources Kit*, and supplementary materials were funded by the BC Association of Community Response Networks (BC CRN).

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

Acknowledgements and Thanks | Sharon MacKenzie, BA, MEd, UBC

Sharon MacKenzie is an intergenerational expert, and originating author of the *Intergenerational Community Guide*, and *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), 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 sharonlmackenzie@gmail.com.

BC CRN thanks Sharon for contributing her expertise, and depth of knowledge in helping make the organization's intergenerational community resources possible.



Underlying Assumptions of this Document

You are Familiar with the Content of the *Intergenerational Community Guide*.

The *Intergenerational Community Guide* contains the theory, principles, and best practices related to intergenerational research. The *Community Guide* provides the foundation to any intergenerational work your CRN may want to pursue.

Understanding the basics of this research will assist you in developing appropriate intergenerational activities for your community.

We strongly recommend familiarizing yourself with the contents of the *Intergenerational Community Guide* before reviewing the ideas in this companion guide.

Your CRN is new to Intergenerational Work, or Wanting New Ideas to Refresh Existing Initiatives.

The *Intergenerational Companion Guide* contains ideas most appropriate for CRNs new to intergenerational work, or teams seeking new ideas to refresh or enhance existing intergenerational initiatives.

Intergenerational Work is Optional.

BC CRN is making the *Intergenerational Community Guide* and its *Companion Guide* available to all CRNs as a resource. Both guides represent BC CRN's suggested approach to intergenerational work in the community.

Intergenerational work is optional. There is no mandate for CRNs to pursue this kind of work unless your team is interested, or your community demands it.



Definitions of Tools Available in this Guide and How to Use Them | Synopsis

Getting Started **Process Summary** **(Charts)**

This chart summarizes a suggested process for introducing and implementing an intergenerational project in your community.

(This process is optional. Edit and change it as you see fit, or use a different process altogether.)

This chart also summarizes the supplementary slide presentation – *Bridging Neighbours, Families, and Friends* – to a single page.

Use this tool as:

- A handout or takeaway for your intergenerational workshop or presentation. (You may opt to use this chart rather than circulate the slides, which are very large in size.)
- A roadmap to develop your intergenerational project in your CRN.

There are two versions of the *Getting Started* chart:

1. *Getting Started: The Process for Initiating and Sustaining Your Intergenerational Project* is appropriate as a handout. (Page 27.)
2. *Getting Started: Process Flow – Facilitator Version* is an internal document intended for CRNs and workshop facilitators. This chart includes suggested tools to use within each stage of the process.

Intergenerational **Self-Reflection** **Survey**

This is a short one page survey intended to gauge your current intergenerational temperature. The survey also includes questions intended to explore your everyday intergenerational orientation.

To create intergenerational projects, it is important to live an intergenerational life. After all, you will be asking others to do the same.

This survey may be done on your own, or with your team.

We also strongly recommend adapting the language in the survey to align with the generations you are thinking about focusing on. (i.e.



youth, seniors, other adults, or any combination of the three.)

A sample of the *Intergenerational Self Reflection Survey* can be found on page 31.

Pre- and Post-Assessment Surveys.

These surveys are meant to gauge your audiences' degree of intergenerational contact in the community.

These surveys are intended to be filled out before and after a workshop or project, but may also be used to benchmark and measure *any* intergenerational activity your CRN chooses to do.

The following samples are included in this guide:

- Pre-Workshop Assessment for Older Adults (page 38.)
- Post-Project Assessment for Children/Youth (page 39.)

We strongly recommend editing the titles of these surveys to match the group you are surveying.

Do not circulate a survey titled *Post-Project Assessment for Children* when you have an audience of seniors!

“Hook” Activities and Tools

A “hook” is a term used to describe an activity that initially captures your audience’s attention.

A “hook” is done near the beginning of a presentation, workshop, or event.

Some ideas we recommend:

- Showing a compelling video clip on a relevant topic.
- Read, handout, or re-tell one of the *Reflection Point* stories.
- Share testimonials.

Details on “hook” videos can be found on page 99.

Reflection Point stories can be found starting on page 40.



**What Size of Project
is Right for You?
(Chart)**

This chart summarizes the logistics associated with intergenerational activities of different sizes.

Use this chart to determine the scope of your intergenerational activities and planning.

What Size of Project is Right for You? is located on page 32.

**Matching Ages and
Stages (Chart)**

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

Use this chart to determine the most age/stage appropriate activities to incorporate into your intergenerational project.

Matching Ages and Stages is located on page 33.

Reflection Points

Reflection Points are a series of short stories that illustrate intergenerational theory and concepts in more true-to-life way.

A few ways to use these stories:

- Read a few stories on your own to help enhance your understanding of intergenerational concepts and scenarios.
- Use the stories as your “hook”. Leave print copies of the story of your choice on each table, and have your participants read it on their own or as a group at the beginning of your session.
- Have your workshop participants read a story (of your choice), and then engage them in discussion.

Pick and choose the stories you feel are most appropriate. There is no requirement to use the entire series.

Reflection Points can be found starting on page 40.

**Action Planning
Brainstorming
Activity**

The intent of this brainstorming exercise is to put intergenerational work into practice right away.

Our suggested activity can be found on page 50.



**Brainstorm and
Engagement
Exercises |
Intergenerational
Scenarios**

These exercises are intended to kick-start brainstorming discussions with a group or jumpstart your own thinking on a potential intergenerational project.

In this section, we provide:

- Examples of real-life intergenerational situations, and the possible outcomes that would make the scenario more intergenerational.
- A series of intergenerational scenarios requiring solutions.

There are no right or wrong answers. Doing these activities will help your teams practice:

- Brainstorming solutions to problems from an intergenerational perspective.
- Brainstorming with the intent to test hypothetical intergenerational solutions to adult abuse and neglect.

Use these exercises as a way:

- To raise awareness of what adult abuse and neglect is, and what to look for.
- For your intergenerational teams to get to know each other.
- To introduce the intergenerational perspective within the context of real-life situations.
- To set the context for more detailed brainstorming exercises and planning.

The scenarios are organized as worksheets that can be copied and distributed. They can be found starting on page 51.

**Brainstorm and
Engagement
Exercises Specific to
Elder Abuse and
Neglect Prevention**

Similar to the *Brainstorm and Engagement Exercises* described above, except these scenarios are specific to the topic of elder abuse and neglect.

The scenarios come from the *Elder Abuse Awareness Teen Kit Intergenerational Trust Building: An Untapped Resource for Preventing Elder Abuse*

[\(http://intergenerational.ca/i2i/resources/teen-kit/\)](http://intergenerational.ca/i2i/resources/teen-kit/)



The purpose of the scenarios is to provide discussion points for **teens** to investigate their perceptions of what constitutes disrespect, neglect and/or abuse of older persons.

Most of the readers of the Teen Kit will be familiar with elder abuse issues, and likely have brainstormed, many times, ways to assist older adults who may be at risk of abuse, are being abused or are suffering the after effects of abusive situations.

For the purposes of intergenerational work, we suggest the participants review the scenarios of your choice and then discuss the following questions:

1. Could previous experience in respectful and purposeful intergenerational activities have averted these situations? What was the underlying issue in terms of the abuser's attitude: misunderstanding, anonymity, lack of empathy, unwarranted sense of entitlement, empowerment, or lack of, cultural misunderstanding, basic eye-to-eye communication, etc.?
2. If previous respectful intergenerational contact could have made a difference, what types of intergenerational activities/projects could have been organized to develop positive attitudes towards older persons, and prevent the ageist attitudes that brought about these scenario situations?
3. How could the *It's Not Right!* networks implement some of these preventative, intergenerational approaches?

The elder abuse and neglect scenario worksheets can be found starting on page 69.

***Common Issues
Within the Aging
Spectrum (Chart)***

This chart summarizes the common issues experienced across ages and generations.

Use this chart:

- As a handout that can be circulated as part of your workshop or presentation.



- As a reference document in preparation for an upcoming workshop.
- As a way to set context to an intergenerational activity you are going to create.
- To illustrate the commonalities and likenesses between generations.

This chart is located on page 90.

***Bridging Neighbours,
Families, and Friends
Intergeneration Slide
Presentation***

The purpose of this presentation is intended to introduce the intergenerational approach as context to your CRNs intergenerational activities.

The slides may be used to:

- Kick off an intergenerational workshop with a group.
- Introduce the concepts behind intergenerational work to an interested audience (e.g. CRN, community group, school, etc.)

The content of this presentation aligns to what is in the *Intergenerational Community Guide*.

We recommend deleting and/or changing the order of the slides to best suit whatever presentation objectives you set.

Remember to review both the slide content and speaker notes for guidance on what to speak to.

The presentation is a separate item called *Building Bridges Between Neighbours Families and Friends* and is available in PowerPoint format on the BC CRN website in *Resources*.

***Lisa's Song: Hand in
Hand (Audio File)***

There is actually a girl named Lisa and she did indeed write this song to express her experiences and feelings about her work with seniors on an intergenerational project at her school.

Her song has since been used as background music for graduate student theses, and presentations.



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Lisa was 10 years old when she originally wrote the song. She then re-recorded the song when she was 15.

Both versions of *Hand in Hand* can be found as audio files at <http://intergenerational.ca/i2i/meadows-school-project/about-lisa>.

Use this song:

- To reinforce an intergenerational concept you are presenting.
- As background audio during quiet, heads down work.
- An illustration of a project that can be done by a CRN in partnership with other groups.
- As a hook to your presentation or workshop.

Directory of Annotated Online Resources

This is an extensive list of online resources to enhance your intergenerational knowledge or project.

This directory includes intergenerational resources:

- In the form of websites, videos, and social media sites.
- Synopses of content that can be found in each of the resources.
- Sample pages of content.

The directory begins on page 93.



Workshop Preparation and Implementation | Suggested Process

Assess if You Need to Conduct a Workshop

Intergenerational activities are **optional** for all CRNs.

However, should your CRN express interest in doing intergenerational work in the community, assess if a workshop (or other activity) might be best.

If a workshop is what your CRN want to do, then evaluate what the intergenerational needs and desires are of the community. This information will inform the scope and content of your workshop.

Plan the Scope of Your Workshop

Assuming your CRN is doing a workshop:

- Do your homework: Review and familiarize yourself with:
 - The *Intergenerational Community Guide* in its entirety.
 - The contents of the *Intergenerational Community Guide Companion*. Scan the *Annotated Directory of Online Resources*.
 - The *Bridging Neighbours, Families, and Friends* slides deck and speaking notes.
- Complete the *Intergenerational Self Reflection Survey* on your own to benchmark yourself.
- Define your workshop audience and the number of people to expect. This will affect how you want to conduct your workshop and where to hold it.
- Determine your workshop objectives. What do you want to achieve with your audience?
- Determine length of your workshop. Include breaks in the schedule.
- Determine if you require additional budget to conduct your workshop. (BC CRN has small project grants available for work like this. Consult the *BC CRN Overview Guide* for the application process and forms.)



Plan the Content of Your Workshop

The content you choose to present depends on:

- Your workshops objectives and what you want to achieve with your audience.
- The amount of presentation time you have.

Assuming your CRN wants to present the entire scope of the *Intergenerational Community Guide*, use any of the following to guide the flow of your workshop's content:

- Supplementary slides titled *Bridging Neighbours, Families, and Friends*, or
- *Getting Started: Process Flow – Facilitator's Version* (page 28.)

Preparing for Your Workshop

Here are the steps we recommend:

- Study up on your content.
- Confirm the full scope of your workshop and its audience.
- Confirm you who needs to be involved and what they will be doing.
- Secure a date and time.
- Secure a location.
- Develop your workshop materials.
- Confirm the materials and supplies you need.
- Dry run your workshop and workshop materials to finalize content, content flow, and materials.



Enlist Help

Involve your entire CRN in the planning and implementation process.

The development and presentation of your materials may also be shared.

Finally, your regional mentor and team leaders are also available to provide guidance and feedback on all of BC CRN's intergenerational tools and resources.

Invite Your Participants

Invite participants by email, snail mail, or any other means that makes sense for your CRN and community.

A sample email invitation can be found in the *Appendix on page 114*.

Edit the text you see fit to customize the content of your invitation.

Conduct Your Workshop

Allow ample time to set up and take down your room.

Post your BC CRN banner in a prominent area, and be sure to have appropriate signage if needed.

Track your participant numbers. You will need to send this to BC CRN as part of reporting.

Assess What You are Doing and What has been Done.

Evaluation is critically important:

- It surfaces changes that you may need to make to improve your approach, and/or content
- It enables a more effective orientation to the subject matter, and sustainability.
- Strategies, like photographing all aspects from the start of the project, will give clout to grant and funding applications, serve as your own research, and help record moments that you can share with others.

Use a post-workshop evaluation to assess the effectiveness of your workshop.

Samples of evaluation forms start on page 38.



After the workshop is complete:

- Assess how your CRN did in developing and preparing for the workshop. What worked? What would you change for next time? Share this information with your CRN and mentors/team leaders.
- Process your evaluation forms, if you used them. Review your data from the post-session evaluations, if you used them. Determine if there is anything you would change.
- Share your results with your mentor or team leader or with another CRN who might be interested.

**Follow Up
Continuously**

Once you've completed your workshop, and launched your intergenerational project, stay involved with your groups.

Share your stories, observations, and learnings with your CRN, other CRNs, and BC CRN.



Practical Tips for Launching & Conducting Your Intergenerational Project in Your Community

Timing Your Project

Approach schools in the early spring for fall start-up

Aim for June celebration of the project or activity. Key events to leverage are:

- Intergenerational Day Canada - June 1st
- World Elder Abuse Awareness Day - June 15th

May want to target a summer activity if schedules are predictable

Do not be discouraged if flu epidemics or other issues cancel your project repeatedly.

Children and Youth

Children (Ages: 4-13 years) – *Prevention Pioneers*

Generally, older adults do not find young children threatening. Also, the general non-judgmental orientation of the very young, make friendship building easy. (See page 34 of *The Community Intergenerational Guide*).

Youth (Ages 14-17 years) - *Extenders*

Generally, this age group brings excellent potential for helping spread the message of elder abuse awareness. (See page 35 of *The Community Intergenerational Guide*).

Six Point Communication and Practice.

1. Remove distractions.
2. Sit to see eye-to-eye.
3. Be sensitive to body language.
4. Enunciate clearly.
5. Rephrase for understanding.
6. Give time to respond.

Bring Awareness to Cultural Sensitivities

Although generations share many commonalities, each must be sensitive to differing perspectives unique to that generation or culture. (e.g. war experiences, death of a child, loss of a parent, separation or divorce, issues connected to immigrating, etc.)



Coach Conversation Limits

Closely facilitate conversations to avoid getting caught in repetitious conversations which linger too long:

- Start visit by saying how much time is available.
- Say it is time for you to return to the large group.
- Always say good-bye, shake hands if appropriate.

Call in Community Health Care for Introductory Talk to Children and Youth

Some groups to partner with include:

- Alzheimer's Association to talk about Alzheimer's and how it appears in those who have the disease, and how it differs from dementia.
- Hospice to talk about dealing with death.
- Audiologist to talk about working with individuals with hearing disabilities.
- Mental health to talk about depression.
- Diabetes Association on diabetes awareness across generations.
- Health Community to borrow hand-washing kits for practice in proper technique.

Learning Names

Use nametags. We suggest:

- Bold black print on white, first names only for children and youth.
- Older adults write the names they choose.

Time Your Visits Carefully

- Timeframe from 15 minutes to 40 minutes
- Establish a break, snack or activity change at that time
- If large group visit, allow time for coat/shoe removal, ice-breaker, the visit and polite thanks and good-byes, coats/shoes. Total time suggested: 1.25/1.50 hrs.



Groupings

- One-on-one in supervised area.
- Small groups of no more than five moving together.
- Large groups sit, or perform.

Hand Washing

- Sanitizers used regularly.
- Washing with soap and water.
- Choose initial visitation times outside of flu season.

Helpers/Supervision

Depending on the number of kids you have and their ages, ensure you have an appropriate number of adult volunteers who can act as supervisors.

Request adult supervisors allow children/youth time to chat with senior buddies and refraining from “taking over”.

If your project involves children and older adults, consider asking teens to assist.

Build Familiarity in Advance

Have collaborative teams meet children/youth and older adults prior to first project visit.

Many older adults do not know or remember what a five or twelve-year old looks like, or acts like.

Many children do not have older adults in their lives and may wonder what an eighty-year-old looks like and acts like.

Ensure Everyone Can Hear

Check periodically to make sure all the older adults and children can hear. This is important.

Use a microphone if necessary.

Meeting Environments

Children, youth and older adults should meet in public areas such as lobbies, libraries, cafeterias, common rooms, tearooms and recreation rooms.



Key Understandings for Success

Connect Intergenerational Work to *It's Not Right!*

If you are familiar with *It's Not Right! Neighbours, Friends, and Families* (i.e. you have either conducted or received the training), we recommend intentionally aligning your intergenerational projects and activities to it.

This integration surfaces the obvious and subtle ways ageist attitudes in our everyday lives.

Intergenerational Bridging Improves Well-Being

Intergenerational bridging can improve social, emotional, mental, and physical health of all involved.

Respectful and purposeful intergenerational relationships dispel the myths of aging, and contribute to more resilient families, neighbourhoods, and communities.

Three Key Principles

These three key principles support sustainability of an intergenerational approach:

1. Collaboration
2. Simplicity
3. Fun

Revisit these principles at every step of your project.

Leadership Team Must be Authentically Collaborative

Include a child/youth/senior in planning, implementation, and evaluation. Ensure they are

- Actively involved.
- Listened to.
- Share the responsibility.
- Feel empowered through ownership.
- Are authentically empowered to direct their project.



**Slow is Good: A
Revised View of
“Time” is Favourable**

It takes time to convince others this is a good idea.

Less is more. Children/youth/seniors just need time to visit.

Recognize the value of reflective time.

Acknowledge that changing attitudes takes time.

Know that small attitudinal shifts will bring broad understanding of ageism to the next generation, preventing mistreatment of all ages.

**Simple Activities are
not Simplistic**

Though activities are simple, they are not simplistic. The intergenerational process involves

- Coaching.
- Respectful communication.
- Sensitivity to culture (age, stage, locale, ethnicity, gender, ability/disability).
- Shift from sympathy to empathy.

Areas of sensitivity to consider:

- Showing Respect
 - Verbally, by what you say.
 - Physically, by what you do.
 - Socially, by how you respond.
- Communication
 - Verbal: language, clarity, volume.
 - Physical: 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's generation.



- Safety
 - General safety issues related to age of participants.
 - Health considerations and what to expect.
 - What to do in case of emergency.
- Concept of Time
 - Measured: sensitivity of organizers to slow things down.
 - Reflective: time for individuals to pause and reflect.

Moving Forward

Moving forward requires:

- Taking personal responsibility to change the future.
- Move from fear of aging to understanding that it happens to all of us, and accepting that, dying is a natural part of the shared human condition.
- Sense of humour.
- Appreciation for the uncomplicated matters in life.



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Tools, Activities, & Resources



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Getting Started: The Process for Initiating and Sustaining Your Project

STAGE		SCOPE OF ACTIVITIES
1.	Get “Hooked”	Capture interest by showing video clips, reading testimonials, sharing intergenerational stories.
2.	Study the Rationale	How can this help extend the work of the CRNs in the field of elder abuse awareness and prevention?
3.	Review the Field	Research locally, online, and review what you already do that can be re-purposed as ‘intergenerational’. Shift your perspective.
4.	Make the Commitment	Sustainability relies on generational collaboration from start to finish. Projects must stay simple and activities must be fun.
5.	Find Partners	Look to a variety of people, including lonely or isolated individuals, your <i>It’s Not Right!</i> network, institutions and non-institutional organizations (e.g. Clubs, youth and cultural groups, artists, musicians).
6.	Consider Ages-Stages	Make thoughtful and informed decisions about which ages and what stages of abilities you want to bring together.
7.	Timing	Timing of the preparatory work and of the project activities is critical. Speeding will not get you to your goals.
8.	Choose the Right Location	Considerations: safety, proximity for transporting participants, flexible spaces for one-on-one and larger group activities, outside access,
9.	Roles, Responsibilities, and Rights	Clearly and collaboratively set your goals. Determine who within your team is responsible for ensuring each of the rights of older adults and young as they come together.
10.	Intergenerational Activities	Research the possibilities. Make sure the skills of intergenerational communication are practiced by both generations. Keep initial activities simple and fun, set in non-distracting environments.
11.	Celebrations	Celebrate the newly found relationships. Intergenerational Day Canada on June 1 offers a day to spread the good news about your intergenerational successes.
12.	Evaluate and Sustain	Keep your project sustainable by tweaking and adapting. Consider going forward with longer projects that happen regularly. Remember to involve all the generations in your team to collaboratively view your project.



Getting Started: Process Flow – Facilitator’s Version

STAGE		SCOPE OF ACTIVITIES	RECOMMENDED TOOLS
1.	Get “Hooked”	Capture interest by showing video clips, reading testimonials, sharing intergenerational stories.	<p><i>Video and Audio Clips:</i> Whose Grandma Are You? (10 min) http://intergenerational.ca/i2i/resources/media/whose-grandma-are-you/</p> <p>Williams Lake Meadows School Project template (3 min) http://intergenerational.ca/i2i/meadows-school-project/bc-williams-lake-project/</p> <p><i>Hand in Hand – Lisa’s Song</i> (5 min) Page 99 of this guide.</p> <p><i>Reflection Points</i> (page 40.)</p> <p><i>Testimonials:</i> http://intergenerational.ca/i2i/meadows-school-project/testimonials/</p>
2.	Study the Rationale	<p>How can this help extend the work of the CRNs in the field of elder abuse awareness and prevention?</p> <p>Discuss how intergenerational work can support <i>It’s Not Right!</i></p>	<p><i>Intergenerational Self-Assessment</i> (page 31.)</p> <p><i>Pre-Workshop Assessment Tool Sample</i> (page 38.)</p>
3.	Review the Field	Research locally, online, and review what you already do that can be repurposed as ‘intergenerational’. Shift your perspective.	



STAGE		SCOPE OF ACTIVITIES	RECOMMENDED TOOLS
4.	Make the Commitment	<p>Sustainability relies on generational collaboration from start to finish. Projects must stay simple and activities must be fun.</p> <p>Ensure sustainable change through embedding and empower sense of prevention of elder abuse.</p> <p>Review <i>Key Understanding for Success</i> (page 22.)</p>	
5.	Find Partners	<p>Look to a variety of people, including lonely or isolated individuals, your <i>It's Not Right!</i> network, institutions and non-institutional organizations (e.g. Clubs, youth and cultural groups, artists, musicians).</p>	
6.	Consider Ages-Stages	<p>Make thoughtful and informed decisions about which ages and what stages of abilities you want to bring together.</p>	<p><i>Matching Ages and Stages</i> (page 33.)</p> <p><i>Common Issues within the Aging Spectrum</i> (page 90.)</p> <p><i>What Size of Project is Right for You?</i> (page 32.)</p>
7.	Timing	<p>Timing of the preparatory work and of the project activities is critical.</p> <p>Reinforce slowing time. Time is what intergenerational projects give to seniors, youth, and children to make the connections respectfully.</p>	
8.	Choose the Right Location	<p>Considerations: safety, proximity for transporting participants, flexible spaces for one-on-one and larger group activities, outside access.</p>	



STAGE		SCOPE OF ACTIVITIES	RECOMMENDED TOOLS
9.	Roles, Responsibilities, and Rights	<p>Clearly and collaboratively set your goals.</p> <p>Determine who within your team is responsible for ensuring each of the rights of older adults and young as they come together.</p>	<i>Practical Tips for Launching an Intergenerational Project (page 19.)</i>
10.	Intergenerational Activities	<p>Research the possibilities.</p> <p>Make sure the skills of intergenerational communication are practiced by both generations.</p> <p>Keep initial activities simple and fun, set in non-distracting environments.</p>	<i>Brainstorm and Engagement Exercises (page 51.)</i>
11.	Celebrations	<p>Celebrate the newly found relationships.</p> <p>Leverage other events and media:</p> <ul style="list-style-type: none"> • Intergenerational Day Canada on June 1. • World Elder Abuse Awareness Day (WEAAD) on June 15. • Local newspapers, TV. 	
12.	Evaluate and Sustain	<p>Keep your project sustainable by tweaking and adapting.</p> <p>Consider going forward with longer projects that happen regularly.</p> <p>Remember to involve all the generations in your team to collaboratively view your project.</p>	



Intergenerational Self-Reflection Survey

To create intergenerational connecting projects, it is important to live an intergenerational life. After all, you will be asking others to do the same.

STATEMENT		YES	NO
1.	I have daily <i>eye-to-eye, conversational</i> contact with a Child/Youth/Senior.		
2.	I have contact (e.g. phone, face-to-face, Skype, social media) with a Child/Youth/Senior.		
3.	I stay connected verbally on a weekly basis with a Child/Youth/Senior in my family.		
4.	I make a weekly, conscious effort to call a Youth/Senior who I consider lonely.		
5.	I see at least one Child/Youth/Senior socially every week. Every month. Yearly.		
6.	I have learned at least one thing from a Youth/Senior this week.		
7.	In total, last month I spent _____ hours with a Y/S.		
8.	I would consciously choose a leisure time activity where a variety of generations would be involved, over an activity with just my peer group. Why?		
9.	I make a point of greeting Children/Youth/Seniors whose path I cross coincidentally.		
10.	I laugh at jokes about aging. Why?		
11.	I harbour anxieties about my own aging.		
12.	In my list of closest friends, how many are Youth/Seniors?		
13.	Do you consider connecting respectfully and purposefully with a person of an older or younger generation is of value?		
14.	Do your responses indicate you are living what you believe?		

How many of these situations can you improve on today?

Will you enhance, or positively change those situations this week?



What Size of Project is Right for You?

Considerations for...	Small Projects	Medium Projects	Large Projects
Planning time 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.
Activity time 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.
Energy for organizers*	High energy required occasionally.	High energy required at first until routine is established.	Initial high energy required.
Distance 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.
Meeting and activity space	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.
Number of adults to supervise	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.
Costs 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.



Matching Ages and Stages

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



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



**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 Scouts 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.



Post-Project Assessment for Children/Youth - SAMPLE

Rate each statement from 1: *Strongly Disagree* to 5: *Strongly Agree*, or *Not Applicable (N/A)*.

	1. Strongly Disagree	2. Disagree	3. Neither disagree nor agree	4. Agree	5. Strongly Agree	N/A
Before the intergenerational project, I had contact with Seniors/Older Adults.						
I see my grandparent(s).						
I see senior family and friends.						
During the project, I enjoyed my contact with seniors.						
After the project, my attitude has changed towards Seniors/Older Adults.						
My attitude towards seniors became more positive and accepting after being involved in the project.						
I now make a point of making eye contact and speaking to Seniors/Older Adults.						
I think the project gave me valuable experience with and understanding of Seniors/Older Adults.						
My involvement with the project changed how I think about seniors for the rest of my life.						

Circle one:

I may consider a career as a caregiver for Seniors/Older Adults. Yes No

I would recommend a career as a caregiver for seniors to others. Yes No



Reflection Points | Stories to Inspire and Teach

Mrs. Coop and Robert's Story

Eleven-year old Robert came that frosty autumn to the big city school. He was bearing the burden of a troubled family history. He now was living with two other siblings and his father after a marital breakdown that implicated his parents with the illegal drug trade.

He was a slight boy, straight short slicked-down hair, with bright brown eyes that were masked in shyness and uncertainty. His very first comment to his teacher was: "Don't count on me for anything. I was in Learning Assistance and can't read or do anything I am supposed to do for my grade. Think of me as a little kid. Then I won't let anyone down."

His teacher glanced down to cover the pain in her eyes brought on by the boy's uncomplicated pronouncement. Recovering she smiled and said: "Wait and see. You won't let me down."

She knew that from the school's point of view, Robert's academic history would indicate more one-on-one Learning Assistance after a barrage of testing that would once again confirm the information in the bulging file from the boy's previous school. Robert couldn't read, and was falling far behind his peers academically and socially.

Within a week he was off to the Learning Assistance room and indeed the testing did confirm that he was far behind his grade level. The teacher noticed however, that every day after school Robert stuffed a book into his backpack. The students were to read at home for 20 uninterrupted minutes nightly, and it was obvious Robert wanted to at least have the book with him.

What puzzled the teacher was the difficulty of the books Robert chose. Even with some encouragement from the Librarian to find a book at his recommended level, he would head back to the Library as soon as the bell rang, and switch for a more difficult book. The teacher didn't interfere, but wondered.

Over the next weeks Robert became a constant aide to the teacher, reminding her of things they needed to take for the up-coming field trip, showing up at her elbow well in advance of an outing with the First Aid bag and the class list on the clipboard, complete with attached pen. He obviously loved heading out into the community and became invaluable as an astute and reliable assistant.



But things were not going well in the Learning Assistance room. Despite teachers' best efforts in the sessions, Robert with the gentle nature, became increasingly agitated. One day he showed up at the classroom door crying. He had lost his privileges in the Learning Assistance room because he had written rude words all over the table and then ripped his pencil through his book, tearing the paper into small bits. He asked to sit in the hall because he was embarrassed about his blotchy tear-streaked face. He hated reading! He hated school!

His teacher gave him a minute, then went into the hall and slid down the wall to sit beside him: "Hey Robert, next week we are going to the Retirement Community to visit every day for three weeks." Robert's eyes brightened.

Mrs. Coop had just moved into the city from her home in a nearby rural community. She was a slight woman, narrow face, short-cropped hair combed flat, oversized square-framed glasses, and she always wore a cardigan done up by one button at the top. She had gone to school until grade seven and then worked as a domestic for farmers until she had a family of her own. She was in her late seventies, divorced and struggling with the violent death, years prior, of one of her two adult sons. She found it difficult to socialize in this new communal setting and spent much of her time alone in her room. Here she was. Safe, but alone, feeling lost, re-enacting her son's death scene over and over in her mind.

The day came for the children to begin their three weeks of daily visits with the residents of the Retirement Community.

"Robert, I have talked to Mrs. Coop. She's new here and feels a bit lonely. Would you like to go read with her for a bit this morning?"

Robert nodded. "But I don't have a book along."

"Here, I brought a couple of novels from the school library that I thought you and Mrs. Coop might like. She said she found reading hard in school. Which one do you think would work?"

Robert and his teacher walked up to Mrs. Coop's room and knocked. Mrs. Coop was tidying her small bed-sit and plumping pillows. She invited Robert to sit up on the bed-sit and arranged herself next to him, both leaning on the wall and both sets of skinny legs straight out with shoes dangling by the bed edge. They opened the book. Mrs. Coop smiled. Robert was instructed to head back to class in a half hour in time for recess. Mrs. Coop gave a thumb's up to the teacher.



The teacher, in meeting with Mrs. Coop earlier, had told her the story of Robert, and engaged her assistance. She showed Mrs. Coop some shared reading techniques: Mrs. Coop would read a bit and Robert could read it again after her, or she could read one paragraph and he the next. Having fun with the reading was the key.

Ten-thirty came and there was no Robert. Recess passed and just as the bell rang to bring the children in, Robert appeared breathless in front of his teacher. "Can I stay another half hour? The book is really good." When Robert finally returned, he wanted confirmation that he could go the next day for at least an hour.

Three weeks passed, and whenever the teacher would peek in on the reading session, there they were sitting side-by-side, backs to the wall, skinny legs straight out, heads bent over the story, quietly reading. Every now and then, Robert and Mrs. Coop would share a quick expression of delight, dismay or surprise as the plot progressed. By the end of the intergenerational project, they announced they had read three chapter books. Robert returned to school and without any fanfare, read his way through grade six.

Two years later, the teacher received a phone call one evening: "Hello, this is Robert's grandmother. I'm sorry to bother you but I thought you should know. Today Robert brought home his grade eight report card with nothing but C's and B's. That time with Mrs. Coop changed his life. We have so much to thank her for with her inspiration for Robert."

Mrs. Coop, in the meantime, had spent the two years glowing from her success as a 'reading mentor'. She had gone on to help with a reading project at a local elementary school. She was busy, talked a mile a minute about her 'little ones' and was rarely found alone in her room.

Not, the end, but rather the beginning.



Arlene's Story

Ten-year old Arlene moved with her mother and brother from her birth home in Switzerland to the small British Columbian town. She attended the neighbourhood school, and soon was comfortable in her new peer group.

Arlene was excited about the upcoming visit by her class to the local assisted living facility. She missed her grandparents who had lived close to her in their Swiss village. This day the class was going to present their Social Studies projects to senior residents and then stay on for snacks. The students would be coming back to visit every week during the school year.

As the class filed along the sidewalk leading into the facility on their first visit, they were greeted by an odd smell. Sitting on a bench, with his brimmed hat pulled over his eyes, was an older man smoking a cigar. The children giggled, registering that he was breaking the rules about no smoking. On the next visit, he was there again. He never looked up, just smoked his cigar.

One of the children mentioned his smoking to the Facility Director.

“Yes, we know. His cigars are sent to him from family in Switzerland. He doesn't speak too much English and has lived here for a long time. He says the cigar makes him feel like he is home again.”

Arlene overheard this conversation and the next time the children came past the man on the bench with the cigar, she greeted him in Swiss. He looked up and smiled. From that visit on, Arlene always asked if she could chat with him. Wrapped in their bubble of Swiss familiarity, they were in a world of their own.

One Saturday afternoon, Arlene, her brother and mother came to visit the man.

They brought a small plate of homemade Swiss sweets. Although a reserved and quiet fellow, his small frame jerked with excitement as they spoke of things common in their native language. The next time, the little family drove him to their home for an afternoon of Swiss hospitality.

Arlene found out that the man had been a birdwatcher. So on a sheet of paper from her notebook, she drew and coloured a picture of a cardinal. Arlene brought it to her senior friend on one of her last visits, just before the end of the year when she and her family were moving back to Switzerland. He tacked the picture on the wall of his bed sitting room.



Eight years passed. The man still sat on the bench every morning smoking his cigar, brim of his hat pulled down, listening to the birds. Arlene was in her second year of university in Zurich when she and her family came for a brief visit to British Columbia. Arlene came to the school to see her former teacher. It just so happened that the class was visiting the care facility that day. Arlene, excited by her good timing, asked if she could come along.

Sure enough, there was the gentleman sitting on the bench. Arlene spoke to him and the brim of his hat rose as he gave her a smile. She stirred a feeling of familiarity, she spoke German, but he couldn't recall why he knew her or what her name was. She lingered to visit.

When the teacher came to fetch her for return to the school, Arlene was sitting in a chair in the man's living room and the man sat on the couch, hat off. Their conversation was halting, but one could sense a quiet comfort between them. Much of the time they just sat, not speaking at all.

The teacher sat down unobtrusively, not wanting to interrupt the ambiance. As she looked over at Arlene she softly said, "Arlene, look on the wall above your head. Arlene turned around.

There, corners curling out from the wall, was her cardinal.





Mrs. Fraser and Her Lasting Lesson

The grade five children were part of an intergenerational immersion project. For two full months, their class operated out of a makeshift classroom in a senior assisted living facility. They worked with the residents on curriculum, doing service jobs and at this time, were learning to crochet as part of their one-on-one project with their senior buddies.

In their classroom was a large basket sitting on the floor, filled with balls of brightly coloured wool. As the students came in from lunch, a few had a short-lived 'snowball fight' with the wool balls. The tucked-in end of one ball of beige wool had come undone in the revelry. Within moments, there was a multi-coloured web of tangled balls and strands, initiated by the beige ball.

The other students, coming in after the break, were upset by what they saw. In ten minutes the class was to join their senior buddies for a sing-a-long. The children wondered if they would be delayed while the mess was cleared away.

The teacher said that they would take the tangled yarn along to the sing-a-long, and those responsible for the mess could sit to the side to untangle and re-wind the wool balls. But before everything was thrown back into the basket for transport, the teacher took scissors and made several snips through the beige yarn to loosen its hold on the woolly web. She said this would enable the young workers to have a starting place.

During the sing-a-long, Mrs. Fraser noticed the students off to the side, working away at the task. She placed her hands, gnarled by arthritis, onto her walker handgrips and pulled herself up. She left the sing-a-long circle and walked with purpose over to the children with the wool. Some of the students in the circle noticed her, and gave each other side glances wondering what Mrs. Fraser, a mild mannered lady, was going to say to the students working away on the mess.

Mrs. Fraser pulled her walker up to the small group huddled around the basket, quietly greeted the children, and sat down on the walker seat. All through the afternoon, while the others were enjoying the entertainment, the senior pulled out from the web the small fragments of beige wool that the teacher had snipped.

Labouriously the woman's arthritic fingers tied together the short pieces of yarn with little secure knots, making a long strand. She then rolled the strand back into a small ball. At the end of the afternoon, one of the students who had noticed Mrs. Fraser working came over.



Mrs. Fraser handed the ball with all the knots to the child and said, “There, now you can make something out of this.”

A few weeks later, a box of construction paper was sitting on a counter in the classroom. The students had been making cards for their senior buddies, and had cleaned up after their work. At the end of the day the teacher noticed the recycling box filled with entire sheets of coloured paper with just one small circle or heart cut out of a corner, or an odd shape snipped out from an edge. She pawed through the box and found dozens of full sheets with a small piece cut out, but now crumpled and wasted. In their wrap-up that afternoon, she mentioned her findings.

The children all looked around at each other, wondering who the culprit was that had done such a wasteful thing, all secretly knowing that most among them were guilty of the wasteful action.

One student walked to the teacher’s desk and picked up something, returning to the class wrap-up circle. She said, “Remember when we made the mess with the wool last week? Remember Mrs. Fraser did this.”

The girl held up the beige ball of wool with all the little knots, ends sticking out, but firmly tied together.

There was a stillness, then like they were orchestrated, each of the students moved towards the recycling bin pulling out sheet after sheet of paper, smoothing the bends out of each as best they could, then laying them carefully back in the box with the other unused sheets of construction paper.

After that, if ever there was thoughtless waste, all the teacher did was hold the little ball of beige wool for the children to see. In her heart, she would thank Mrs. Fraser for her life lesson.





Can I Help You?

Mrs. Wallin looked almost like a pretzel. At first the children were amazed that she could move. The ravages of arthritis had put a right angle bend in her back so that in her walking mode, she faced the floor. By straining her neck up, she actually was at face level to the young visitors, and there they saw bright dark eyes, ruddy cheeks and her wonderful, friendly smile. The children immediately liked her, and she them.

One morning, twelve-year old Tomas walked past the laundry room at the care facility. He saw Mrs. Wallin in her stooped position, pulling laundry from a rolling basket and methodically tossing it into a washing machine. As both the basket top and the top load door of the washer were above Mrs. Wallin's head, she appeared to be involved in a very arduous task.

The boy continued on, then stopped, turning back to the laundry room. He bent down, smiled and said good morning, and immediately took over Mrs. Wallin's task. She smiled and thanked him.

"I can come back in a half an hour and put it in the dryer for you."

Mrs. Wallin strained her neck to catch the boy's eye, smiled and said, "That won't be necessary, but thank you."

In 30 minutes, Tomas returned. The washer was just finishing. He waited and then pulled out the big sheets and heavy towels, putting them into the dryer twirling the dial to 'Start'. He departed, proud that he had helped his senior friend.

Moments later, Mrs. Wallin made her way down the hall into the laundry room only to find the dryer purring as it tossed her laundry around. She sighed, turned and pushed her walker back to her room.

The following day, Tomas once again met Mrs. Wallin in the same bent position, once again pulling laundry from the basket and placing it into the washer.

Once again he leaned over to greet her, and took over her job. He was puzzled though. The laundry was comprised of the same yellow sheets and the same blue striped towels as the day before. How could Mrs. Wallin, living by herself, create so much laundry?



By now Tomas was feeling sorry for Mrs. Wallin who had lots of work to do in her awkward bent-over state. That morning he not only came back to transfer the laundry to the dryer, he also came back, put the dry laundry back into the basket and delivered it with a knock on the door to Mrs. Wallin in her room.

Tomas was astonished when Mrs. Wallin invited him into her room with the basket. There, on every table, chair and hanging on every doorknob was unfolded laundry. On the small bench by the window, were a few tea towels and bath towels neatly folded and stacked.

Mrs. Wallin thanked Tomas. He leaned over and said: "See you later."

She smiled: "You think my room is a mess don't you, and you are wondering how one old lady could have so much wash!"

Tomas nodded, embarrassed that he had let her see his astonishment.

"Tomas, this is my exercise. Although I really appreciate you helping me, I need to move every day and this is something I can do. Doing laundry is, for me, the best exercise I can get. Plus I like the smell of the fresh wash and the feel of the warm things coming out of the dryer. It all makes me feel better. I'm sorry. I know you thought you were helping me."

Tomas felt sad and confused. The kids always wanted to help. Wasn't that what they were supposed to do?

Tomas walked back towards the lobby thinking about that. He and his friends often stopped to pick up fallen objects for their senior buddies, and would make a special effort to anticipate what their buddies might need or want, and then rush to accomplish the task for them.

Later in their daily check-in, Tomas shared his experience with his peers, the teacher and the facility Activity Director.

It was determined by all that before they immediately helped a person, they should say "Can I help you?" or "Do you need any help?" That way, the senior buddies would know that the children had their antennae out and sensed the senior may need help, but it still gave the older adult the option of saying "No, thank you." and doing it themselves.

It was a vital lesson in consent, both giving and taking away the right to refuse.



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The lesson would benefit the young people for the rest of their lives as they grew to be teenagers and went on to age with self-respect. It was empowering.



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Action Planning Brainstorming Activity

There is great value in having each participant write down on Post-it notes at least one intergenerational idea that they may act upon in the following week or weeks.

Have each participant stick their notes on larger papers on the wall of your presentation space.

You may want to differentiate the receiving wall organizers under headings:

- Have a location.
- Have an event idea.
- Something we're already doing and can expand.
- Potential partners.

Make some arrangement so participants have time to read the post-its of others.

See if there are already potential partnerships in the room.



Brainstorm and Engagement Exercises | Intergenerational Scenarios

Sample Intergenerational Scenarios and Possible Solutions Brainstormed by Test Group

Sample Scenario #1

Ten physically challenged youth and a 30-year old lead spend an afternoon each week playing games in a gym. Funding is limited. The task is challenging.

Ten senior athletes are involved as participants in the 'BC Seniors Games' and frequent the weight room in the same recreational complex.

Possible Intergenerational Solution:

Two senior athletes come each week to assist the 30-year old lead.

Sample Scenario #2

A youth struggles, recovering from substance abuse. Every peer role model at his school is too busy to be a friend. Besides, he's a known loser.

An older man spends time in the local library, flipping through newspapers and magazines, but really wanting to engage in conversation with someone.

Possible Intergenerational Solution:

The man's daughter is a busy counsellor at the school where the youth is enrolled. She feels guilty that she doesn't spend more time with her dad. She suggests to her Dad that perhaps he could spend some time visiting or playing cards with the youth, maybe in the school library or nearby cafe once a week.

Sample Scenario #3

A high school sits in the middle of town enrolling a mix of cultural backgrounds. Many of the students left grandparents behind in their home countries. Outside of Remembrance Day, older adults were not seen on the school premises.

Bert and his four senior friends walked early every morning. One day, the friends started to talk about an Elvis impersonator who was coming to town. As they passed the school just as the students were arriving, they commented that none of those kids would be going to



see “Elvis”. They liked their modern dark and inane tunes! What was wrong with youth today anyway?

Possible Intergenerational Solution:

Bert met the school principal at the Elvis event, and mentioned an idea he had been brewing.

The principal was delighted with the plan. Bert’s wife helped him make five “Elvis vests”, complete with fringe and sequins.

The next Monday morning, Bert and his buddies put on the vests as they rounded the school at the end of their walk. Each took a door, and as the students came in, they held the door, smiled and said, good morning.

The students smiled back and said, thank you and good morning.

This became a weekly event.

As their town was an orchard town, in the fall Bert and his buddies would hand an apple to each student. The town heard about the gesture of the Monday morning Elvis greeters, and the whole community took pride in their intergenerational project.

Note: The Elvis project went on for several years to rave reviews, and then suddenly stopped when Bert died. Collaboration could have rolled the future of this project out quite differently, with just a few tweaks.

What if Bert and his friends had broadened their team to include some willing high school students and the elementary school at the bottom of the high school field? The teens could have, in turn, had their own Elvis vests, and greeted the elementary school students as they came in the door of their school.

Leadership class, too busy? No doubt. There are lonely teens, isolated from their own age group, who would be more than willing to act like ‘big brother or big sister Elvis’ to the little kids down the way. Often the students who are not excited by learning in the classroom, are the very best people to help with other ages.

Sample Scenario #4

The local Pee Wee hockey team decides to do weekly public service. There is a senior care facility close to the arena.



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Possible Intergenerational Solution:

Every Wednesday before practice, the hockey team walked to the seniors' residence and played board games. The residents suddenly took great interest in the local paper Minor Hockey highlights, looking for their buddies' names.



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Brainstorm and Engagement Exercise | Intergenerational Scenario #1

The Scenario

The Burton Seniors' Society plans to apply for a New Horizons grant to work on WEAAD activities.

They worry that their small group will not receive funding as there are not many of them to get out into the community to do the work.

Ideas to Make this Scenario More Intergenerational



Brainstorm and Engagement Exercise | Intergenerational Scenario #2

The Scenario

Retirees meet with their book club monthly.

Students are required to read a novel every month at school.

Ideas to Make this Scenario More Intergenerational



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Brainstorm and Engagement Exercise | Intergenerational Scenario #3

The Scenario

A local school is studying geology.

Several seniors meet at the Lapidary Club.

Ideas to Make this Scenario More Intergenerational



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Brainstorm and Engagement Exercise | Intergenerational Scenario #4

The Scenario

Students are asked to research various professions.

The senior branch of Women in Business holds its monthly lunch hour meeting at the lodge.

Ideas to Make this Scenario More Intergenerational



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Brainstorm and Engagement Exercise | Intergenerational Scenario #5

The Scenario

There is not enough help for youth struggling with mental illness.
They need community contact.

Ideas to Make this Scenario More Intergenerational



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Brainstorm and Engagement Exercise | Intergenerational Scenario #6

The Scenario

Several older adults in the seniors' residence knit blankets for the hospital auxiliary.

Their hands are all getting more arthritic but who can help take on this job they feel is important?

Ideas to Make this Scenario More Intergenerational



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Brainstorm and Engagement Exercise | Intergenerational Scenario #7

The Scenario

A small rural community has a little meeting hall where senior residents come to the hall to practice singing with the lone volunteer.

Both groups have snacks at their events.

Ideas to Make this Scenario More Intergenerational



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Brainstorm and Engagement Exercise | Intergenerational Scenario #8

The Scenario

A local antique car club readies for its Show and Shine on Father's Day.

Those wandering by throughout the day - seniors, kids, parents, street folk - all wish that they could have a ride.

Ideas to Make this Scenario More Intergenerational



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Brainstorm and Engagement Exercise | Intergenerational Scenario #9

The Scenario

A gardening club of veteran green thumbs plant bulbs every fall around the benches that were built during the All-Friendly initiative in their town.

At the local elementary school, students go out with their teacher every autumn to learn how to plant a bulb and nurture it.

Ideas to Make this Scenario More Intergenerational



Brainstorm and Engagement Exercise | Intergenerational Scenario #10

The Scenario

The Kiwanas Club senior members provide hot chocolate and cookies at their beach kiosk every Christmas during the Light Up event. Their offerings are very popular.

They are concerned about three things:

1. How will they ever get the kiosk up-and-running after the winter close up?
2. Once that's done, how will they get all of the cookies baked and packaged?
3. Club membership is aging and loses members every year. Who will take on this job that they have prided themselves in for so many years?

Their last concern is the most worrisome.

Ideas to Make this Scenario More Intergenerational



Brainstorm and Engagement Exercise | Intergenerational Scenario #11

The Scenario

A rural community had attracted those in their fifties to small acreages that promised a retirement of aging-in-place... a nice, semi-rural place.

It seemed like no time at all that the fifties population was nearing their eighties. Still in good health, the residents wanted to stay on, but felt isolated, especially when the snow came.

The price of land had gone up making it a challenge for young families to purchase, but mostly there was the issue of daycare on top of that as they commuted to work a half hour away in the city.

The community had worked together to build a large, bright community hall with a variety of meeting spaces. The older residents met one day. The discussion was around how they could revitalize their community by making it more desirable to young families.

Ideas to Make this Scenario More Intergenerational



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Brainstorm and Engagement Exercise | Intergenerational Scenario #12

The Scenario

Seniors at the senior facility loved live music. Hiring groups was too expensive.

A young violin teacher needed space for her small students to practice.

Ideas to Make this Scenario More Intergenerational



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Brainstorm and Engagement Exercise | Intergenerational Scenario #13

The Scenario

Older adults in the neighbourhood were talking one day at the Seniors' Centre cafeteria. Not one of them felt comfortable with the computer.

They were open to learning, but who could teach them if no one in their group knew anything about it?!

Ideas to Make this Scenario More Intergenerational



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Brainstorm and Engagement Exercise | Intergenerational Scenario #14

The Scenario

A grade six class had expressed an interest in learning how to knit after a field trip to the Heritage Centre.

The teacher agreed.

The night before she cast on stitches on fifteen sets of needles. She would start with a small group at lunch hour tomorrow.

Lunch hour came with fifteen excited kids. What had she been thinking? She needed help.

Ideas to Make this Scenario More Intergenerational



Brainstorm and Engagement Exercise | Intergenerational Scenario #15

The Scenario

A museum had advertised a new show of old kitchen and household utensils from the twenties.

The Handy Dart dropped off a dozen seniors at ten o'clock on opening day. The seniors spent the morning laughing and retelling stories as article after article brought back memories.

The local Guide leader brought her troop to the Museum after school that same day.

She organized rides to pick the children up at 4:30, hoping that would give them all enough time to check out the new display.

The Guides looked at the items, had no idea what they were for, and a half hour later everyone was at the door looking for their ride.

Ideas to Make this Scenario More Intergenerational



Brainstorm and Engagement Exercise | Elder Abuse and Neglect Prevention

Disregard, Disrespect, and Neglect | Scenario #1

The Scenario

Older adult is having prolonged difficulty opening a plastic bag at the produce counter in the grocery store.

Younger person pushes in front of them to take a bag, quickly opens their own bag and rushes away.

What is the Issue?

Could respectful and purposeful intergenerational activities averted this situation?

What intergenerational activities could develop more positive outcome?

How can your CRN implement these activities?



Disregard, Disrespect, and Neglect | Scenario #2

The Scenario

An older person is crossing the street in the crosswalk.

An approaching car inches right up to the crosswalk, using the car's proximity threateningly.

The older person, unable to walk faster, is anxious.

What is the Issue?

Could respectful and purposeful intergenerational activities averted this situation?

What intergenerational activities could develop more positive outcome?

How can your CRN implement these activities?



Disregard, Disrespect, and Neglect | Scenario #3

The Scenario

An older adult gives gift to younger person.

Younger person does not acknowledge receipt of the gift because it is not really what they were hoping to receive, and shows disappointment either through body language or with words.

What is the Issue?

Could respectful and purposeful intergenerational activities averted this situation?

What intergenerational activities could develop more positive outcome?

How can your CRN implement these activities?



Disregard, Disrespect, and Neglect | Scenario #4

The Scenario

Senior brother promises to visit his older sister at a specific time.

The brother is held up at the bowling lane and does not inform his sibling of a change of plans.

Sister sits, waiting all day for the brother to arrive, worrying that he is ill.

What is the Issue?

Could respectful and purposeful intergenerational activities averted this situation?

What intergenerational activities could develop more positive outcome?

How can your CRN implement these activities?



Disregard, Disrespect, and Neglect | Scenario #5

The Scenario

An older adult couple make plans for the day.

The husband wants to go to the recreation centre to meet his friends.

The wife tells him he can't go because she does not want him to have fun with his buddies while she sits home alone.

What is the Issue?

Could respectful and purposeful intergenerational activities averted this situation?

What intergenerational activities could develop more positive outcome?

How can your CRN implement these activities?



Disregard, Disrespect, and Neglect | Scenario #6

The Scenario

An older adult is invited to an event with her extended family.

The older person is not greeted upon arrival, not acknowledged while present, and leaves without being thanked for coming.

No one notices her exclusion.

What is the Issue?

Could respectful and purposeful intergenerational activities averted this situation?

What intergenerational activities could develop more positive outcome?

How can your CRN implement these activities?



Disregard, Disrespect, and Neglect | Scenario #7

The Scenario

Older adult is in a line-up at the cashier. Younger person sees that older person has not moved ahead quickly as the line progresses.

Younger person curses older person: "Get moving you dumb old bag!"

What is the Issue?

Could respectful and purposeful intergenerational activities averted this situation?

What intergenerational activities could develop more positive outcome?

How can your CRN implement these activities?



Mistreatment | Scenario #1

The Scenario

Older adult boards public transportation with grocery bags.

Younger person boards just behind, pushes past the older adult, rushing to get at the last available seat.

The older person loses his balance, spilling the groceries onto the floor.

What is the Issue?

Could respectful and purposeful intergenerational activities averted this situation?

What intergenerational activities could develop more positive outcome?

How can your CRN implement these activities?



Mistreatment | Scenario #2

The Scenario

Older adult husband is frustrated by his wife's forgetfulness and her reliance on him to remember pills, and appointments.

She struggles to care for herself with serious arthritis in her joints.

One day the husband shouts at his wife, and walks out slamming the door, leaving her to fend for herself for the day.

What is the Issue?

Could respectful and purposeful intergenerational activities averted this situation?

What intergenerational activities could develop more positive outcome?

How can your CRN implement these activities?



Mistreatment | Scenario #3

The Scenario

Older adult is asked by her children to provide daycare for their two-year old child.

This works well for a few weeks, but the older adult starts to tire from the care taking. She says that the situation no longer works well for her.

The desperate and upset daughter comes to get her child the next day from the grandparent's house. She tells the older adult that it is obvious she doesn't care about her grandchild, or about her own daughter.

The daughter says she will make sure that the self-centered grandparent will not see the grandchild again.

What is the Issue?

Could respectful and purposeful intergenerational activities averted this situation?

What intergenerational activities could develop more positive outcome?

How can your CRN implement these activities?



Mistreatment | Scenario #4

The Scenario

An older woman offers a small sum of money to her sibling as she is aware he is in need of financial help.

The brother takes the money but says that it is a small amount and hardly enough to really make a difference.

The sister who offered the money knows that this is all she can afford to give right now, but feels guilty just the same.

The brother calls her a 'cheapskate' and says he knows she has more money than she pretends. So she relents and gives her sibling money that had been set aside to pay for her dental work.

What is the Issue?

Could respectful and purposeful intergenerational activities averted this situation?

What intergenerational activities could develop more positive outcomes?

How can your CRN implement these activities?



Mistreatment | Scenario #5

The Scenario

Older adults are walking down the sidewalk. A skateboarder is coming towards them quickly, also on the sidewalk.

The speed of the oncoming skateboarder causes the older couple to jump out of the way, losing their balance on the nearby curb and falling down.

What is the Issue?

Could respectful and purposeful intergenerational activities averted this situation?

What intergenerational activities could develop more positive outcomes?

How can your CRN implement these activities?



Mistreatment | Scenario #6

The Scenario

An older adult is no longer able to go to town so relies on a daughter to purchase hearing aid batteries.

The daughter has not had time to do so for over three weeks, so the older adult is going without the aid and cannot hear her phone, doorbell or TV.

What is the Issue?

Could respectful and purposeful intergenerational activities averted this situation?

What intergenerational activities could develop more positive outcomes?

How can your CRN implement these activities?



Mistreatment | Scenario #7

The Scenario

Older person is in the line ahead of a younger pair at the grocery store. The older person cannot find a small change purse in the bag, and starts to empty contents of the bag in order to find the purse.

This holds up the line, and the two younger people make rude comments between themselves, loud enough for the older person to hear: "What a stupid move that is... look at all that junk."

They push past the person who is kneeling down trying to put things back in the bag.

What is the Issue?

Could respectful and purposeful intergenerational activities averted this situation?

What intergenerational activities could develop more positive outcomes?

How can your CRN implement these activities?



Increasingly Abusive | Scenario #1

The Scenario

An older adult is in the hospital recovering after surgery.

A friend comes in and says that the older adult is required to remove her wedding rings because the hospital wants her to have them sterilized.

The patient complies.

She never sees the rings again.

The friend says the jeweler where she had taken them has lost all three of the rings.

What is the Issue?

Could respectful and purposeful intergenerational activities averted this situation?

What intergenerational activities could develop more positive outcomes?

How can your CRN implement these activities?



Increasingly Abusive | Scenario #2

The Scenario

A husband sees his wife of fifty years has failing health.

He takes money out from their joint account and hides it in a drawer. He uses some of it to gamble, his favourite pastime. He feels he deserves the fun because his wife is such a burden on his enjoyment of life.

In the meantime, there is no money left in the account for her medication. He doesn't ask for help from anyone. He has enough money for what he wants to do: his wife can do without.

What is the Issue?

Could respectful and purposeful intergenerational activities averted this situation?

What intergenerational activities could develop more positive outcomes?

How can your CRN implement these activities?



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Increasingly Abusive | Scenario #3

The Scenario

An older adult is walking home from town.

A younger person rides by on a bicycle, reaches out, grabs the lady's purse and rides off quickly.

What is the Issue?

Could respectful and purposeful intergenerational activities averted this situation?

What intergenerational activities could develop more positive outcomes?

How can your CRN implement these activities?



Increasingly Abusive | Scenario #4

The Scenario

A telemarketer phones older adults who are on fixed incomes, with a special offer of investing the savings of the older person to make double the money in a short term.

The older person finds the proposal compelling, and agrees. They send a cheque for a large amount to the address given.

The cheque is cashed immediately and the older person never sees his or her money again.

What is the Issue?

Could respectful and purposeful intergenerational activities averted this situation?

What intergenerational activities could develop more positive outcomes?

How can your CRN implement these activities?



Increasingly Abusive | Scenario #5

The Scenario

An adult son loses his job. Times are tough and he comes back to live with his parents until he finds another job.

He doesn't look for a job, but instead continues to live on in the home, eating meals, using the phone for long distance calls, living in the spare room.

He has no money to share in expenses, and regularly takes small amounts of money from his parents' wallet when they are asleep.

What is the Issue?

Could respectful and purposeful intergenerational activities averted this situation?

What intergenerational activities could develop more positive outcomes?

How can your CRN implement these activities?



Increasingly Abusive | Scenario #6

The Scenario

A care worker at a senior retirement community assists his colleague in bathing seniors who are not able to do so on their own.

The two workers decide to take revealing photographs with their cell phones of the elder person and then share them on their Facebook page for laughs.

What is the Issue?

Could respectful and purposeful intergenerational activities averted this situation?

What intergenerational activities could develop more positive outcomes?

How can your CRN implement these activities?



Increasingly Abusive | Scenario #7

The Scenario

The sister is happy to see her long-lost brother.

The brother is invited to stay for a few days until he finds a job and a place to live.

A year later the brother still has not found a job, continues to be unable to pay for food or rent at his sister's house, and takes family heirlooms out of the cabinet at night when his sister is sleeping, selling them for cash to build his 'nest egg' bank account. After all, the family heirlooms are his too, aren't they?

What is the Issue?

Could respectful and purposeful intergenerational activities averted this situation?

What intergenerational activities could develop more positive outcomes?

How can your CRN implement these activities?



Common Issues Within the Aging Spectrum – Chart

OLDER ADULTS	CHILDREN/YOUTH
<p style="text-align: center;">Loneliness and Isolation</p> <ul style="list-style-type: none"> • Peers/spouses/family die or move away. • Move from family home and neighbourhood. • Disability, hearing loss, mobility issues. • Hospitalization. • Financial downturn, no longer with peer group. • Mental health issues. • Care workers’ high demand jobs do not leave time for small talk or touch of hand. 	<p style="text-align: center;">Loneliness and Isolation</p> <ul style="list-style-type: none"> • Cliques and groups. • Family moves for work. • family breaks apart, new family unit(s). • New immigrant, different culture than majority at school. • Academics or athletics isolates, being too good, rich, poor, tall. • Internet bullying. • Mobility or rural separation. • Internet does not provide smiles or hugs.
<p style="text-align: center;">Purposelessness</p> <ul style="list-style-type: none"> • Unprepared for shift into retirement, no hobbies. • No social contact: not needed in the community. • Family moves away or is busy and doesn’t need you. • Attend family events only to sit at the side and be an observer. • Others doing everything for you is considered ‘the luxury of the golden years, feel disempowered. • Lack of one-on-one purposeful contact, friends go to different levels of care. • Growing inability to do things as before. • World rushing by technologically and socially. • Inability, lack of opportunity to work and better financial position. • Feel powerless. • Time on their hands. 	<p style="text-align: center;">Purposelessness</p> <ul style="list-style-type: none"> • No one asks you to do anything, (may see children as not capable, may see them ‘at risk’ of injury, or abduction if left without adult supervision, helicopter parenting). • No one needs you to do anything (modern conveniences have taken over many of the meaningful jobs children used to do). • Adult organized sports instead of scrub and pick-up take priority. • Lack of organized recreation in small rural communities. • No real contact with someone who has the time or desire to find out how your day went. • No way to earn money to get what you want. • Feel powerless. • Time on hands.



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Directory of Annotated Online Resources



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Directory of Annotated Intergenerational Resources | At a Glance

Guides, Handbooks, and Other Documents

RESOURCE NAME	PUBLISHED BY	DESCRIPTION	RESOURCE CONTENTS
Across the Generations – Respect All Ages http://intergenerational.ca/i2i/resources/across-the-generations/	i2i Intergenerational Society	Comprehensive lessons and aides; elder abuse awareness activities; tips on how to soften language for children; advice on how to communicating with older adults on topics such as bully prevention, etc.	Activities geared to children ages 9-13 years.
Creating Caring Communities http://intergenerational.ca/i2i/resources/community-ig-kit/	BC Ministry of Health	Guide to planning and implementing intergenerational projects with a variety of community partners.	Checklists. Activities geared to children ages 5-19 years.
Intergenerational (IG) Activity Book http://intergenerational.ca/i2i/resources/ed-asners-ig-activities/	i2i Intergenerational Society		
Intergenerational Activity List (2013) http://intergenerational.ca/i2i/resources/ed-asners-ig-activities/	i2i Intergenerational Society	Inspired by actor Ed Asner, the voice of Mr. Fredricksen in the Disney movie ‘UP!’ Mr. Asner suggested a list of ideas for older people to do with younger people. Sometimes he just did not know what to do with children as he was no longer around them very often.	Activities geared to children ages 3-15 years. Conversation starters. Activities for various timeframes.



RESOURCE NAME	PUBLISHED BY	DESCRIPTION	RESOURCE CONTENTS
BC CRN Intergenerational Community Guide www.bccrns.ca , select Resources	BC CRN with assistance from i2i Intergenerational Society	The source guide to the <i>Intergenerational Companion Guide</i> . Content includes intergenerational theory, concepts, activities, and best practices that may be incorporated into a community response network's (CRN's) project plans.	The entire resource consists of three separate parts: <ol style="list-style-type: none"> 1. Community Guide 2. Companion Guide 3. Slides Also includes activities geared to children ages 5-17 year.
World Elder Abuse Awareness Day (WEAAD) Teen Kit http://intergenerational.ca/i2i/resources/teen-kit/	i2i Intergenerational Society	Elder abuse awareness education package for teens, and a companion guide to the WEAAD content located in the <i>Spread the Word Guide to Adult Abuse and Neglect</i> published by BC CRN.	Workshop outlines. Slides. Projects for community sharing. Activities geared to youth ages 14-19 years.



Events

An event provides an opportunity to focus your celebration on a specific day. Events are also opportunities to inspire people to start a simple intergenerational activity on the day of the celebration.

EVENT NAME	DATE	DESCRIPTION	COMPLEMENTARY RESOURCES
Intergenerational Day Canada	June 1	<p>Founded in 2010 by the <i>i2i Intergenerational Society</i> and students in St. John's, NL, who developed the World Elder Abuse Awareness Day (WEAAD) Teen Kit.</p> <p>The day is gaining recognition across Canada through municipal, Provincial/Territorial, school district and First Nations proclamations. BC proclaims the day annually.</p> <p>This goal is to involve children, youth, and seniors in activities throughout the year. This event may be used as a lead up to WEAAD, where your team may engage early in elder abuse and awareness activities.</p> <p>The web link provides information on activities, cities and towns in BC that have proclaimed the day, posters, and handbills.</p>	http://intergenerational.ca/i2i/i-g-day/
World Elder Abuse Awareness Day (WEAAD)	June 15	<p>WEAAD – World Elder Abuse Awareness Day – is BC CRN's hallmark event.</p> <p>Participate in WEAAD by planning and promoting activities that:</p> <ul style="list-style-type: none"> • Bring greater recognition of the mistreatment of older adults. • Highlight the need for prevention activities allowing seniors to live safely and with dignity. • Celebrate older adults who are vibrant members of their community. 	<p>WEAAD Teen Kit</p> <p>http://intergenerational.ca/i2i/resources/teen-kit/</p> <p><i>Spread the Word on Adult Abuse and Neglect</i></p> <p>www.bccrns.ca - Resources</p>



Websites

RESOURCE NAME	DESCRIPTION	RESOURCE CONTENTS
BC Community Response Networks (BC CRN) www.bccrns.ca	BC CRN supports intergenerational work and encourages its community response networks (CRN) to incorporate intergenerational activities into their plans if there is interest. BC CRN’s website contains a comprehensive resources on intergenerational work, CRN development, and adult abuse, neglect, and self neglect.	Go to <i>Resources</i> to view BC CRN’s online resource library on a number of topics.
Canadian Network for the Prevention of Elder Abuse (CNPEA) www.cnpea.ca	The Hub contains content on intergenerational issues as they relate to the prevention of elder abuse. Read current blogs or add your comments. This new site is worthy of a periodic re-visit as there are contributions added regularly.	Blogs. Area to add your comments. Intergenerational issues.
i2i Intergenerational Society www.intergenerational.ca	The most comprehensive site in Canada for intergenerational resources, and ideas. The online resources on this site will help enrich your intergenerational initiative. Share your experiences and successes by online comment and/or pinning your project to our map.	WEAAD Teen Kit. Video clips of activities. FAQs. Backgrounders. Intergenerational research. Current trends. Pointers on getting started. Project examples that support fundraising and scholarships. Testimonials. Radio interviews and media clips.



RESOURCE NAME	DESCRIPTION	RESOURCE CONTENTS
Intergenerational Manitoba www.intergenerationalmanitoba.ca	Includes regional and national projects that could apply to your project in BC.	
Link-Ages, Calgary, AB www.link-ages.ca	Contains examples of intergenerational programming in Alberta schools.	Program ideas Photos
Northwest Territories Seniors Society www.nwtseniorssociety.ca	This site hosts a handbook containing creative, low-cost projects from across the territory. Many project ideas could easily be adapted to rural BC settings.	Society Intergenerational Handbook www.nwtseniorssociety.ca/wp-content/uploads/2013/11/IG-Handbook.pdf
Toronto Intergenerational Partnerships www.tigp.org	A non-profit organization based in Toronto that provides intergenerational programming in Ontario schools. This groups was instrumental in securing a proclamation in perpetuity for the province of Ontario and the Toronto school district.	Program ideas
UBC Landed Learning Project www.landedlearningproject.edcp.educ.ubc.ca	An initiative of the Department of Curriculum and Pedagogy, Faculty of Education at UBC that focuses on agriculture and food as the link between a healthy environment and human well-being. The program unites generations and demonstrates the values of lifelong learning, community mindedness, ecological and social citizenship, and civic responsibility.	



Social Media

If your CRN is active in social media, the following organization may be worth following. We also suggest posting information on your intergenerational activities and projects to these sites as a way to raise awareness, engage in dialogue, and find participation.

ORGANIZATION	TWITTER HANDLES	FACEBOOK PROFILES
BC Association of Community Response Networks (BC CRN)	@bccrns	BC Community Response Networks
Canadian Network for the Prevention of Elder Abuse (CNPEA)	@cnpea	CNPEA
Elder Abuse Ontario	@ElderAbuseOnt	Elder Abuse Ontario
i2i Intergenerational Society	@i2isociety	i2i Intergenerational Society
Intergenerational Day Canada	@i2isociety #IGDayCanada	
Northwest Territories Seniors Society	@nwtseniors	NWT Seniors' Society



Video and Audio Files

Videos and audio are excellent “hook” tools that can be used at the beginning of your presentation or workshop, or during breaks.

TITLE	DESCRIPTION & FILE LOCATION	DURATION	OTHER NOTES
Lisa’s Song: Hand in Hand	<p>This audio file contains a song that expresses Lisa’s feelings about her work with seniors on an intergenerational project at her school.</p> <p>Lisa was 10 years old when she wrote this song, which was re-recorded when she was 15.</p> <p>Both versions can be found at: http://intergenerational.ca/i2i/meadows-school-project/about-lisa/</p>	5 min.	
Seniors are Cool	<p>This video features a boy interviewing seniors who are engaged in interesting and remarkable things. He learns that being a senior is pretty cool.</p> <p>Produced by: International Federation on Aging. http://intergenerational.ca/i2i/resources/seniors-are-cool/</p>	11 min.	English, French, hearing disabled versions available.



TITLE	DESCRIPTION & FILE LOCATION	DURATION	OTHER NOTES
Sounds Like Canada	<p>Interviews conducted by Shelagh Rogers on the Meadows School Intergenerational Immersion Project in Coldwater, BC.</p> <p>Produced by: CBC Radio</p> <p>http://intergenerational.ca/i2i/about-us/radio-interviews/</p>	24 to 52 min.	Other radio clips on i2i Intergenerational Society also available through the link provided.
Whose Grandma Are You?	<p>Brief documentary on the intergenerational project at Meadows School in Coldwater, BC. This innovative immersion program, called the Meadows School Project, was operational for over a decade and the first of its kind in Canada.</p> <p>The program moves a class of grade 6/7 students into a makeshift classroom located in a retirement community. The students and older adults set out on a voyage of discovery, sharing school studies, public service, and relationship building.</p> <p>Produced by: Jim Elderton, Filmmaker.</p> <p>http://intergenerational.ca/i2i/meadows-school-project/documentary/</p>	10 min.	
Whose Grandma Are You? <ul style="list-style-type: none"> • Health Care Version • Educator Version 	<p>Produced by: Jim Elderton, Filmmaker</p> <p>http://intergenerational.ca/i2i/resources/media/whose-grandma-are-you/</p>	11 min. (Health Care) 20 min. (Educator)	



Other Resources

RESOURCE NAME	PUBLISHED BY	DESCRIPTION	RESOURCE CONTENTS
<i>It's Not Right! Neighbours, Families, and Friends – Training and Workshops</i> http://itsnotright.ca/	BC CRN	Find out more about this collaborative work. Workshops supported by the British Columbia Community Response Networks (BC CRN)	Materials for presenting to the general public. Trainer/facilitator materials.



Detailed Previews of Resources | Select SAMPLES

Across the Generations (PHAC, 2010)

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

This multi-use 103-page intergenerational resource targets 9-13 year olds in schools, youth groups, faith/culture based organizations and community/recreation centres. The lessons connect the children in purposeful activities with seniors. The project was funded through the Federal Elder Abuse Initiative so is oriented to elder abuse prevention.

Its goal is to increase awareness, understanding and sensitivity to the issues of aging through nurturing empathy and developing respect between generations. All lessons and ideas have been field-tested and reviewed by a variety of users.

This colour-coded resource is truly user-friendly. It is easy to pull out one lesson, a section of lessons, or develop your own lesson under the umbrella of one of the themes. As a bonus, the numerous colour photos in the sidebars show dozens of easy ideas for connecting young and old.

An excellent feature - *Tools for Discussion and Organization* (pages 26-37) - gives a variety of one-page tutorials to assist facilitators in breaking the ice when engaging children and seniors in focussed discussion.

This resource includes:

1. *Information guide* for educators/community facilitators: how to connect with intergenerational partners and build capacity for sustainability, discussion about mistreatment at all ages (bullying), planning suggestions
2. *Activities* for children with older adults: Within each theme, lessons have timeframes of 1 hour, 2-3 hours, or ongoing and are divided into three themes:
 - a. Accepting one another
 - b. Respecting one another
 - c. Protecting one another

Lesson topics on pages 22-24.



3. *Hands-on print and audio-visual materials* (pages 80-100): This section has everything from tried and true shared-chef recipes to interview templates, puppet patterns and intergenerational crosswords.
4. *Curriculum connections* by subject for teachers.
5. *Seniors are Cool!* This downloadable 11-minute video features a boy interviewing seniors who are engaged in interesting and remarkable things. Find the video at: <http://intergenerational.ca/i2i/resources/seniors-are-cool/>. Versions in English, French, and subtitles for hearing disabled.

Lesson Topics: Respect All Ages

30-60 minute activities for Kids		Focus Topic	Page in the <i>Across Generations Guide</i>
1.	What does it mean to be old?	Stereotyping	39
2.	Review of video 'Seniors Are Cool'	Myths of Ageism	41
3.	Words that connect to attitudes	Definitions to Clarify	43
4.	Mistreatment and bullying of older adults	Comparing & Contrasting	45
5.	Human rights and responsibilities	Rights & Responsibilities	47
6.	Reacting to stress in respectful ways	Conflict Resolution	49
7.	Making plans to move forward	Affirmative Action	51

1-2 hour activities for Kids & Older Adults		Focus Topic	Page in the <i>Across Generations Guide</i>
1.	Communication-A two-way street	Communication Skills	54
2.	Ways we are the same and different	Uniqueness	57
3.	Getting to know you by asking	Interview Skills	59
4.	Old things, new things, your and my things	Lifestyles	62
5.	Buddy baking	Sharing Food Preparation	64
6.	Plays, playing and performance	Intergenerational cooperation	65
7.	Making plans to move forward	Affirmative Action	66



Long-term activities for Kids & Older Adults		Focus Topic	Page in the <i>Across Generations Guide</i>
1.	Working as an intergenerational team	Cooperative Planning	68
2.	Co-Caring in Community	Volunteerism & Outreach	69
3.	The Planting Projects	Community Enhancement	71
4.	Planning for Intergenerational Day Canada (June 1) and World Elder Abuse Awareness Day (June 15)	Building Community Resiliency	73
5.	Engineering an All-Age Friendly Community	Re-Invention & Innovation	74
6.	Sharing Spaces	Joint Facility Use	76
7.	Making Plans to Sustain Elder-Youth Connecting	Affirmative Action	77

Workshop Toolkit (pages 26-36):

- Ways to engage children and older adults in purposeful discussion
- Templates, suggestions, hand-outs
- These tools can be used with other resources.

Support Handouts (pages 80-100):

- Games
- Recipes
- Puzzles
- Worksheets
- UN documents



Creating Caring Communities (BC Ministry of Health, 2009)

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

This 39-page document, English only, is a guide to anyone in community wanting to become involved in intergenerational activities. It was the result of interest by BC Ministry of Health in the innovative intergenerational immersion initiative, Meadows School Project, which ran in Coldstream, BC for 8 years. (Find the *video documentary* at:

[http://intergenerational.ca/i2i/resources/documentary/.](http://intergenerational.ca/i2i/resources/documentary/))

Annually the project moved 30 intermediate students into a makeshift classroom at an assisted living residence for two full months of the school year. Residents and students shared curriculum, public service and 1-on-1 relationship building.

From this came a plethora of research data supporting the benefits of intergenerational connecting. For the purpose of this resource, the findings from that field experience were broadened beyond the classroom to create a guide for people in the community-at-large.

This is a non-prescriptive intergenerational resource. It offers community partners an opportunity to take what they already do, and view it through an intergenerational lens. It is an excellent starting resource for community-at-large.

Although the resource does not address awareness of elder abuse issues, it most certainly provides the building blocks for prevention of mistreatment of older adults. The research upon which this resource is based confirms that involving older adults and children and youth in purposeful relationship building makes lasting positive differences and seeds an all-age-friendly sense of 'community' going forward.

This Resource Includes:

1. *Background information* about intergenerational practice
2. *Tips for starting* a project, determining the scope of your project, securing intergenerational partners, requirements of settings, funding, liability issues
3. *Charts and checklists* - small, medium and large project ideas (pages 9-10), chart of project size considerations (page 11), roles and responsibilities (pages 14-16), setting safety checklist (page 18), sensitivity checklist (page 24).
4. *Evaluation* (page 26)
5. *Dealing with death* (pages 27-28)



6. *FAQ's* (pages 30-34)
7. *Curriculum connections* for teachers

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World Elder Abuse Awareness Day (WEAAD) Teen Kit | Intergenerational Trust Building: an Untapped Resource for Preventing Elder Abuse (IFA, PHA, 2010)

Find at: <http://intergenerational.ca/i2i/resources/teen-kit/>

This 116-page document supports the BC CRN WEAAD Community Kit. Its target audience is teens, 13-19 years, but the simple and effective 1-5 hour project ideas can be easily adapted to a much younger audience. It is downloadable in English and French.

It is highly recommended that interested individuals take 15 minutes to review the scenarios (pages 34-37) and project templates (pages 53-116). They stand alone and have a multitude of effective applications when the goal is intergenerational communication.

This Resource Includes:

1. *Presenter background* on elder abuse issues (pages 1-20)
2. *Teen Workshop, Power Point guide* (page 21): Slides with presenter notes, guides a 5-7 hour interactive workshop engaging teen participants in awareness of elder abuse and WEAAD projects
3. *Information and templates* for workshop presenter (page 21-52): This section includes templates for WEAAD Day project planning, time logs, pre- and post-assessment, letters requesting partners and permission to participate, copies of UN Rights of the Child, Principles for Older Persons, Declaration of Human Rights, websites (pages 38-40) and resources (pages 51-52).

There is an excellent print section in the resource (pages 34-37) with short scenarios that are powerful engagement tools for discussion at any age. These can be used as conversation starters either within a generation or between generations and are suitable for use in any elder abuse awareness discussions.

4. *Project Exemplars* (pages 53-116): These exemplars, from across Canada, are inexpensive student-initiated projects to support WEAAD. Projects have been field-tested, evaluated by students, seniors and adult facilitators, and written up in a clear, standardized format. Each project has merit at any time of the year, and can be developed as collaborative activities for youth and seniors within any community setting.



Preview of WEAAD Teen Kit: Project Titles (Pages 55-116)

Use ideas as is. Blend the ideas. Create your own unique ideas.

1. [Intergenerational Day](#)
2. [Barbeque Lunch Project](#)
3. [Badges Project](#)
4. [Press Release Project](#)
5. [T-shirt Project](#)
6. [Youth Involvement Preventing Elder Abuse](#)
7. [Coffee Cup Connection](#)
8. [Speak: Spread the Word!](#)
9. [Speak! \(Poster Project\)](#)
10. [Speak! \(Web site\)](#)
11. [Storybook: "Martin Learn About Elder Respect"](#)
12. ["Mark your awareness" Bookmark](#)
13. [Behind Closed Doors](#)
14. [Connect 2 Respect](#)
15. [One Age Children's Book](#)
16. [Instructional Video](#)
17. [Elder Abuse Informal Brochure](#)
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20. [The Spirit of My Gran Ruby May Joseph](#)
21. [Brochure on Elder Abuse](#)
22. [World Awareness of Elder Abuse](#)
23. [World Elder Abuse Awareness Day Flyer](#)
24. [A Commercial Promoting Elder Abuse Awareness](#)
25. ['Emma's Secret'](#)
26. ['A Walk Away'](#)
27. [Community Activity Fun Day](#)
28. [Purple Time Explosion](#)
29. [Intergenerational Celebration of Respect – School-based](#)



Preview of Project Exemplars, WEAAD Teen Kit

Spreading the Word of Elder Abuse (British Columbia) – Part 1

Number of project participants: one 14-year old
Time for project planning and implementation: 10 hours

- ◆ **INTENT:**
 - Bring awareness of elder abuse by creating a Power Point about the topic
- ◆ **DESIGN:**
 - Power Point
- ◆ **PRESENTATION:**
 - I will create a Power Point of 10 or more slides describing elder abuse and bringing awareness to issues of aging.
 - I will share with classes and teachers in my school and with one other school in our community.

Spreading the Word of Elder Abuse (British Columbia) – Part 2

- ◆ **ACTIVITIES:**

Actions	# of kids	Time (hours)
1. Write outline	1	0.5
2. Research on school computer	1	3
3. Design slide lay-out	1	0.5
4. Find photos on the computer and add them to Power Point	1	1
5. Apply background graphics	1	0.25
6. Add text to slides	1	3
7. Add music to Power Point	1	0.25
8. Have student and teacher edit Power Point and make improvements	3 volunteers	1
9. Design questionnaire	1	0.5
10. Put Power Point on disc (Assisted by computer tech)	1	0.5

- ◆ **EVALUATION:**
 - Get feedback from students and teachers through surveying them after the Power Point has been shown.
 - Track how many people watch the Power Point.



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Appendix



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Contents of this Appendix

Invitation to Participate - SAMPLE

BC CRN Glossary of Acronyms and Terms

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



Invitation to Participate – SAMPLE TEXT

TO: [Your Potential participants]
FROM: British Columbia Community Response Network
SUBJECT LINE: Invitation to Participate – Intergenerational Workshop

Hello!

This is an invitation to participate in a workshop for BC CRN’s new resource: *The Intergenerational Community Guide*.

The purpose of this workshop is:

- To provide you with an orientation to *The Intergenerational Community Guide* and supplemental resources.
- To help you understand how the guide aligns to and broadens the scope of the work in *It’s Not Right! Neighbours, Friends and Families*.
- To illustrate how providing opportunities to foster purposeful, respectful, and sustainable intergenerational relationships empower older adults, children, and youth to alleviate various issues of adult abuse and neglect.
- To show the common issues generations face, and how different generations can shift attitudes, connect with each other, and feel valued.

Date
Time
Location
Contact

Please pre-register at: [INSERT INFO] by [DATE].

*Preview documents at www.bccrns.ca. Go to *Resources* and Select *Intergenerational*.

Purposeful intergenerational connecting is not about doing different things that cost a lot, require arduous work, and hold little joy. It is an invitation to put on ‘intergenerational glasses’ and view differently what you already do. We invite you to the workshop to become familiar with ways to unleash that power to improve mental, social-emotional and physical health.



BC CRN Glossary of Acronyms and Terms

AANDC	Aboriginal Affairs & Northern Development Canada (was INAC – Indian and Northern Affairs Canada)	www.aadnc-aandc.gc.ca
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	www.betterathome.ca
BCCEAS	BC Centre for Elder Advocacy and Support	www.bcceas.ca
BC CRN	BC Association of Community Response Networks	www.bccrns.ca
CCEL	Canadian Centre for Elder Law	www.bcli.org/ccel
CLBC	Community Living BC	www.communitylivingbc.ca
CNPEA	Canadian Network for the Prevention of Elder Abuse	www.cnpea.ca
CoP	Community of Practice	
COSCO	Council of Senior Citizens Organization	www.coscobc.ca
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 mental abuse or psychological abuse.</i>	
Empowerment	Increasing individual capacity to participate, take action, and influence outcomes. It provides equal opportunity to influence outcomes and decisions. <i>See also Power.</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)	www.esdc.gc.ca
EVA	Ending Violence Association of BC	www.endingviolence.ca
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	www.fraserhealth.ca
FN	First Nations	
FNH	First Nations Health Authority	www.fnha.ca
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	www.intergenerational.ca
IA	Income Assistance	
IH	Interior Health Authority	www.interiorhealth.ca
INPEA	International Network for the Prevention of Elder Abuse	www.inpea.net
INR	It's Not Right	www.itsnotright.ca
MCFD	Ministry of Children and Family Development	http://www.gov.bc.ca/mcf/
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 <i>emotional abuse</i> or <i>psychological abuse</i>.</i>	
MHSA	Mental Health & Substance Abuse	
MSD	Ministry of Social Development	
MIS	Management Information System	
MOH	Ministry of Health	www.gov.bc.ca/health/
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	www.learningtoendabuse.ca/neighbours-friends-and-families
NH	Northern Health Authority	www.northernhealth.ca
NI	Northern Interior	
NICE	National Initiative for the Care of the Elderly	www.nicenet.ca
NS/SEA TO SKY	North Shore/Sea to Sky	
NW	North West	
OK	Okanagan	
PGT	Public Guardian and Trustee	www.trusteebc.ca
PH	Providence Health Authority	www.providencehealthcare.org
PHSA	Provincial Health Service Authority	www.phsa.ca
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	http://bcceas.ca/programs/sail/
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	www.vch.ca
VIHA	Island Health Authority	www.viha.ca



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



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