



BECOMING AN AGE-FRIENDLY COMMUNITY



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WHY MAKE THE JOURNEY

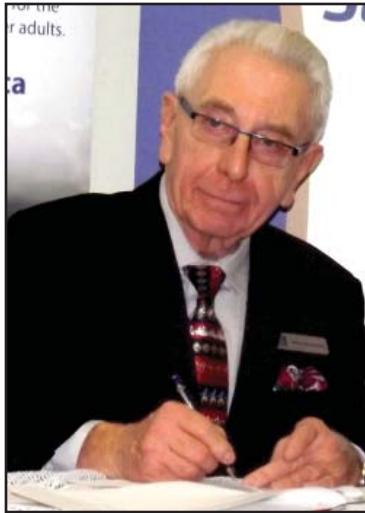
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Why and How to Make the Journey

The Saskatchewan Seniors Mechanism (SSM) responded to the call from the Public Health Agency of Canada to participate in the Age-Friendly Communities project which “seeks to engage older Canadians and their communities in making their communities better, healthier and safer places for seniors to live and thrive. In an age-friendly community, policies, services and structures related to the physical and social environment are designed to support and enable people to ‘age actively’ – that is, to live in security, enjoy good health and continue to participate fully in society.”

SSM knows that “better, healthier and safer places for seniors to live and thrive” overlaps with addressing the risk factors for abuse of older adults. The highest risk factor leading to abuse is isolation. Communities which have different activities that appeal to older adults, combined with the means to enable people to participate, will reduce isolation for individuals. Further, we believe that many of the same things that will reduce the risk of abuse of older adults are the same things that build Age-Friendly communities which are safer, healthier places for all people to live. The two concepts – prevention of abuse of older adults and the creation of Age-Friendly communities – are symbiotic.



*Robert Wuschenny
SSM President/
Age-Friendly Committee Chair*

Age-friendly communities are those where the physical and social environment, (the structures, settings, services and programs) support and enable active aging. They take into account obstacles citizens may face in day-to-day living, as well as the ease of getting from place to place. Moreover, they consider how safe the communities are for all citizens and what amenities are available. Urban governments have a host of considerations as they assess their communities to determine age-friendliness.

One may ask, what does an older adult need in order to feel safe, included and valued? Following are some things to consider:

What would safety mean for an older adult?

- Am I able to walk safely where I need to or want to in my community?
- Do I feel safe about going out during the day or evening?
- Is there someone to help me should I have a mishap in my home?
- Are the streets cleared reasonably soon after a storm?
- Is there access to such things as “driving refresher” courses?
- If I needed support, who would I turn to?
- Are affordable and various kinds of housing available in my community?
- Is transportation readily available?
- Are there programs geared toward older persons in my community?
- Are my suggestions listened to and valued?

What do urban governments need to consider and work on regarding these insights? (Keep in mind those who may be in a wheelchair, use a walker or cane; someone with impaired vision; a young mother with a stroller and perhaps another toddler.)

- Are sidewalks and roadways in good repair? Are they kept clear of debris, snow or ice?
- Is older adult safety in outdoor spaces promoted through good lighting, police patrols or community watch programs and community education?
- Are services available to assist those who need help, be they younger or older?
- Is the lettering of street signage large enough and visible?
- Is adequate seating provided in parks, at bus stops, and near business places?
- Are there opportunities for life-long learning such as, use of modern technology, health and recreation programs?
- Do businesses attend to safety features for their customers?

Every day more communities are joining the quest for safe, inclusive communities. At Age-Friendly gatherings, our Committee met many people who are concerned about making their community a great place to live. Many expressed a desire to “age in place” by living in their own homes in their community as long as possible. Many also welcome intergenerational possibilities which would enrich the lives of the citizens of a community. Not only that, but our Age-Friendly Committee has been energized as we learn from representatives of the communities we’ve visited. What would really set the Age-Friendly communities movement in Saskatchewan on firm footing is recognition once a community achieves Age-Friendly status. It is, indeed, a goal worth pursuing.

On behalf of SSM and the Age-Friendly Committee, it is our distinct pleasure to provide this resource as a guide for those who journey down the Age-Friendly path. In the words of an old Irish saying, “May the road rise up to meet you”.



*Holly Schick
Executive Director
Saskatchewan Seniors Mechanism*

Age-Friendly Communities is a global initiative started by the World Health Organization. It promotes healthy, accessible, inclusive communities where all people are valued, included & supported. Other Canadian provinces have been making significant progress towards encouraging communities to become part of the Age-Friendly movement for some time. Saskatchewan Seniors Mechanism (SSM) is taking the lead in developing Age-Friendly Saskatchewan so that our province can join this initiative.

SSM continues to be in conversation with various other stakeholders about how to make Age-Friendly Saskatchewan a reality. These include the Saskatchewan Urban Municipalities Association, Saskatchewan Ministry of Health, Saskatchewan Association of Rural Municipalities, Saskatoon Council on Aging, Lifelong Learning Centre, Saskatchewan Population Health and Evaluation Research Unit, Saskatchewan Parks and Recreation Association, Regina Qu'Appelle Health Region and the Alzheimer Society of Saskatchewan. All of these groups believe this is an important initiative.

For SSM, age-friendly provides a framework for all of our activities. We are working with communities to help them become more age-friendly because this is the key to creating communities where older adults are included, respected, and valued. This results in a better quality of life for the older adults, and the contributions older adults make as volunteers and participants in the community make the community stronger.

As communities become more inclusive, isolation is reduced. This reduces mental and physical illness and creates healthy, vibrant communities. Isolation is a key risk factor for older adult abuse, so reducing isolation reduces this risk. Isolation and abuse of older adults are significant issues in Canada at this time.

AgeFriendly Communities isn't just a project to be completed. It is an ongoing process that comes from using an 'age-friendly lens' to assess everything we do.

- It involves some actions that can be taken very quickly and with very little cost
- Other actions are long term and may involve costs associated with municipal planning
- All actions are ongoing ways to promote inclusion of all people in the life of the community

As the percentage of older adults in our population increases over the next several years, creating age-friendly communities will be the key to addressing the changes this population shift will create. Inclusive communities have healthier, happier people and are better able to meet the needs of all residents. It's up to all of us to make Saskatchewan one big age-friendly community!

“SUMA is pleased to work with the Saskatchewan Seniors Mechanism to build healthy, safe, and inclusive communities where people of all ages, abilities and cultures prosper. The Age-Friendly initiative is a valuable opportunity for SUMA members to make their communities even better places to live. I encourage all members to learn more about this program and join the age-friendly movement”



*Mayor Debra Button
President, Saskatchewan Urban
Municipalities Association
Mayor, City of Weyburn.*

ABUSE OF OLDER ADULTS

There is a hidden problem in our communities that most of us are not aware of or do not want to acknowledge. For some older adults, the reality of their lives includes abuse – physical, psychological, financial or other forms of abuse. Abuse is more likely to remain hidden if people are unaware that ageism also exists in their communities. In fact, ageism is a large contributing factor to isolation and abuse.

“Ageism” is the term that describes attitudes and beliefs that cause people to treat older adults as if they were less important or less valued because they are older. These attitudes are a factor in abusive situations because they allow people to believe that they have the right to ignore, harm or control an older adult. When older adults are abused, especially by family members, they often feel embarrassed. Therefore, shame is another factor that contributes to people isolating themselves. Older adults who are isolated are less likely to be able to name what is happening for them or to seek support within their community.

What is abuse of older adults?

The terms “elder abuse” and “senior abuse” are often used to describe the experience of older adults who are abused, usually by someone they know and often by someone they care about. It is abuse whenever someone limits or controls the rights and freedoms of an older adult. The older adult is unable to freely make choices because they are afraid of being humiliated, hurt, left alone, or of the relationship ending. Abuse causes harm to an older adult.

The World Health Organization (WHO) defines abuse of older adults as “a single or repeated act, or lack of appropriate action, occurring within any relationship where there is an expectation of trust, which causes harm or distress to an older person.” Who Are the Abusers of Older Adults? Abuse of older adults often occurs within the family, by adult children or grandchildren. However, other relatives, friends, neighbours, paid or unpaid caregivers, landlords, financial advisors or any individual in a position of power, trust or authority can also be abusive. When a spouse is abusive, it is called domestic violence.

Who is at Risk?

Abuse can happen at any age to any person.

There are a number of risk factors that may cause concern:

- Isolation—physical, social or cultural
- History of domestic violence
- Shared living situations
- Dependency on an older adult (for shelter or financial help)
- Addiction issues
- Depression and other mental health issues
- Cognitive impairment

How You Can Recognize Abuse

Abuse happens in different ways, and usually becomes worse if there is no help of some kind. Older adults often experience more than one form of abuse. All abuse is serious and causes harm.

Financial Abuse

It is financial abuse if somebody tricks, threatens, or persuades older adults out of their money, property or possessions. Sometimes the abuser might influence or force the abused to change their will, sign a power of attorney, or the abuser might cash cheques without their knowledge.

Psychological Abuse

It is psychological abuse if somebody threatens, insults, intimidates or humiliates an older adult, treats the person like a child, or does not allow them to see their family and friends.

Spiritual or Religious Abuse

It is spiritual or religious abuse when someone limits or restricts the spiritual practices, customs or traditions of an older adult. Abuse also includes using an older adult's beliefs to exploit the person, attacking the person's beliefs, or not allowing the person to participate in religious events and activities.

Sexual Abuse

It is sexual abuse if somebody forces an older adult to engage in sexual activity. This may include verbal or suggestive behaviour, not respecting personal privacy, and sexual intercourse.

Neglect

Neglect occurs when someone withholds care, food and/or emotional support that an older adult is unable to provide for himself or herself. Sometimes people providing care do not have the necessary knowledge, experience or ability.

Physical Abuse

It is physical abuse if somebody hits an older adult or handles the person roughly, even if there is no injury.

WARNING SIGNS

If you suspect abuse, look for:

- Older adults who tell you they are being abused or hurt—believe them!
- Injuries such as bruises, sprains, broken bones, scratches, especially when the explanation does not fit the injury;
- Changes in behaviour of the older adult such as depression, withdrawal, fear;
- Changes in regular social activity such as missing church or other social events;
- Changes in living arrangements such as previously uninvolved relatives or new friends moving in;
- Changes in financial situations such as cancellation of service (e.g. television, Internet, phone) because the bills are not paid, things “disappearing” from the house;
- Signs of neglect such as no food in the house, being left alone for long periods of time, not having glasses or hearing aids that are needed, not having proper clothing.

WARNING SIGNS

If you suspect abusive behaviour, look for:

- Controlling behaviour
- Not allowing older adults the right to freely make decisions and choices
- Refusing to allow them to visit with anyone alone
- Isolating them from friends and family
- Using the “silent treatment” to control them
- Not allowing them to use the phone
- Disregard for their privacy
- Locks on the outside of the bedroom door
- Reading or withholding their mail
- Handling all of the money
- Blaming the older adult for the abuse: It’s your fault that I pushed you!
- A strong sense of entitlement: I can do what I want!
- You owe me!
- Treating the older adult like a child: Do what I tell you!
- Frequent arguments, name calling or threats
- Leaving a dependent person alone for long periods of time

How can we be sure if it is Abuse?

It may be difficult to determine that abuse is taking place. Every situation is different. A warning sign does not automatically mean abuse is happening. Ask questions, seek advice from experts on abuse, avoid judgment and be respectful. Trust your instincts.

What can we do?

Neighbours, friends and family members can learn to do three things:

1. **SEE it!** Take your concerns seriously, learn the warning signs.
“I am worried about my friend who hasn’t been to the Centre for weeks. The last time I saw her, she seemed very anxious.”
2. **NAME it!** Overcome your hesitation to help. Talk to the older adult you think may be abused (without the person you think is abusive present) about what you have seen or heard. Use non-judgmental language.
“I haven’t seen you at the Centre for some time now, and I know how important it is to you. You seem upset. I miss seeing you.”
3. **CHECK it!** Ask questions.
“Are you okay? Do you feel safe? Is there anyone hurting you or making you feel uncomfortable? What do you want to do? How can I help?”

If you have immediate concerns about safety, call the police.

Material on Abuse of Older Adults from “It’s Not Right! Neighbours, Friends and Families for Older Adults.” Used with permission

DEMENTIA FRIENDLY COMMUNITIES

The word dementia is a general term that refers to many different diseases. Different types of dementia are caused by different physical changes to the brain. Some dementias are reversible, meaning that they can be treated and cured. Some are irreversible, meaning that there is no cure yet.

For people with dementia and those who care for them many measures can improve their lives. Cognitive and behavioral interventions may be appropriate. Educating and providing emotional support to the caregiver is important. Exercise programs are beneficial with respect to activities of daily living and potentially improve outcomes. Treatment of behavioral problems or psychosis due to dementia with antipsychotics is common but not usually recommended due to there often being little benefit and an increased risk of death.

Globally, dementia affects 36 million people. About 10% of people develop the disease at some point in their lives. It becomes more common with age. About 3% of people between the ages of 65–74 have dementia, 19% between 75 and 84 and nearly half of those over 85 years of age. As more people are living longer, dementia is becoming more common in the population as a whole. It is one of the most common causes of disability among the old. It is believed to result in economic costs of 604 billion USD a year. People with dementia are often physically or chemically restrained to a greater degree than necessary, raising issues of human rights. Social stigma against those affected is common. (Wikipedia)

Age-Friendly communities will want to provide care for people with dementia, their families and caregivers. Care for those with dementia is an issue that is of great concern in countries around the world. Some countries are trying new innovative methods. For example, follow this link to read the story of Hogewey, a village outside of Amsterdam, where people with dementia live in the “village” that is really a very unique nursing home that cares for them while they feel that they are living a normal life in their own homes.

<http://www.theatlantic.com/health/archive/2014/11/the-dutch-village-where-everyone-has-dementia/382195/>

Here in Canada the Alzheimer Society is leading the way in encouraging a “culture change” in the way that we connect with and care for people with dementia and their families. An emphasis on “person-centred care” as advocated by the Alzheimer Society fits well into an Age-Friendly community.

The following descriptions can be found on the Alzheimer Society website: www.alzheimer.ca

What is person-centred care?

Person-centred care is a philosophy that recognizes that individuals have unique values, personal history and personality and that each person has an equal right to dignity, respect, and to participate fully in their environment. The ultimate goal of person-centred care is to create partnerships among care home staff, people with dementia and their families, to enhance the quality of life and the quality of care of people with the disease. Services and supports are designed and delivered in a way that is integrated, collaborative, and mutually respectful of all persons involved.

Person-centred care in long-term care homes

Most people with dementia want to live in their own homes for as long as possible. The reality is that many will move to a long-term care home. In fact, 57% of seniors living in a residential care home have a diagnosis of Alzheimer’s disease and/or other dementia, and 70% of all individuals diagnosed with dementia will die in a long-term care home. Long-term care homes have been traditionally designed like extensions of hospitals, based on a medical model, focusing on tasks and the needs of the organization rather than the needs of the residents and their families. While the Alzheimer culture change initiative focuses on working with others to improve the experiences of people with dementia living in long-term care homes, the process and outcomes of this work are relevant to conversations about quality of life at all stages of the disease and throughout the health-care continuum.

HOW TO BECOME AN AGE-FRIENDLY COMMUNITY

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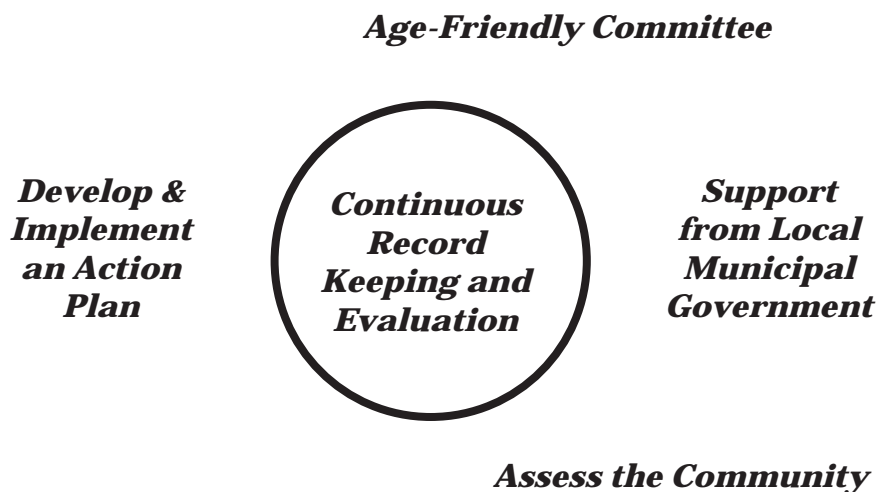
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THE STARTING POINT

Each community might start from a slightly different point, depending upon what initiatives have been taken in the community, whether officially associated with Age-Friendly (AF) or not. However, there are 5 Milestones that a community would need to accomplish in order to be accredited as Age-Friendly.

These are:

- Establish an Age-Friendly Committee.
- Secure the support of your municipal government.
- Assess the community, determining where Age-Friendly initiatives are needed.
- Develop and implement an action plan.
- Prepare to evaluate each stage of the project and each of its initiatives.



Your town, city or village may start in different places and continue around the circle – EXCEPT, it is usually much more effective to accomplish the 3 milestones on the right side of the diagram before moving to action planning and starting any Age-Friendly initiatives.

Becoming an Age-Friendly Community May 2015

It is more important to get your community moving on with AF initiatives than to assess every possible aspect of AF before any action is planned.

A core AF committee can be formed that can assess your community for information relating to one or more of the domains but not necessarily all of them.

Using that information, action plans can be developed and implemented. Completion of a project allows for celebration and many opportunities to raise awareness and involve more people in further AF initiatives.

Evaluation of the work may give direction to another trip around the circle as the community moves onward in its AF Journey.

Cities, Towns, Villages and Rural Municipalities in Saskatchewan

Village – Must have a population of at least 100 and at least 50 separate dwellings and business places.

http://en.wikipedia.org/wiki/List_of_resort_villages_in_Saskatchewan

Town - towns are formed from villages or resort villages with a population of at least 500 people. The council of the village or resort village must request the change to town status.

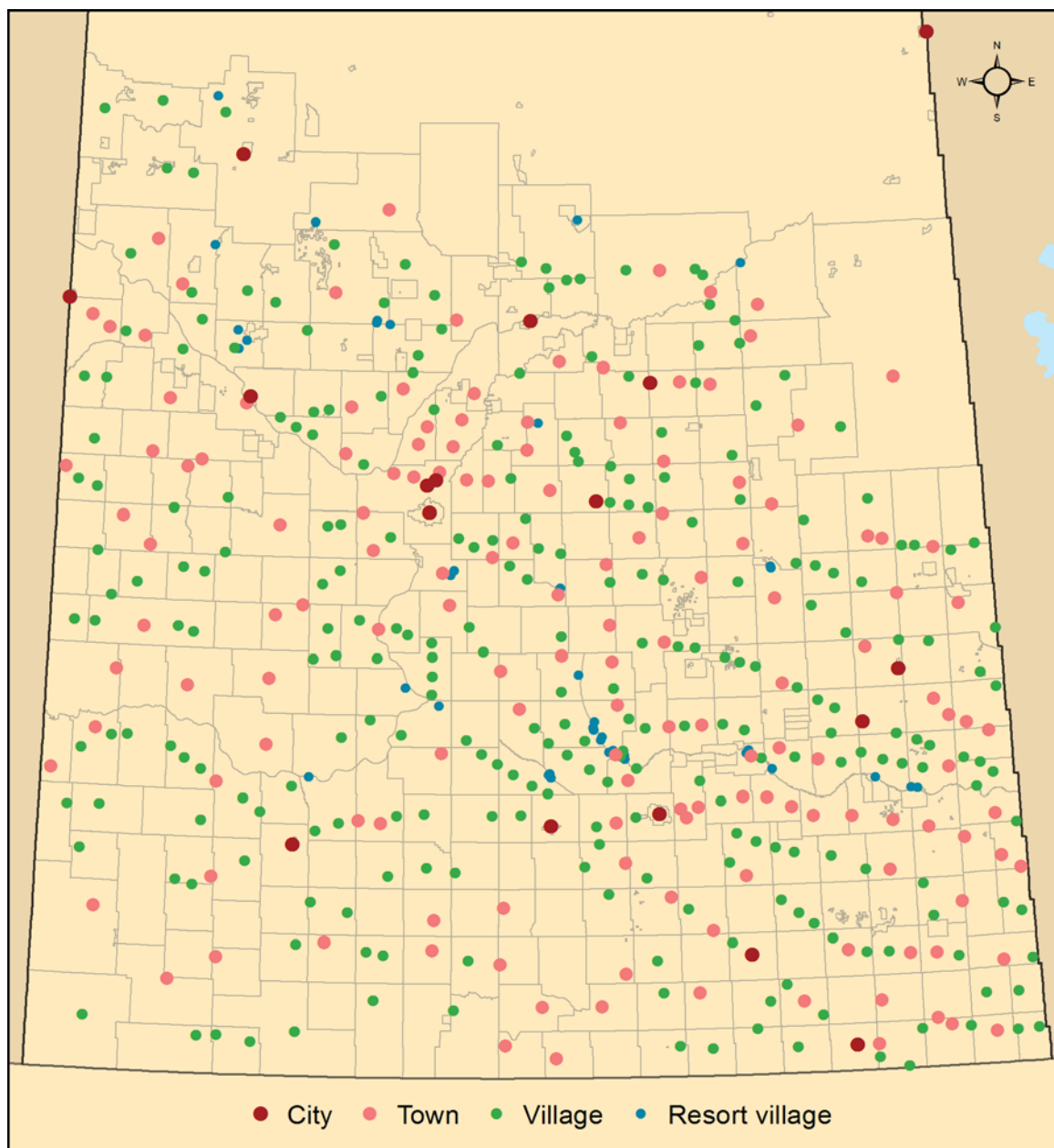
http://en.wikipedia.org/wiki/List_of_towns_in_Saskatchewan

City - In Saskatchewan, towns must have a population above 5,000 in order to be granted city status. A city does not automatically revert to town status if the population drops below 5,000; this only occurs if the city council requests it, the majority of electors vote to revert to town status, or the appropriate provincial minister is of the opinion that the reversion to town status is in the public interest.

http://en.wikipedia.org/wiki/List_of_communities_in_Saskatchewan#Cities

Rural Municipalities (RM's) – are a type of incorporated municipality. An RM is created by ministerial order via section 49 of The Municipalities Act. Saskatchewan has 296 rural municipalities. They had a cumulative population of 174,585 and an average population of 590 in the 2011 census. RM's have responsibility for some community planning and zoning by-laws in their region. Cities, towns and villages within the municipality can work closely with their RM to do forward planning.

http://en.wikipedia.org/wiki/List_of_rural_municipalities_in_Saskatchewan



commons.wikimedia.org/wiki/File:Saskatchewan_Urban_Municipalities.png

The scope and complexity of a community's journey to becoming Age-Friendly will vary according to its location, population, physical realities, attitudes of municipal government and understandings present in the community. This guide will focus on the possibilities for a village, town or city. Specific suggestions for small towns and/or villages will be included. A further section of the guide will address life in aboriginal communities and reserves.

FORM AN AGE-FRIENDLY COMMITTEE

that is inclusive of all ages and sectors of the community

The Age-Friendly Committee will:

- Develop a holistic and coordinated approach among local government, service providers, community organization, businesses and individuals.
- Raise public awareness and interest.
- Coordinate planning, implementation and evaluation of all Age-Friendly initiatives.

Identify key individuals, groups or organizations that can make an Age-Friendly initiative work in your community. A committee that acts as a coalition will be more effective than having one person or group doing all the work. It may take more time to get many people involved but building a team will distribute the work load and allow for individuals to work on different aspects of the work at different times. Age-Friendly is a journey rather than a dash and people will stay involved for the whole journey if they can work in spurts rather than continuously.

Remember, your Age-Friendly committee must have significant representation from older adults. Looking at your community through the eyes of older adults will help identify gaps that form the basis of age-friendly actions.

Age-Friendly Committee members might come from any of these possibilities:

- ☐ Service clubs
- ☐ Seniors groups
- ☐ Parks and recreation departments
- ☐ Local municipal council
- ☐ Public works departments
- ☐ Transportation services
- ☐ Planning and zoning boards
- ☐ Economic development committee
- ☐ Fitness centres/clubs

- ☐ YW/YMCA
- ☐ Schools – elementary and high schools
- ☐ Colleges or universities
- ☐ Police services
- ☐ Local health authority/health centre
- ☐ Business owners
- ☐ Chamber of Commerce
- ☐ Unions
- ☐ Media
- ☐ Faith-based organizations
- ☐ Disabled persons and their organizations
- ☐ Multicultural groups

DO YOU LIVE IN A SMALL TOWN OR VILLAGE?

The reality of life in these communities is that a small number of active people are often involved in responsible positions with several of the groups that will be needed to work together. As one person said at an Age-Friendly Gathering, “It’s the same 8 people who are working on the Village Council, in the Lion’s Club, in the Church and the Seniors Centre!”

The best strategy in this situation is to form a small Age-Friendly Committee of 3 or 4 people. The Age-Friendly Committee will act as a coordinating advisory group that will engage others in the town or village for different action projects. This also is a strategy with a community where several key people are “snowbirds” who disappear during winter months.

When a project is being planned, there could easily be another 6 to 10 people involved, either as individuals or because a club or church or other group agreed to take leadership.

Regina Beach/Buena Vista Resolutions of Support

The SSM Age-Friendly Committee worked particularly with Ron Monk, who lives in Regina Beach. These two communities were a pilot project designed to help the communities and to give the AF Committee information about what works best in small communities. Ron is extremely well known in both communities and made a lot of personal contacts to get organizations interested in AF.

He notes that he met with the two Councils and gave a presentation telling them what AF was about. He informed the Councils that an important part of the process was to give a written endorsement for support of AF. He says he doesn’t remember the exact words he used, but Council passed a resolution while he was there. Later, he received written letters confirming the resolution. These letters have become part of the records for Regina Beach/Buena Vista.

For example, one small community has a green space that fronts on to their main street. It is a pleasant place but very few people stop there or use the space. An Age-Friendly project is being led by a small bereavement group is to install some benches for people to use. A key aspect of that project is to encourage individuals to sponsor “memory benches” for loved ones.

*We, from **Ituna**, attended the Age-Friendly workshop and gleaned much. Our first goal is to change the name on our building. It is currently “Ituna Seniors Social Club Inc.” We want to change it to something more inclusive and inviting.*

We have just recently received a grant to alter the front of the building and refinish the outside. We will alter the name to something more inviting when this is complete. It hasn't yet been decided what name to use.

*Thanks,
Lydia*

IMPORTANT FOR ALL COMMUNITIES!

Don't forget to keep notes on the formation of your AF Committee and its first plans/strategies. Keeping a record of what is done will help you to see the progress you have made and to explain to others what is happening. If there are opportunities to apply for grants, your records are even more important.

DO YOU LIVE IN ONE OF SASKATCHWAN'S LARGE CITIES?

Life in Saskatoon and Regina is different than smaller communities, especially when it comes to planning for the whole city and bringing people together to decide upon action.

Both the Saskatoon Council on Aging and the Lifelong Learning Centre in Regina began to work on Age-Friendly before the current SSM project became reality. They both continue to do excellent work towards Age-Friendly. Their focus and actions are different. This is not a surprise. Each community, whether large or small, will go about the Age-Friendly Journey differently.

Age-friendly Saskatoon Initiative

*The **Saskatoon Council on Aging (SCOA)** launched the Age-friendly Saskatoon Initiative in 2011. The project includes three phases:*

- *Phase 1: Background research and consultations with Saskatoon's older adults*
- *Phase 2: Asset mapping, gap analysis and development of recommended actions*
- *Phase 3: Implementation of recommended actions and development of a comprehensive system to monitor and evaluate progress*

Phase 1: Assessment Phase

The Assessment Phase of the Initiative was completed during the 2011 calendar year and the results reported in the “Age-friendly Saskatoon Initiative: Findings Report”. Phase 1 activities focused on a community assessment involving over 500 older adults and older adult caregivers who shared their “lived” experience. The data collected provided the empirical research and baseline information that described the contexts, issues, needs and factors promoting/hindering positive aging in an age-friendly community of Saskatoon and surrounding metropolitan

Phase 1 Participants

- Older adults in most neighbourhoods of Saskatoon and the surrounding rural areas
- Formal and informal caregivers
- Older adults with a variety of health and mobility challenges
- Various income levels in the population
- Aboriginal and immigrant communities
- Business community
- Community-based organizations and public agencies serving seniors

Milestones Set and Achieved

- ☐ Formation of Steering Committee (diverse representation of community leadership & older adults)
- ☐ Engagement of Older Adults in assessment phase process
- ☐ Community engagement and leadership
- ☐ Age-friendly Assessment report

region. The Age-friendly Saskatoon Initiative: Findings report was disseminated widely to individuals and to public, private and not-for-profit organizations.

Work on Phase 1 was completed in February 2012 and the findings presented in the Age-friendly Saskatoon Initiative: Findings

report. In a community assessment, participants identified age-friendly features of the community that supported quality of life and independence for older people, aspects of city living that needed improvement and ways to make Saskatoon and environs more age-friendly.

Phase 2: Analysis and Planning (Strategy Development) Phase

Phase 2 of the Age-friendly Saskatoon Initiative began in January 2013. The key activities included:

“We want to stay in our homes and neighbourhoods with the right supports to be able to do so.”

- 1. Interviews with Age-friendly Saskatoon Initiative partner organizations and other key community stakeholders providing service to older adults in Saskatoon to uncover the existing strengths and attributes already in existence.*
- 2. A community consultation forum in April 2013 involving over 100 representatives of community organizations and further consultations with another 30 organizations.*
- 3. Development of an inventory of community assets and gap identification.*
- 4. Validation of findings from the community consultation forum participants.*
- 5. Synthesis of data collected from Phase 1 and Phase 2 consultations.*
- 6. Development of a planning document with recommendations for action to be provided to key stakeholders for inclusion in their strategic action plans.*

This Phase 2 report, Age-friendly Saskatoon Initiative: Recommendations, calls for new approaches to the way that our community responds to the issues of an aging population. Saskatoon’s older adults must be supported to age with dignity through changing attitudes, policies and practices and sustained by a strong community commitment. The report summarizes consultation findings and presents recommended actions that aim to:

- Prepare all stakeholders for the growing numbers and increasing urbanization of older adults*

- *Ensure older adults live with dignity and security, with full access to the supports they require within the WHO eight dimensions of an age-friendly city*
- *Promote aging in place and active, healthy aging*
- *Develop research on aging that informs policymaking*

Milestones Set and Achieved

- ☐ Civic government engagement (council resolution)
- ☐ Community engagement (cross section of the community)
- ☐ Action Plan/Recommendations

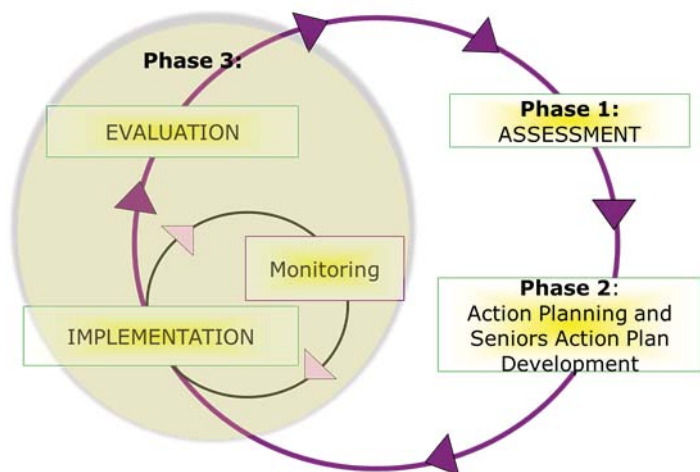
The Age-friendly Saskatoon Initiative: Recommendations report presents recommendations for community change intended to establish Saskatoon as an age-friendly city.

Phase 3: Taking Action, Monitoring/ Evaluating Progress And Sharing Learnings - Future

1. Implementation

- *Communicate and share information from Age-friendly Saskatoon Initiative: Recommendations report*
- *Coordinate lead agencies' involvement. Where ownership does not rest solely in one agency, SCOA's role is to coordinate and facilitate discussions to develop and implement recommended actions*
- *Promote public awareness. SCOA will continue to build and strengthen community support and understanding of age-friendly concepts and recommended actions through linkages between community partners, the media and other education and awareness strategies*

Age-friendly Saskatoon: Development Cycle



Milestones Set and Achieved

- ☒ Implementation committee formed with community partners
- ☒ Implementation work plan developed
- ☒ Community support established
- ☒ Evaluation framework developed and supported by community

2. *Monitoring and Evaluation*

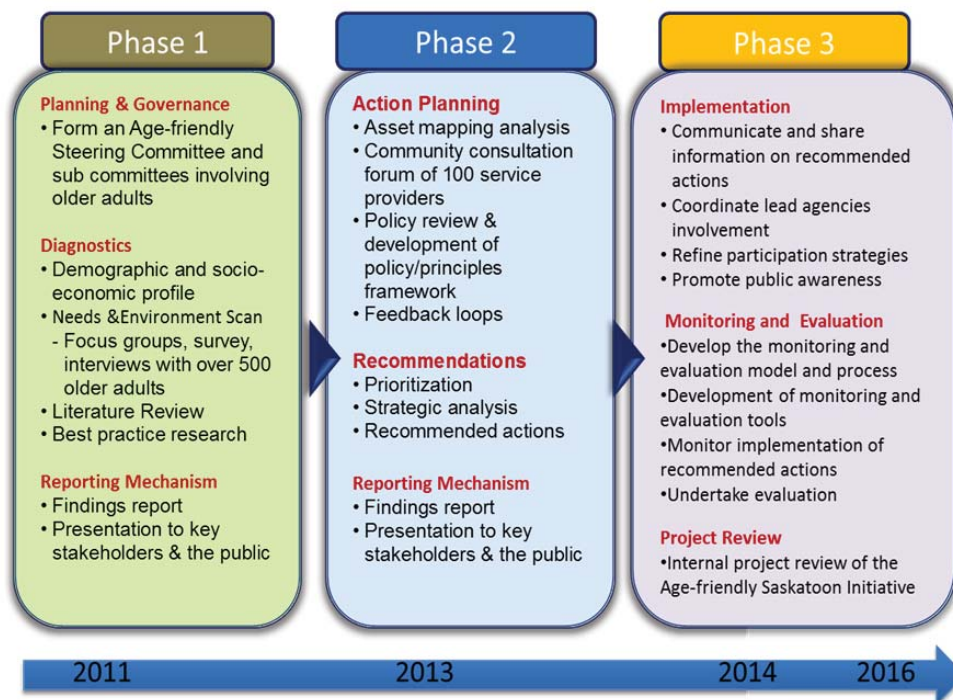
In partnership with community stakeholders:

- *Develop the monitoring and evaluation models, processes and tools*
- *Monitor and evaluate implementation of Phase 2 recommended actions*

3. *Project Review*

SCOA will engage in an internal project review/evaluation of the Age-friendly Saskatoon Initiative.

Age-friendly Saskatoon Initiative: Process



Regina Age-Friendly Community Initiative

*The Regina Age-Friendly Community Initiative is being established by the **Lifelong Learning Centre (LLC)** thanks to funding provided by the New Horizons for Seniors Program. This support will make it possible for LLC to work in collaboration with other community agencies to identify ways that Regina can become a caring community where older adults and people of all ages can feel valued and respected. This initiative is based on the knowledge that older adults in Regina have a wide range of skills and abilities to offer their community. It is also based on the belief that it is important to include older adults in all aspects of community life and to protect those in our community who may be vulnerable. Through the Regina Age-Friendly Community Initiative we will work towards the elimination of ageism and create opportunities to enhance the independence and quality of life for older adults living in Regina.*

In an Age-Friendly Community there will be opportunities for older adults to remain active through social and recreational programs, volunteer activities, and work, if they wish to continue working, or take on new work as a way to remain engaged with others. Information about community programs and services will be easy to find and understand, and activities will be affordable and accessible. Integrated health and community support services will also be available when needed.

Another important feature of age-friendly communities is that older people feel they can participate in different aspects of community life, and with people of all ages, depending on their personal initiative and desire. Older adults will feel that they are a valued part of the community when disrespect, ageism, and elder abuse are eliminated, and when barriers to social inclusion and accessibility are addressed. Many older adults currently feel that they are not being seen or heard simply because they are older so this project will work towards helping to create intergenerational understanding by developing positive relationships between generations which are respectful.

An Age-Friendly Community also has positive physical attributes including neighbourhoods that are safe with outdoor areas and public buildings that are pleasant, safe and accessible to all. Housing is affordable and well

designed so that older adults can continue to live in their community. Roads and walkways are accessible and kept in good repair to avoid falls and accidents. Public transportation is accessible and affordable. While these physical features are somewhat outside the scope of the Regina Age-Friendly Initiative at this stage, it is our long-term goal to engage others who are in a position to ensure that these aspects of age-friendly communities do get addressed in future planning.

In an age-friendly community, the policies, services and structures related to the physical and social environment are designed to enable and assist older adults to 'age actively'. This essentially means that the community is set up to help seniors stay involved, enjoy good health and live safely. Other communities in Canada and around the world that have been working towards becoming age-friendly have learned that adopting an Age-Friendly approach doesn't have to mean large or new resources since small changes can make a significant difference. Good planning and design of the built environment can have a major impact on social participation and quality of life and it may require a change in philosophy and vision to achieve these outcomes. Through increased public awareness and advocacy we are hopeful that we can promote community development and policy changes that will make Regina more age-friendly.

Age-friendly communities will enable older people –and people of all ages – to live in security, enjoy good health and participate in society. It will take a whole community to become Age-Friendly ... so we invite you and organizations you are involved with to assist the Lifelong Learning Centre and others to make Regina an Age-Friendly Community. For more information about how you can get involved please call 306-585-5766 or email lifelong@uregina.ca.

The Lifelong Learning Centre has been working with local schools and programs at the University of Regina to create opportunities for intergenerational interactions between students and seniors. This has involved making visits to schools and LLC Open Houses and other activities where people of all ages could get to know one another. They have also been involved in joint activities to let others know about AF communities and older adult abuse prevention, work on joint projects related to social isolation and much more.

SECURE MUNICIPAL GOVERNMENT SUPPORT

It is very important to ensure that your local government is in full support of Age-Friendly work. This does not mean that they will be required to pour significant financial and staff resources into the work. However, it is expected that support will mean that age-friendly understandings will affect planning and policy making. Thus, age-friendly initiatives become part of the natural flow of physical and social improvements in the community and can be part of regular budget planning in the future. You want your Council to pass a binding resolution that will actually affect community policies.

The first step toward support is awareness raising.

- Begin by identifying members of Council or city/town/village staff who can be supportive. Find ways to meet with these people informally, if possible, and talk to them about how age-friendly is beginning in your community. If you find a key supporter through these informal conversations, invite him/her to plan the most effective way to bring a resolution to Council, perhaps including assistance in crafting and introducing the resolution.
- Learn about the procedures and rules for introducing a resolution. There may be a special format you need to use or special notice required to bring the resolution. Ask about the Council meeting schedule.
- If your local government has identified priorities and strategies, look for ways to align your resolution with these.
- Raise general public awareness – spread the word.
 - An article in the local paper or a letter to the editor explaining age-friendly and the upcoming consideration of a resolution.
 - Attend meetings of local community organizations and ask to be included on the agenda so you can explain what AF is all about.
 - Radio talk shows are always looking for topics – AF is a good one.
 - Host a public forum about AF and the need for Council support.

- Consider contacting businesses, especially those owned and operated locally, and talk about the benefits of supporting age-friendly.
- Keep expanding the base of support by networking. Encourage each member of the Age-Friendly committee to spread the word with friends, family, groups – wherever they interact with others – and encourage those contacts to continue the networking process.
- Attend the meeting which considers the resolution and bring lots of supporters. Pack the house!
- If for some reason, the resolution was not approved, find out why. Then revise your presentation and approach, and try again.

Small Towns and Villages

The essential steps described above can apply to your community. However, the expectation is that much more of the preparation and awareness raising will be done informally through person to person conversations. You will know your community. Use methods that fit with the culture.

One caution for small communities – much reassurance is needed about age-friendly bringing demands upon the financial and human resources of the Council and staff. There are so many aspects to age-friendly that when considering them all, it may seem overwhelming. Focus on the expectation that your community will probably work on one age-friendly initiative at a time.

BE IT RESOLVED THAT: <Name of community> will actively participate, support, promote and work to assess and improve accessibility and inclusion for older persons, persons with disabilities, children and youth in all aspects of community life.

Background information:

All community residents, including older persons, persons with disabilities, children and youth deserve to fully and meaningfully participate in and contribute to the social and economic fabric of our community.

Saskatchewan's population is aging and this will have significant implications for society and for the sustainability of Saskatchewan communities.

There are numerous social and economic benefits to building a community that is inclusive and that meets the changing needs of residents as they age.

ASSESS YOUR COMMUNITY

This step can feel overwhelming! After all, when you consider all 8 domains/areas, they cover every aspect of community life.

How to go about doing an accurate yet efficient assessment?

Remember that you want to know what Age-Friendly assets are present in your community as well as the barriers and gaps that need to be addressed in order to improve your community and reduce isolation, especially for older adults or those with physical challenges.

There are many ways that assessment can happen. For example, you may use focus groups, surveys, direct observation, consultation with allies - and within these categories there are even more choices!

You will want to engage residents of various ages, genders, cultures and backgrounds. Find a variety of ways to reach older adults, people with disabilities, local businesses and business organizations, schools, churches, service groups, non-profit organizations and health services providers. Be observant. You will identify people and organizations in the community that will promote age-friendly concepts and may also identify barriers.

You can start by using your Age-Friendly Committee as an informal focus group.

- Intentionally set aside time to review your community, carefully considering what you already know about each focus area.
- Decide what approaches you will be able to use and how extensive your assessment will be. You do not have to assess everything immediately! Some approaches may be:
 - Do a general survey that covers all 8 focus areas, thus adding to your base of knowledge and enabling you to do more detailed planning. This also will raise awareness, particularly with those who are asked to complete the survey. Make sure to include questions that will reveal conditions that can lead to isolation

for some of the residents of your community.

- Concentrate on one or more focus areas that your committee feels will offer opportunities for action. Then use written surveys and/or focus groups to gather information.
- If there are community groups (e.g. seniors club, service club) that you already know are allies, consult with them to determine the best approach as well as to receive an informal assessment of the overall assets and gaps regarding age-friendly.
- Organize a community event where people can learn about and talk about Age-Friendly. Don't forget – food served will draw people and give energy – a meal or a morning or afternoon coffee/snacks.

[A plan for a Community Chat based on work done by the World Café movement is found in the Tools section.]

Surveys

It may seem simple to put together a survey and expect to get all kinds of information.

The following tips may help you to avoid common pitfalls.

- Before the survey is created, make a written list of the information that you want to gather. Be specific. Consider how you will use the information after it is gathered.
- Think about your community and decide who you want to reach. You don't want to miss any valuable opinions. Remember that the best information will come from reaching a diverse range of citizens: older adults, people with disabilities, employers, faith-based organizations, aboriginal and multicultural groups, service groups, schools, health services providers, etc.
- How can you distribute the survey? How can you enable the best return rate? Make it easy for people to fill out the survey and to return it. Reaching people at a community location and asking them to take a

few minutes to fill out the survey can work. One community used the time that people spent waiting in line for their flu shots! Regina Beach/Buena Vista arranged to have their survey sent out with their community water bills.

- As you create the survey questions, try for easy specific “check-off” questions to get essential information but don’t forget to ask some open questions that may bring you information that you didn’t even realize would be useful.
- Keep asking yourselves, “Would I like to complete this survey? Is it confusing? Does it seem to really want my opinion?”
- Assure the survey respondents that their individual responses will be confidential and the information will be collated as part of the community response.

Sample surveys

<http://cerah.lakeheadu.ca/uploads2/Age-Friendly-Stakeholder-Report.pdf> - especially check out Appendices B & C – introduction to survey participants and the survey itself

<http://www.orangeville.ca/news/2014/07/30/age-friendly-community-survey-launched-by-town-committee> - Orangeville used the “Survey-monkey” service but provided a variety of places where hard copies of the survey could be completed.

http://www.umanitoba.ca/centres/aging/media/Cartwright_Flu_Clinic.pdf Cartwright, MB, accessed people who attended a flu clinic. A large percentage of the participants were seniors.

See sample survey in Tools section

Focus Groups

A focus group can be any small group gathered together with the intention of focusing attention on one subject. It can take place in private homes or in a public building. A residence for older adults can be a good place to reach people who find it difficult to go out. A focus group might be promoted by a service club and take place at a regular meeting time. A local high school might be prepared to offer class time for an Age-Friendly project.

The purpose of these Age-Friendly focus groups is to gather information about people's perception of the strengths and improvements needed in regard to the 8 domains/aspects of community life.

What is essential in order to have a successful focus group?

- Size of the group - between 6 and 12 people are needed to create diversity of opinion and energy, yet allow everyone opportunity to contribute.
- Choose a date and site and identify who might participate. Provide information and invite them to the group, emphasizing the purpose, the value of their participation and personal confidentiality.
- Choose a facilitator who can deal tactfully yet firmly with people and who is able to draw everyone into the conversation. The facilitator should be knowledgeable about the Age-Friendly initiative. If you are planning to work with a larger group, such as a service club or a residence, prepare to divide up the people into smaller groups, each with a facilitator. Check the site so that you know it is possible to do that without the groups' conversations interfering with one another. Table groups of eight can be quite manageable if there is space to separate them considerably.
- Provide both a facilitator and a recorder. Ideally a recorder will be able to use a method that allows people to see that their ideas are being recorded! However, when conversation flows rapidly, slowing it down with flip chart recording may not be ideal. You might be able

to use a computer/projector method and a recorder with good keyboarding skills. Looking at this from a practical point of view - If the recorder simply takes notes, that is quite adequate. However, from time to time, the recorder should provide the group with the essence of ideas that have been noted.

- Advice for facilitators. People often have well-worn responses that are part of the cultural fabric of the community. Try to move under those and to hear specific examples of the concern. Also, be aware that this focus group is not called together to solve problems but to identify assets and gaps.
- Plan for enough time! Do not assume that you can add 30 minutes onto an already scheduled meeting and have a successful focus group. You will need between 90 minutes and 2 hours if you are addressing all 8 domains. However, if you have to work with a smaller time block, perhaps you can arrange for two or more sessions. During the focus group time, keep the conversation moving by dividing up the time into segments and informing the group of the time scheduled for each segment.
- The recorder will summarize the information gathered from the focus group according to the 8 areas. This information will be used along with the results from surveys or other means of collecting data as the foundation for your action planning.

Collate and summarize the data according to the 8 domains/ focus areas

In a small village or town, there will not be as large a volume of data and the committee or a volunteer can probably do this job. In a large town or city, you may need a group of volunteers or to engage someone with the skills needed.

Prepare a report using the collated data

For evaluation purposes and to provide clarity the report needs to provide background on the Age-Friendly Committee – its formation and how it collected the data, and which people and organizations participated. The summary of the findings provides the baseline “this is what our community was like on this date”. Include pictures, if possible. The report allows for comparison and celebration when positive actions, whether large or small, move the Age-Friendly community forward.

Publicize the findings

The report of the summarized data will point to obvious strengths and need for improvements. Now is the time to present the findings to your local council and local organizations. You might also plan a community gathering, inviting all the organizations that participated in the assessment and offering the key findings to them for discussion.

Make sure that you provide an opportunity for all these interested people to do creative thinking and brainstorm possibilities for projects which would address the improvements needed.

This creates the bonds and interconnectedness that will give energy and movement to your Age-Friendly initiative. This also gives everyone a sense of responsibility and ownership in making Age-Friendly work in your community.

If your Age-Friendly Committee chose not to focus on all 8 domains, but on one or more – simply follow the steps related to assessment – surveys, focus groups or community discussions – and proceed to collate the data, write a report and publicize the findings. The report is very important for it provides the record of your Age-Friendly work.

*In **Yorkton** we were very fortunate to have strong municipal support from the very beginning. The Mayor, Bob Maloney, as well as the City Community Development Officer, Lisa Washington, were both in attendance at our initial meeting where we recruited board members. Councilor Randy Goulden has also communicated with myself, Age-Friendly Co-Chair, to offer her personal support of this initiative. Therefore, with regards to the process of acquiring the City's official support, in the form of a resolution, we, the Age-Friendly Board, were optimistic.*

As a board, we looked at the Age-Friendly tools in our toolkit and used them to form our own terms of reference and City resolution to fit our local needs. We worked closely with our municipal Community Development Office and ran our first draft by them. They gave us feedback that our wording was too vague; the City would want to know exactly what we were asking of them, and what the implications were. In other words, did we need money or any other resources from them?!

*We used this feedback and tweaked our resolution until it read:
WHEREAS all Yorkton residents, including older persons, persons with disabilities, children and youth deserve to fully and meaningfully participate in and contribute to the social fabric of our community.*

***WHEREAS** there are numerous social and economic benefits to building a community that is inclusive and meets the changing needs of residents.*

***BE IT RESOLVED THAT:** the community of Yorkton actively participates, supports, promotes and works to assess and improve accessibility and inclusion of older persons, persons with disabilities, children and youth for the community as a whole.*

***BE IT FURTHER RESOLVED** that the plans of the Age-Friendly Initiative be publically posted to develop public support.*

***BE IT FURTHER RESOLVED** that the Yorkton Age-Friendly Initiative, in accordance with and support of the City of Yorkton's Official Community Plan "Our City: Our Future", work co-operatively with existing com-*

munity organizations to ensure their programs and services are more age-friendly.

The city could not rule on this item right then and there at the Feb. 25/15 meeting as we had hoped, but they assured us that it was standard procedure not to. They needed to discuss it and would come back with a decision at the next meeting. In the meantime, we received some great press as well as some less desirable press that suggested Age-Friendly was an overlap with other existing programs, and “Aren’t we already doing this?” In the end, however, the city came out with strong support. On March 9, 2015 they adopted our resolution and have been very positive about the project. We are now looking forward to a conversation café in the fall where we will hear community concerns and form our action committees accordingly.

- Twila Seeley, Yorkton

Develop and Implement an Action Plan

The time has come. You have assessed the situation. You have raised awareness in the community. You have received local government approval. You may find yourselves asking, “What can we do? What action should we take? How do we choose? Can we actually do anything??”

Yes, you can! But you need to use your logic and planning skills so that you don’t waste your efforts. You will need to describe what needs to be done and plan the strategies to make it happen. You need to realistically assess the situation and note any blocks or problems.



It most certainly is time to get your allies involved.

Action Planning Tips

- Make each action specific and clear. This one always requires planners to dig deep into their thinking as they list the action. Ask yourselves if you can see clearly how this will happen – what steps will be taken and who can take them. Check with someone outside your planning group to see if they understand the action the way you intended.
- Have community members take ownership of the actions. Name the individual, task group or organization that will take responsibility for implementation. Sharing ownership enables the whole community to be a part of the positive change about to happen.
- Identify actions that could have relatively easy and early success. Acting on one initiative and celebrating its success gets momentum going.

- Don't worry about size of the initiative. Actions that seem small can be just as important as large initiatives involving many people. A number of small initiatives can add up to make a noticeable difference PLUS will involve people early.
- Identify short, medium and long-term priorities. Some actions will be relatively straight forward and others may require more co-ordination, human and financial resources. Age-Friendliness is not completed overnight. It really is a step-by-step journey.

While focusing on planting the trees, keep the picture of the lovely forest before you. But if the trees don't get planted, the forest won't appear.

Where to find partners?
Individuals with influence
and/or financial resources.

- Seek out partners and give them opportunities to really contribute to the age-friendly movement in your community. Service Clubs, churches, businesses for whom being age-friendly will be an advantage, members of local government who have their own "pet projects" that would relate to age-friendly.
- Monitor the progress of the Age-Friendly actions. If the plans are clear and the expected outcomes are named and timelines set, you will be able to see if progress is being made. There will be surprises! When the action is diverted or blocked, assess what is happening and adjust the plan. Adjusting a plan usually means that it will be MORE effective, because it takes reality into account.

Action Planning Template

The template below shows logical form for planning and gives an example of how to use it to work through the planning step by step. Note that the planning includes listing outcomes for each initiative/project. Naming the outcomes means that evaluation will be easier and more accurate.

Initiative – what we want to do e.g. install benches in the village green area

Strategies – how are we going to do it?	Resources – what we have – what we need	Potential Partners – who will work with us?	Tasks Assignment – who leads, who else helps?	Priority & Timelines (e.g. 1 month, 3 months, a year) Priority – High
Explore different kinds of benches that might be long-lasting and in our price range	Set a budget for the whole project	Talk with the Lions Club and the Rotary Club	Roy Johnston – member of the Lions	Installed by July 1, 2015
Write up a proposal describing a project of placing “memory benches” in the space	Families who might wish to donate “memory benches”	Local churches Seniors Club	Reverend Smith Joan Thomson (already wants to donate a bench)	One month
Contact John Kruger to see what he might suggest and the price	John Kruger – constructs picnic tables and other outdoor furniture			immediately

Outcomes

Example: For Initiative #1 – installing benches in the village green area

Short term:

- ☐ increased awareness of the community environment among all community members
- ☐ cooperation with service clubs and seniors groups raises trust and confidence
- ☐ environment is planned and improved with consideration for older adults
- ☐ families are able to honour those who have passed away, who are facing significant challenges or who celebrate a very significant accomplishment
- ☐ local Council is helped to make improvements without a large budget expenditure
- ☐ volunteer opportunities for older adults and/or youth

Intermediate:

- ☐ increased possibility for physical activity for older adults, parents with small children and those with physical challenges
- ☐ increased use of the village green area by all community members
- ☐ increased opportunities for intergenerational connections

Long term:

- ☐ lessen isolation for older adults
- ☐ improved physical and mental health for older adults and those with physical challenges
- ☐ increased quality of life within the community

*<http://www.seniors.alberta.ca/documents/AgeFriendly-Action-Plan-2012.pdf>
Offers another example and shows how different projects could be listed and given priority.*

Age-Friendly Communication

The Age-Friendly Committee takes responsibility for continually finding ways to publicize the Age-Friendly planning, progress and results.

For certain, internal communication amongst individuals and partners that are working on initiatives needs to be encouraged and helped along. This means using whatever technology works for the people involved. Emails are great in this regard. Group emails that tell others about a problem or success, that ask questions, that encourage other ideas can be sent out and using the “reply all” method, keeps everyone in the loop. If there are some people who don’t use email - this can be a block that gradually leaves some people feeling they don’t have the same information or input as others. Plan to get information to them using personal contact through phone or other means.

There are many ways to publicize to the general public, such as:

- ☐ Using local group newsletters
- ☐ Placing information on the local government website
- ☐ Create a Facebook page and keep regular updates flowing
- ☐ Issue a news release when significant action is being started or has been successfully completed
- ☐ Develop a good relationship with the editor or reporters for the local paper (often easier to do with small papers than large ones) and feed them nuggets of information or stories.
- ☐ Hold public meetings.
- ☐ Attend community organization meetings and try to be included on the agenda. If a pattern of having a short update from Age-Friendly is established, it is invaluable.
- ☐ Depending upon the habits of people in the community, using other social media such as Twitter, Instagram, etc. can be useful.

*After the Age-Friendly Gathering in **Ponteix** the local group identified gaps they wanted to address. They then practiced how to approach the town office asking for a paved path from Cooperative Housing to be able to reach the sidewalk so elders could go walking and attend church every morning.*

By following the plan:

What do you want to do? Pavement or sidewalk along Cooperative Housing (1 block)

How to do it? Approach the Town Council; approval of request by Board members of Cooperative Housing

Resources: Good representation on Cooperative Housing Board and two persons from town office who had attended the Age-Friendly session.

So, we approached the Cooperative Housing Board who approved the idea. They wrote a letter to Town Council and the pavement path was approved for summer of 2016 (because the pavement budget for 2015 had been spent for the town Centennial in 2014)

Future Projects:

- Next project that is being written up is for benches or seats on main street – paid for by store owners, families, individuals, town office – with a possibility to affix a silver or gold plate mentioning who paid for the bench and the person for whom it is a dedication.*
- Forming a Welcome Wagon.*

Annette says, “Naturally we have a goal, which is any project that enhances the life of seniors and youth, the whole community benefits.”

- Annette Labelle, Ponteix

8 FOCUS AREAS/DOMAINS

This section includes the following content:

Outdoor Spaces & Buildings.....	A
Transportation.....	B
Housing.....	C
Social Participation.....	D
Respect & Social Inclusion.....	E
Civic Participation & Employment Opportunities.....	F
Communication & Information.....	G
Community Support & Health Services.....	H

OUTDOOR SPACES & BUILDINGS

Think about how people work and play in your community. Can they get around easily and safely in every season? Are there attractive buildings and parks and other spaces where they can gather?



Where do people like to go for recreation? A park, a museum, a movie theatre? What is available for them?

How do people move about in your community? Can they walk in every season of the year? Can they bicycle or use strollers, scooters or wheelchairs?



How do people manage their everyday needs such as grocery shopping? Do stores provide ramps and automatic doors?

Take a good look at sidewalks and street signs – is it easy to get lost in your community?

If the weather is wet or snowy are the sidewalks and streets kept clean and safe? If the weather is hot, are there places to go and rest and cool down?

Do older adults feel safe to go out in the evening and return home at night? Is the street lighting adequate in all parts of the community?

Are public buildings well signed inside and outside, with sufficient seating, railings on stairs and non-slip floors? Are doors easy to open and close?

Are there good public toilet and washroom facilities available inside buildings or outdoor spaces? Are public toilets open all day and night?

TRANSPORTATION

Consider the kinds of vehicular transportation that is available within your community, especially for those who do not own a car or are unable to drive or have varying physical and mental challenges. How do people travel from your community to other centres? Is public transportation available?



In a larger community with some public transportation, is it accessible, reliable, and affordable? Is it available at night or on weekends and holidays?

Are public transportation vehicles, such as taxis, licensed and regulated? Are there sufficient vehicles for those using wheelchairs, walkers or other aids?

Is information about public transportation available to all members of the community?

In a smaller community, is there a voluntary transportation service available within the community? To travel outside the community?



Are roads well maintained during all seasons?

Is street lighting adequate?

Is parking available near public buildings or recreation buildings and spaces where people gather? Are there sufficient parking stalls set aside for disabled persons?

Is the use of alternative and public transportation encouraged in the community?

HOUSING

Think about the housing options available for people so that they may stay within their own homes and within the community throughout the ages and stages of their lives? Are housing options affordable? Are there sufficient types of housing available for those with special needs?



Is housing well constructed and does it provide a safe and comfortable shelter during all seasons?

Are home modification options and supplies available and affordable to meet the needs of older adults or others who have specific needs?

Are sufficient supports and services in place to support and enable people to live alone as they age?

When older adults reach the stage of needing personal care, are there facilities available within or near their community?



SOCIAL PARTICIPATION



Think about the variety of events and activities that are available for people of all ages, including physical and recreational activities, spectator events and cultural events, that take place both indoors and outdoors. Are community events intentionally intergenerational and designed to appeal to people of different ages and from different backgrounds?

Are community events held in places that are easily reached and accessible?

Can a person attend activities and events alone or with a companion?

Are community events well publicized to everyone and is there specific attention paid to reaching community members with disabilities?

In a smaller community are there efforts to organize trips to other places for cultural, educational and sporting events?

Do people who cannot leave their homes receive visits from volunteers or staff associated with community organizations?

Are there ongoing efforts to reach those in danger of becoming isolated?

Is there a culture of inclusion and “neighbours helping neighbours” promoted within the community?



RESPECT & SOCIAL INCLUSION



Think about how public services, media, commercial services and organizations show respect for the diversity of needs among all citizens, including older adults. Do citizens of all ages and abilities have opportunities to provide their input on community matters and are they encouraged to participate in community discussions?

Are services and products that suit varying needs and preferences provided by public and commercial services?

Are there activities and events designed to attract all generations by accommodating age-specific needs and preferences?

Do schools connect with older people in order to provide opportunities to learn about aging and older people? Are older adults invited to become involved in school activities? Do children and youth learn how to treat other members of the community with respect and empathy?



Are public, voluntary and private services available to people with fewer financial resources?

CIVIC PARTICIPATION & EMPLOYMENT OPPORTUNITIES



Consider what employment opportunities are available for citizens to contribute their experience and skills to the community in paid or unpaid work. Are these opportunities available to older adults and those with varying physical and cognitive abilities?

Are citizens of varying ages, abilities and backgrounds represented on councils, boards and committees?

Is there promotion and encouragement for flexible and appropriately paid opportunities for older adults to work?

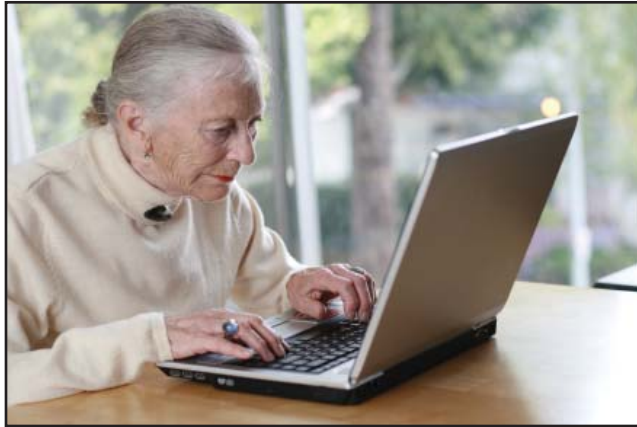


Are there opportunities for learning new skills, particularly in computer technologies?

Are there opportunities for prospective retirees to consider life after retirement and the options that may be available to them?

Do retirement policies support the decisions of older adults to remain in the work force?

COMMUNICATION & INFORMATION



Think about all the ways that information is distributed within your community and whether it is accessible, understandable and available in a variety of formats. Are all citizens aware of the range of programs and services available within their community?

Is there a regular and widespread distribution of information that is coordinated within the community?

Is information provided to those who may be socially isolated by using home support workers and volunteer callers?

Is information disseminated where people do their daily activities such as grocery stores, financial institutions, post office and other local centres?



Are literacy programs available, including computer literacy programs?

Are there local centres where people can access computer and internet services?

Is printed information produced in a style that includes large clear lettering and main ideas shown by clear headings?

COMMUNITY SUPPORT & HEALTH SERVICES

Think about the ways that your community provides local access to social and health services that are needed for citizens to stay healthy and independent. Are affordable and available health and home support services (e.g. personal care, house-keeping and home maintenance) available in a timely manner?

Are affordable meal options available in the community, such as “meals on wheels” or regular community dinners?

Are residential care facilities and designated older adult housing located close to services and the rest of the community?

Are services delivered in a coordinated and administratively simple manner?

Are health and community services accessible to people with all levels of mobility?



Does community emergency planning take into account the vulnerabilities and capacities of older adults and others with special needs?

Is complete information provided to families who are, or will be, taking care of others?



WORKING WITH ABORIGINAL COMMUNITIES

Working Together – Overcoming a Legacy

(from National First Nations Re:Act)

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All adults in Canada have the right to be free from abuse, neglect and self-neglect. The complex relationship and turbulent history between Health Authorities, Provincial and Federal Government, First Nations Bands and Councils, Non-Government Organizations and Faith Communities makes it difficult to know who is doing what to address the issues and move toward a safer and healthier community for everyone.

Significant historical and cultural realities within First Nation families and communities have a correlation and complex interconnection with abuse, neglect and self-neglect. The impact of attending residential schools, the legacy of colonialism, as well as systemic abuse and racism are complex factors that should be acknowledged in situations of abuse within First Nation families and communities. Inter-generational differences in values, beliefs and expectations can also potentially lead to circumstances of abuse (ON-PEA, 2006).

The negative impact of residential schools is well documented and should not be minimized. Awareness and competency, sensitivity and knowledge regarding the complexity of residential school survivor's experiences, should be taken into consideration when encountering situations of abuse and violence within First Nation families and communities.

The negative impact of residential schools is well documented and should not be minimized

Considering the aging of residential school survivors, the influx of settlement payments and the subsequent legacy of abuse that resulted from attendance in these schools, the impact on the lives of survivors, their families and communities is considered a significant factor that may lead to situations of abuse, neglect or self-neglect of vulnerable adults.

“Residential School survivors are 40 years of age and older, given the phasing out of the program during the 1970's and early 1980's. Over half of the

First Nations adults who attended residential schools said their health and well-being were negatively affected. The most noted effects (40% of respondents or more) are: harsh discipline, verbal or emotional abuse, witnessing abuse, isolation from family, separation from community, physical abuse, loss of language, loss of cultural identity, and loss of traditional religion or spirituality.

Respondents who are Residential school survivors also state that their health was affected negatively due to: bullying from other students (34%), harsh living conditions (32%), lack of food (30%), poor education (25%), lack of proper clothing (23%), and sexual abuse (17%). Of the respondents that believed residential school affected their well-being negatively, a large majority felt at least five of the above listed conditions contributed negatively to their overall well-being” (British Columbia, 2002/2003).

“It is important for health care providers to understand not only what they value, but also what they dislike, fear, or are otherwise biased against. Everyone has biases and prejudices. One way for health care providers to check their own biases is to ask themselves: “Why do I believe or think what I do in this situation? Would someone else looking at this situation come to the same conclusion, or could they come up with a different interpretation?” The answers can be illuminating and may reveal implicit assumptions that are influencing the perception of the situation” (Srivastava, 2006).

Respondents who are Residential school survivors also state that their health was affected negatively due to: bullying from other students (34%), harsh living conditions (32%), lack of food (30%), poor education (25%), lack of proper clothing (23%), and sexual abuse (17%).

Cross Cultural Engagement requires:

- Building long term, working relationships with communities.
- Including alternative perspectives, ideas and understandings to reframe problems.

- Stimulating innovation and discovery by bringing together divergent ways of knowing.

It also requires trust and relationship building based on a sincere and demonstrated willingness to:

- Recognize and call into question one's own ideology without becoming defensive
- Be able to shift roles from expert to learner
- Be able to step into and listen, learn and reason; within an entirely different world view
- Suspend impulses to control program agendas and decisions (Hassel, 2005).

Designated Agencies conducting older adult abuse investigations in First Nations Reserve Communities are encouraged to follow protocols and guidelines for community engagement developed collaboratively with that Nation.

If local guidelines do not exist, consider utilizing some of the following more universal principles of cross cultural engagement adapted from the work of BC's Interior Health Authority, Guidelines for Working with Aboriginal People - Community Engagement (Houde, 2007):

Values

Respect: *Respect the people that you are working with, even if you do not understand their world view. Reflect traditional models of dispute resolution.*

Relationships: *Promote family unity and cooperation wherever it is safe and appropriate to do so. Indigenous people often have large families, as a result the participation of the family and community may be larger than you expect.*

Responsibility: *Be accountable to the people and community you are working with.*

Reciprocity: *Ensure your work is meaningful to the community not just meeting your own work needs and agendas.*

Suggestions:

- In order to determine whether Indigenous people have an interest in the communication, consultation with the appropriate Indigenous individuals, communities or organizations should occur.
- Always acknowledge the traditional territory and the Indigenous people of the land whom you are visiting and give gratitude for being allowed to have your meeting there.
- Clearly introduce yourself and your role/service; ensuring that all information is given clearly and is understood by the participants.
- Conduct circle meetings when possible. The format of this type of meeting is that chairs are placed in a circle, discussion goes clockwise and people speak in turn. This way everyone has a chance to speak and is respected to do so. Try not to cut anyone off due to time or process; if you must, do it gently.
- Be aware of your inherent and societal privilege. There are many benefits granted to people based on the colour of skin, the way you look, the way you present yourself, where you live, education etc. as well as many benefits not granted to people based on the same criteria.
- Be aware that you are knowledge brokers, people who have the influence to make legitimating arguments for or against ideas, theories or practices. You are a collector of information and producers of meaning, which can be used for or against Indigenous interests.
- Be non-intrusive, trustworthy, respectful of protocol and inclusive, rather than exclusive of, First Nations/Aboriginal perspectives, perceptions, and world-views.
- Respect cultural integrity which means using procedures which allow contributors to “tell their stories” (narratives).
- Recognize that treating all people just the same is not a form of social

justice, but is a form of submerging the Aboriginal person in a culture that is based on European patterns.

- Remember, when in doubt ask the people participating. Most times, when someone asks and is respectful, the proper way will be shown to you.

Workers intervening with older adults experiencing abuse, neglect or self-neglect need to recognize that sometimes the “help” and “protection” that they are offering may in themselves be seen as abusive acts.

For example, removing older adults from harm and placing them in facilities where you believe they will be safe may replicate the Residential School experience for those adults, communities, and families.

However, simply abandoning those older adults for fear of appearing like history is repeating is not a responsible option. Adhering to the principles above and following the process laid out in this manual will guide your interventions in a mindful, respectful manner and prevent you from appearing as an outsider imposing an authoritarian solution, even if you believe it is in the adult’s best interest.

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INTERGENERATIONAL RESOURCES

This section includes the following content:

i2i's Intergenerational Activity List..... A

Across the Generations: Respect All Ages..... B

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www.intergenerational.ca Used with permission*

i2i'S INTERGENERATIONAL ACTIVITY LIST©

Many thanks to UP! star, Ed Asner for his idea
i2i Intergenerational Society www.intergenerational.ca

*One of the greatest gifts in any season is free, and fun.
It is play time between friends and family.
Have you ever wished that you could have a friend
from another generation?*

*Ed Asner, the voice of the elderly character Carl Fredericksen
in the animated intergenerational movie UP!,
contacted us with this great idea.*

Read what he had to say...

*I heartily applaud the efforts of your Society in intergenerational activity.
I'm impressed both by your energy and the quality of your search.
I think UP! is an excellent example of effective intergenerational success.
It works and must be encouraged.
I think creating a handy list of intergenerational activities is a must. I've
never seen one and it can serve as a quick reminder of how to engage and
how to serve.
-Ed Asner, November 2009*

SO, YOU WANT TO PLAY?

Rules of the game:

1. **Always** show respectful behaviour, and have fun
2. Keep it **simple**-focus on generations simply coming to know one another
3. Allow **time**-no rushing
4. Communicate-**listen and speak**
 - Speak clearly
 - Face one another
 - Avoid background noise
 - Re-phrase if there is misunderstanding
 - Give time to respond

Number of Players:

- Two players is all you require
- Remember, the shorter the distance, the easier it is to build a strong bridge!
- A good rule of thumb is the sliding scale of caring and empathy.

The younger the child, generally the more independent the adult elder will need to be. Elder adults requiring assistance are often more comfortably matched with older youth. When one 'player' needs more care, the other should be capable of offering it.

Gameboard:

- Indoors or outdoors
- Safe and comfortable location (well, not too comfortable! zzzzz...)
- Free from distractions.

Length of time to play the game:

- It is important not to feel rushed, or for either player to get tired.
- 30-60 minutes is a good beginning
- A snack always makes the time pass well.
- If youth or seniors are sharing in a larger group, make sure there is a microphone for use, and double check that it is audible to those with compromised hearing.

GAMES AND INTERGENERATIONAL THINGS TO DO

- *Activities are in 3 categories according to how much planning and time they will require.*
- *Activities at the top are easier, and the ideas become a bit more complex as you move down each list.*
- *Have fun. Remember, simple is best !*

WORK ON THE TALKING! AND DON'T FORGET TO LISTEN AS WELL!

DON'T JUST KEEP ASKING QUESTIONS. HAVE A DISCUSSION. WHEN YOU DO ASK A QUESTION, TRY TO MAKE IT A QUESTION THAT CAN'T JUST BE ANSWERED WITH 'YES' OR 'NO'.

"Hello. What have you been doing lately?" (smile)
ALWAYS A GOOD PLACE TO GET STARTED!

You can write a couple of these conversation starters on a post-it note and keep it with you in case you get stuck for words!

1. What have you done this morning?
2. Have you lived here long? I live.....
3. Do you enjoy reading? I like books about....
4. Do you like (animal)?
5. I like to ride my bike. Do you/Did you have a bike?
6. Chatting:
 - The funniest thing that ever happened to me was...
 - My favourite colour is_____ because...
 - When I eat out I always like to order...
 - You might be surprised to learn I have a collection of...
 - The hobby I like the best is...
 - My favourite time at school was/is...
 - My favourite way to travel is...

- I really love it when...
- My favourite game is...
- Three things that make me laugh...
- The things I like best in nature are...
- When I am angry...
- The best season of the year for me is...
- The thing that I have done that I am the most proud of is...
- The thing in today's world that confuses me most is...
- If I could have three wishes, I would wish for...
- My best pair of shoes...
- Three things that make me sad are...
- What I like most about people is...
- The most fun I have had with a pet is...
- My very best memory in my life is...

A STORY OF RESOURCEFULNESS AND ENVIRONMENTAL RESPONSIBILITY

The children were learning to crochet. In the classroom for their use was a large basket filled with balls of wool. During lunch, some students decided to have a 'snowball fight' with the wool balls, and the yarn became astoundingly tangled. When the rest of the class walked in after the break, they were not pleased with what they saw.

As the class was visiting the senior care residence that afternoon, the teacher said they would take the tangled yarn along, and those responsible for the mess could sit to the side at the care home and untangle and re-wind the wool balls. Before everything was thrown back into the basket for travel, the teacher took scissors and made some broad cuts through the web of multi-colours, enabling the young workers to have a starting place.

While at the care home, one of the seniors noticed these students working away at this task. She took her walker into her gnarled arthritic hands, and moved over to sit with them. All through the afternoon, while the others were enjoying the entertainment, the senior pulled small fragments of beige wool out from the mess. These were some of the bits that the teacher had cut through. Labouriously the senior woman's arthritic fingers tied together the ends of pieces of yarn with little secure knots, making a long strand which she then rolled back into a ball.

At the end of the afternoon, one of the students who had noticed the elder working away, came over. The lady handed the ball to the child and said, "There, now you can make something out of this."

As you plan your intergenerational activities together, think about the days when scarcity and resourcefulness were key aspects of life. Think of how wasteful we are now in so many ways. Try to seriously minimize waste, and reuse materials for the crafts.

Also, remember that talking and listening use nothing but time, and are worth more than anything you may buy or make.

Remember the lesson of the ball of yarn.

7. Asking the WHO? WHAT? WHEN? WHERE? (and don't forget WHY? and HOW?)

- sisters and brothers, marriage, children
- favourite foods, favourite treats, types of candy
- first movie they saw, favourite movie or DVD
- where they have lived
- where they have travelled
- favourite season
- camping and going to Summer Camp
- taking care of babies
- jobs they have had
- car or horse stories—transportation, learning to drive, cost of gas
- music they do, did, or like
- dancing, painting or art
- were they ever really scared by something
- if they celebrated Halloween, Christmas, Hanukkah, Yom Kippur, Thanksgiving, Chinese New Year...
- if they lived on a farm—where? Animals, what chores they had—milking a cow, chasing a dog, saddling a horse, rowing a boat
- windmills, drive-in movies and restaurants, high rise buildings
- doing the wash and ironing clothes
- discipline at their school, homework, teachers
- favourite flower or bird
- favourite taste, smell, feel, sound: worst taste, smell, feel, sound
- ever seen a bear, deer, raccoon, squirrel, tiger!
- sewing, crocheting, knitting, tatting, darning
- funniest thing, happiest time
- best present ever received, ever given
- most unusual thing they have ever done
- feelings about swimming, sailing, water skiing, fishing, hiking, skiing, sledding
- differences and similarities between your childhoods
- sports, favourite hockey team, or ball team, the Olympics
- bedroom as a child, kitchens, bathrooms (outhouses)

EASY RANGE ACTIVITIES NEEDING 30-60 MINUTES

- Step outside and take a walk or sit together.
- Read a story (see i2i website “Reading List”, bring or find a suitable book).
- Read poems, nursery rhymes, the comics, newspaper, your own writing.
- Bring along photos to share.
- Play ‘I spy with my little eye’.
- Play x and o’s (Tic Tac Toe).
- Sketch each other, sign your masterpiece, exchange drawings as keepsakes.
- Take a bottle of bubbles and share the bubble wand.
- Make a game of counting red cars, blue cars, black cars.
- Make playdough and share some creative sculpting (see recipe at the end).
- Sit and talk, and listen. Solve a problem together.
- Play a card game: Go Fish, Rummy, Snap.
- Sit and eat lunch together, or share a snack.
- Play checkers, or short word games, Lego.
- Children and youth can help out at activity times for the seniors (fitness, bowling pins).
- Play with puppets, make simple paper bag or sock puppets.
- Turn your thumb into Thumbelina, pencilling a face on your thumbnail, make plays.
- Take pencils, paper and a piece of cardboard for a drawing surface, and sketch/colour.
- Try to notice and identify trees, flowers, birds.
- Scribe a letter for an elder or fill out cards and envelopes, make greeting cards.
- Make paper airplanes and have a ‘How far, fast, straight can you fly?’ contest.
- Share the meanings of slang words and phrases (hip, sweet, flapper,

REMEMBER
DOING LESS
COMPLICATED ACTIVITIES,
GIVES TIME TO
GET TO KNOW ONE
ANOTHER BETTER,
AND HAVE MORE FUN.
‘LESS CAN BE MORE.’

- miner's poke, biffy, bee's knees, boogie woogie, wicked).
- Discuss old language sayings. Take for example these old English phrases: A stitch in time saves nine, There's more than one way to skin a cat, We're off in a cloud of dust, For the love of Pete, For Pete's sake!, Don't get your knickers in a knot, Lord love a duck, Making something from scratch, When the cows come home, etc.
 - If you are young, take your senior buddy outside and show them how you can skip, play hopscotch, do a somersault.
 - Make a kazoo with a comb and a tissue and hum favourite songs in duet.
 - Bring an artifact or treasure from your home or room and share.
 - Share bulb planting in the fall, reconnect to see your success in the spring.
 - Water the plants, or pull weeds, deadhead flowers.
 - Set a table for dinner, help with a job such as snow removal, weeding, grass cutting, dusting, sorting recyclables, putting up or taking down decorations in the room or home.
 - Wash and dry dishes, or do a job together.
 - Make dandelion chain necklaces and headbands for those present.
 - Find lotion and a towel, and give a hand massage or a manicure (nail polish anyone?).
 - Have a spelling bee, or play "Word Hangman".
 - Attend a musical or magical event together.
 - Practice 'Pig Latin' where the first letter of the word goes to the end and "eh" is added.
 - Play a game of Shuffleboard, Pool, Croquet, Horseshoes, Bocce, Ring Toss.
 - Have a game batting a balloon back and forth.
 - Teach one another a song, a card trick, a joke, a rhyme, words of another language.
 - Find an animal, feed an animal, take an animal for a walk.
 - Take a crystal or prism and find some sunshine to create rainbows on each other.

Kids and seniors rarely mind repeating a favourite pastime,
so start at the top of the list again!

MEDIUM RANGE ACTIVITIES

NEEDING 1-4 HOURS

(more is not always better)

- Play a bocce tournament.
- Play 'Upwards', Checkers, Chess, Crib, Rummy, Scrabble, games favoured in various cultures, 20 questions *Keep the game moving along at a pace good for all players.
- Children and youth can invite elder to watch them demonstrate their wheel expertise (Heelies, skateboards, bikes, roller blades, hula hoops, cartwheels—may even try out wheelchair through an obstacle course).
- Share skipping songs.
- Visit the mall together, have a snack, sit and talk.
- Buy a present for someone who is disadvantaged, help each other make a selection.
- Make and play with Magic Mud (see recipe at the end).
- Seniors and youth participate in a talent show.
- Seniors and youth share their collections (stamps, teaspoons, Lego, ornaments, coins).
- Visit an antique store together or borrow antiques to bring in, share stories.
- Visit a museum together, look, ask, sit and talk.
- Watch a movie (UP! , or an old movie that is age-appropriate), and eat popcorn.
- Build simple bird feeders from milk cartons, fill bird feeders, feed ducks, pigeons.
- Youth brings in firewood, sorts recycling, tidies drawers with supervision, waters plants.
- Work with clay or playdough, build a "scene" together (circus, car lot, farm).
- Take care of a younger child together, brush a pet's coat, or throw a ball for a dog.
- Bake—Make your favourite recipe 'from scratch'.
- Work in the garden or the green house together, harvest and clean vegetables/plants.
- Sand and paint a chair or picnic table together.

- Decorate the home together for a special event. Add lot of balloons.
- Plan a 'Sports Day' with children running three-legged races (old nylon stockings work for tying legs), sack races (feed stores can provide these), wheelbarrow races (safety first!), and potato in a spoon races (NOT eggs, that is wasting food). Senior buddies can hold the finish line rope, shout 'On your mark, Get set, Go!'
- Crochet, knit, or spool knit.
- Do a craft. Collect leaves and do chalk or crayon rubbings, make table centres from dried plants, make decorations, wrap parcels, learn how to braid, do foil tooling, hook a rug, make ornaments and jewelry from Baker's Clay (see recipes at the end).
- Youth memorizes a poem and then presents to senior.
- Interview an elder. Ask questions that require more than yes or no answers and make new questions from the answers the seniors give. Listen to each other!
- Have a meal together. Remember your manners!
- Go to an event together, a concert, a play, or a game.
- Read a classic story like Hans Brinker and the Silver Skates, Heidi. If English is a second language, read a book out loud in the Mother Tongue of the child and senior.
- Make up, then participate in an environmental scavenger hunt (e.g. one recyclable bottle, one rock with red in it, one piece of moss, a maple leaf, an oak leaf, etc.).
- Make paper dolls and make paper clothing.
- Make a terrarium inside a large bottle, jar, or old fish bowl.
- Make butter from whip cream, using a quart sealer. Shake shake shake that booty!
- Share how gadgets work such as cherry pitters, card shufflers, telescoping canes, walkers, i-pods, cell phones, meat grinders, old and new sporting equipment.
- Go on-line and Google Eatons catalogues 1925-35 and look at the things that were for sale. How do the prices and selections compare to today?

Do two or three short activities. Make sure you are respectful of the other's level of energy and need to rest, eat, or just sit and talk. Always say thank you and good-bye at the end. Make certain your buddies hear you.

- Have a sing-a-long (check under Resources-Songs on the i2i website for some words).
- Get on a city bus and ride all around the circuit. Celebrate with an ice cream cone stop.
- Use seeds, beans and lentils to create a mosaic. Cut a shape out of cardboard, cover with white glue or flour and water paste if you are brave. Pattern seeds on the shape.
- Use pie plates to build funny hats, glue and staple ribbons, flowers, remnants, and hole punch the sides to pull the string through to tie the hat on, then have a Spring Hat Parade.
- Make a collage from magazine photos, or with plasticine on old CD covers, on ageism and youth—show similarities. How does bullying affect each generation?
- Go on a Litter Pick Up walk. Canes are wonderful for hooking those bags in the ditch grass!

LONG RANGE ACTIVITIES NEEDING A DAY OR MORE

These activities also work well for groups of seniors and children/youth.

- Make a band: a kazoo, a bass with a broom stick held balanced on a overturned can and connected with some string, a drum from an upside down bucket, spoons for percussion. Then perform some old favourite songs.
- Do a cross-over dress day. Kids can wear some of elder's clothes, while adventuresome seniors can have stick-on tattoos, artificial nose rings, purple nail polish, and striped stockings. Have a fashion show! Don't forget music for struttin' the Catwalk!
- Share favourite storybooks and children/youth dress as some of the classic characters with a parade for the elders. Common nursery rhyme, movie and storybook characters' names are each written on recipe card and paper-clipped at the collar, onto each players' back. Players can ask questions to identify themselves with only 'yes' or 'no' answers. When someone guesses right, award them by putting a sticker on their forehead or shirt.
- Plan a celebration—ethnic foods and entertainment, special community date, share cultures, invite people of other ages. Invite a senior to your

house for tea or dinner.

- Older school class invite younger class to visit the senior care facility. Plan a sharing time by using antiques borrowed from the local antique store as conversation starters in small groups. Rotate the items.
- Have a planting bee where youth do the heavy work and elders place the bulbs in the pots. Likewise, have a garden clean-up day. Youth can do the pulling, elders can oversee. Youth can wash down summer lawn furniture and put it away for winter under elder's supervision.
- Have an old fashioned winter event. Make homemade hot chocolate, painted cookies, (see recipe at the end), have a sing-a-long, together, string cranberries and popcorn onto dental floss held on darning needles. When complete, have seniors watch through the windows as youth hang the strings on the trees in the yard for the birds.
- Have elders oversee the making of a traditional food, or preserve. Youth can physically do the work while elders offer advice and their experience.
- Elder and youth team up to write and illustrate a fiction storybook (see i2i website under Literacy-Meadows School Intergenerational Literacy Project).
- Paint windows of store, community centre or care home with seasonal decoration. Use acrylic paint (It easily comes off with Windex brand.) Elders can sit in chairs and paint at a comfortable level. Youth can draw picture outline on the glass with a felt pen and then work with the elder artists to fill in the colour. See if this can be a fundraiser, so there will be money for future intergenerational activities that might have a cost (for buses?).
- Hire a tour boat and go for a ride. Half the group has a picnic lunch on the beach while the other half has a brief tour of the waterway... if you have one in your location! If no waterway, have the picnic anyway!
- Borrow the school, restaurant or church kitchen. Invite elders to contribute the recipes, while parents of children make the meals under elder supervision. Serve the meal to everyone involved. Charge to just cover the food. Senior Supervisors? Come out and take a bow as dessert is served in your honour!
- Have high school woodworking class cut out garden gnomes or outlines of hands for seniors and children to paint, and install on stakes in care home flower gardens.

- Garden Party—youth sketch seniors, seniors can sketch youth, all bring lunches to eat together outside on the lawn. If possible hold this at heritage facility. Have entertainment.
- Make autograph books that can be signed by senior buddies with verses characteristic of the era. (Check on the i2i website in the new year for a collection of Autograph Book verses that can be used for this activity. They will help bring back the memories, and give youth some ideas of what they could write when asked.)
- Car rides in antiques and hybrids—have antique car club and local car dealership bring some cars to the community facility, and give mixed-age passengers rides together.
- Spring? Bring out the marbles, jacks, skipping ropes, and hard bouncy balls. Winter? Don't forget to make a snowman that the senior can see out of his or her window. Seniors may even come out to stick in the carrot nose! They are experts you 'nose'.
- Polish the family silver together, or sort and organize memoirs, cards, and daily clutter. Leave a hand-drawn picture or photo of yourself under the magnet on the fridge.
- Youth, on a regular basis, can read to an elder who is visually impaired.
- Go on an Intergenerational Mystery Bus Tour, with stops at local spots of interest (e.g. the Apiary, lake look-out, apple orchard, local outdoor market, and be sure to include an eating spot stop!) Tailor make it for your location's 'Best Spots To Go'. Have youth and elders share in the questions to ask on the bus that will lead to discovery of the next stop.

Don't just start Intergenerational Partnerships, only to stop them.

Build activities that are sustainable for both generations.

Make every effort to sustain the connections.

Once friendships are made, youth and elders can visit one another at holiday times, or regularly when their own relatives are living away, or cannot commit to personal visiting time.

Remember!

The people all continue to exist even though you cannot
physically see them all the time.

Cards to remember special days, a phone call just to say hello,
and a return visit are the best gifts anyone can give or get.

**It only takes a minute, and sends a
message of love that is eternal!**

**There is one thing that every human being in
the world has in common,**

and that is the fact that every day we are each a little bit older,
one more spin around Earth's axis, one more lap heading around Old Sol.

Every one of us at some point will likely be affected to some degree by
ageism, the relentlessness of age discrimination and stereotyping.

We can all make an effort to lessen the fear of getting old,
and the stereotypic thinking that new is better than old,

by bridging the gap between generations and finding
common bonds of respect and friendship.

RECIPES FOR INTERGENERATIONAL FUN

- | | |
|----------------------|----------------------------|
| 1. Wild Bird Cookies | 4. Bracelet Beads |
| 2. Playdough | 5. Magic Mud |
| 3. Baker's Clay | 6. Homemade Bubble Mixture |

Wild Bird Cookies

- 1 beaten egg *"Hey Poppa, tell the story of taking the egg out from under the chicken!"*
2 Tablespoons honey
2 Tablespoons molasses *"Hey Nana, what is molasses?"*
2 Tablespoons oil
3/4 cup flour (whole wheat) *"Hey Grandpa, What does it mean WHOLE wheat?"*
1 Tablespoon Wheat Germ *"Hey Senior Buddy, why are we putting germs in the cookies?"*
1 1/2 Tablespoons dry skim milk *"Say little child, why do you ask so many questions?"*

Mix wet ingredients. Stir in dry ingredients. Roll out, and cut, make hole in cookie so it can be strung and hung outside. Bake 350°F for 15 minutes. Cool, string, and hang outside.

Playdough Recipe

Make ahead, or have adult and child make it together. Can be stored in a plastic container in the fridge. Remember playdough can carry germs from the hands, so clean hands first, and change playdough regularly.

- 2 cups flour
1 cup table salt
4 teaspoons Cream of Tartar
4 Tablespoons of cooking oil
2 cups of boiling water
Food colouring

Mix 2 cups of boiling water with 4 Tablespoons of oil. Pour in salt. Stir carefully until totally dissolved. Add a few drops of food colouring. Slowly mix in flour and Cream of Tartar. When cool to the touch, knead on counter until smooth. You are set to go with the dough!

Bakers' Clay

Good for making permanent items such as ornaments or beads, which can be painted or coloured with thick felt pens.

1 cup table salt

2 cups flour

1 cup warm water

Dissolve salt in water. Add flour. Knead until smooth.

Make ornaments, or beads (form shapes and thread onto straightened metal coat hanger or skewer to bake (Wiggle the beads on the wire so that they will have a large enough hole to remove when baked.) Try making walnut sized apples with whole cloves for stems. Great little table or tree decorations.

Bake 200°F for 8 hours.

Decorate.

Bracelet Beads

3/4 cup of flour

1/2 cup corn starch

1/2 cup table salt

1/2 cup warm water

Food colouring (red, blue, yellow)

red + blue = purple yellow + blue = green red + yellow = orange

Dissolve salt in warm water. Mix flour and corn starch. Add to the water mixture. Divide the dough into four or five portions. Work various food colours into the dough pieces. Form beads making hole with skewer. Let them air dry. String.

Magic Mud (an outdoor activity!)

Mix slowly and well:

3 Tablespoons of water

5 Tablespoons of corn starch

Take it outside and roll it into a ball! Watch the magic of this Mud.

Homemade Bubble Mixture

Type 1:

2/3 cup Joy or Dawn dishwashing soap
1 gallon of water
2-3 Tablespoons of Glycerin (available at pharmacies)

Type 2:

1/2 cup Joy or Dawn dishwashing soap
2 teaspoons of sugar
2 cups of water

*Bubble wands can be purchased or be homemade out of open rings or flat, open objects. Some master bubble folks can use their fingers in an enclosed circle as a bubble wand!

*You can add a drop of food colouring to try out coloured bubbles.

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Excerpt from
**ACROSS THE GENERATIONS:
RESPECT ALL AGES**

Connecting With A Partner

For Intergenerational Activity

IF YOU ARE NOT SCHOOL-BASED such as: health agencies or services, cultural centres, Girl Guides/Boy Scouts and other youth programs, youth or adult choirs, book clubs, faith-based groups, arts councils or clubs, librarians, sports teams, gardening groups, not-for-profit organizations, service clubs, business associations, etc.

YOU SHOULD FIRST CONSIDER

1. the age group with whom you would like to connect
2. potential partners that your group may approach
3. the proximity in distance of your meeting places or locations
4. the activity(ies) or lessons you might like to share
5. the “cost” to each group in terms of time, energy, numbers of adult leads

Do some research and brainstorm ideas within your own group to be sure that you are all on the same page regarding goals of your intergenerational work.

Remember to keep it as simple as possible to ensure success and sustainability.

The success recipe is low stress, low or no cost, high one-on-one time with a generous spoonful of respectful fun.

**Easy is
excellent
Respect is a
Requirement**

AND THEN

1. network – Do you know someone, or do you know someone who knows someone who is already connected to the group, school, people you want to approach?
2. visit – Make a personal visit to the location, enquire about speaking to the person in charge, make an appointment.
3. plan – Take a tentative proposal with you to the meeting, indicate that your proposal is flexible and that you want to work as partners on an intergenerational project plan. Enquire whether something like this has been done before. Could you use it as a model, build on it, or see it as an example of what not to do?
4. organize – Make a plan to include more people of both generations in the developing and implementation. Organize a meeting, including administrators, to firm up the activity, check out liability issues, refine action steps, set dates and times.
5. celebrate – Follow through on the plan, have snacks, take pictures, ask for testimonial comments, publicize your success, celebrate by collaboratively planning the next project (involving healthy food in every celebration brings people together!)

BACKGROUND

What Is Our Concept of “Old”?

In the last several decades, technological and industrial advances have brought us new things daily – a faster car, a bigger plane, a smaller computer. This rush of bigger and better, newer and faster has, in many ways, come to influence how we look at people as well.

Promises of a cream to take away your wrinkles, a drink to make you feel young, and a machine to make your body look like it did ten years ago fill our television screens, magazine advertisements, and stores. In our daily environment, wrecking balls systematically take down our oldest physical structures, to replace them with new, modern buildings. Almost everywhere we find evidence of the assumption that “newer is better”.

It is no surprise that for younger generations the notion of ‘old’ increasingly has come to imply something that has lost its usefulness, its visual appeal, or its value. All this fascination with what is newer, better, and faster, has provided fertile ground for the issue of ageism within our society, particularly as it relates to older adults.

Facts About Older People in Our Society

At present one out of seven Canadians is an older adult. It is estimated that 4-10% of older adults are affected by abuse which can be overt or, more often, subtle and hidden. It is also recognized that only one in five incidents of elder abuse come to the attention of those who can help. “Incidence rates for elder abuse are still virtually unknown in most countries, including Canada.”¹ Research suggests that dispelling ageist stereotypes and fostering respectful intergenerational relationships is key in the prevention of elder abuse.²

¹ McDonald, L., and A. Collins, (2000)

² Manitoba Seniors and Healthy Aging Secretariat, (2008)

Abuse of older adults falls within the context of bullying, which is an issue challenging all ages. Children too can be subjects of bullying behaviour. Generally bullying is manifested within the peer group, the smaller or younger individual being bullied by someone older who is possibly larger in size. Older adults also may be abused by those within their peer group, such as a spouse, a friend or sibling, and like the children, they too may be mistreated by someone of an older age. However, mistreatment of older adults more often is the result of bullying by a younger person, such as a son, daughter, relative or another person in the community.

Through community capacity building, older adults and children can work together to create strong and supportive contexts that prevent mistreatment and disrespectful behaviours. In breaking down stereotypes and seeing the older adult and the child as valued individuals in our busy world, communities are strengthened forever.

Inappropriate behaviours can arise in all generations, cultures, religions, races...

It is important for the purposes of this kit to focus upon the behaviours and not just on the ages of the people involved. Abuse, bullying and neglect are human activities and therefore can be diverse in detail, but acutely similar in the broader context. Children must also understand that mistreatment and bullying take place in the adult world just as they do in the child's world. The activities within the kit are meant to bring awareness and sustain the applications of that awareness towards all people throughout the child's growing-up years.

Building on Common Links

OLDER ADULTS AND CHILDREN

In working with children and older adults, several commonalities may be revealed. These can act as excellent bridging opportunities between the two generations. When children understand that older adults are people like them, with similar concerns, challenges, and interests, there is more potential for growth of respectful intergenerational relationships.

Children and older adults both may:

- have time to spend as they wish
- have an opportunity for a fresh start in developing new interests, relationships, skills
- have a situation where they are setting new goals for their changing lifestyles
- not find gratification in “earning a living” (i.e. participating in world of work-for-pay)
- have great enjoyment of “play” without the burdens of work
- receive excess help that actually disables their capacity to be independent (“kindness” of others to help children and older adults as they may be seen as “disempowered”)
- need to consider nutrition and fitness as critical issues (importance of children building foundations of healthy lifestyles, and older adults sustaining an active and healthy physical and emotional life as their lifestyles change)
- experience social network fragility (younger are making social networks due to age and family transitions, older are making new friends due to changing living arrangements, and losing old friends and relations due to death)
- experience issues about mobility (younger rely on public transit, wheels (bicycles) and adults to get them around longer distances, older adults may not have drivers’ licenses renewed, or chose to live without a car, or may have scooters or electric wheelchairs)

- experience dependency – certain issues in their life may be controlled by other adults (adults in care, children in daycare, school)
- desire appreciation of their uniqueness that they no longer get from the world of work and employment, or for children, do not yet receive
- have time to consider death (mystery of it, approaching state of)
- suffer from isolation, anxiety, depression, lack of one-on-one attention, jealousies
- have opportunities to develop sense of humour about changing state of their bodies as both growing older and growing up bring daily challenges

Although these are general statements, you may find that several are applicable. Those commonalities can be rich sources of discussion and support between older adults and children. Your focus on the follow-up activities will gain momentum when the common needs and interests of the two generations are acknowledged and appreciated.

OLD THINGS, NEW THINGS, YOUR THINGS, MY THINGS

(Time required: 1.5-2 hours)

INTENT: Guiding questions

- What things are important to you? What things are important to me?
- What do these important things reveal about our lifestyles?
- How do these old things work? How do these new things work?

This is an older adult-younger person crossover activity that allows the two generations to personally share the value of things they cherish. In doing so, younger gather historical knowledge, and older learn about new inventions and innovations. Understanding the meaning that is brought to the items by each individual can bring respect for the items as well as respect for the owners of the items. With a greater understanding of the older items, there comes a greater appreciation for the newer inventions. Both generations benefit.

DESIGN: Visitation: personal “treasures” are shared

ACTIVITY:

Requirements:

- meeting place
- treasured items belonging to the older adult and to the child
- items such as stick pens and ink bottles, butter moulds, button hooks, etc. may be borrowed from an antique store for the event. Ensure that the items are relatively sturdy as the children and older adults will be handling them.

Process:

- Arrange for children to meet with older adults for 45-60 minutes.
- Pre-arrange that the older adults and children bring to share one or two items that are important to them.
- Review with the children the skills of good communication.

- It is sometimes advisable to team the participants: two children with two adults. The conversation may be more diverse.
- If items are available on loan from an antique store (this could also be a “second visit” activity), have the children bring one item at a time to the group so that it can be shared. Items can be shared between groups as well. If time allows, drawings can be made of the items, stories of their use can be shared between groups and so on.

EVALUATION:

- It is highly advisable to have the children share their new-found information with peers or with a younger group (little buddies). The entire activity can be repeated with little buddies being part of the group so that in fact three age groups are involved.
- Drawings of the older items can be presented as posters with information learned about the

items’ use notated at the bottom of the picture.

- letter may be written to the older buddy by each child thanking them for the information.

For example, “Thank you for teaching me about a sadiron. I did not know that you could iron without electricity. I thought that it was interesting that you heated the iron on the stove. It was a good way to conserve energy by using the stove for heat for the people, heat for cooking, and heat for the iron to press your clothes.”

BUDDY BAKING

(Time required: 1.5-2 hours)

INTENT:

Working together to create something is often an excellent opportunity for generations to get to know one another and appreciate the help of one another. Baking gives an edible product that allows a celebration of a task completed as a team. Older adults can reinforce the importance of everything from measuring accurately to nutritious ingredients. Children bring excitement, joy and anticipation of the final product. A wellplanned event can make baking healthful, stress-free and fun for all.

DESIGN: Baking and sharing a simple healthy product

ACTIVITY:

Requirements:

- pre-planning to secure safe kitchen/ worksite, place to share product
- supervision (adult leads) of the worksite

- simple recipe printed in larger font
- ingredients
- baking equipment/supplies as per recipe

Process:

- Secure a recipe that contains no allergens (e.g. nuts, red food colouring, and consider possibility of sugar substitute for individuals with diabetes).
- Arrange for the ingredients, baking space, etc.
- Suggested recipes: small sandwiches, fruit salad, cookies.
- Ensure that children understand the importance of hygiene when handling food and that they are aware of clean-up expectations.
- Sharing of the food product should be respectful and polite.

EVALUATION:

- The children should write a letter to their senior baking buddies thanking them, and also letting them know what they learned about working together.
- If there is an opportunity, share this story with a local newsletter or newspaper by including pictures and the recipe with a write-up about the event.

TOOLS

The following tools will be found in this section. Each tool gives information or provides a template for use. Each tool is placed on one page (or more depending upon length) so that they can be copied easily. These tools are also be accessible on the Age-Friendly Saskatchewan Website. Users may adapt these tools to fit their context and needs. www.agefriendlysk.ca

- Assessment Tool/Survey
- Community Chat
- Action Planning Template
- Preparing a News Release
- Links

AF Assessment Tool

Thank you for participating in this survey. Please respond to the questions by circling the number that you feel is most accurate. Please focus on your community as you answer the questions. We are gathering data about services and conditions in your community rather than those in other towns or cities.

Please return the survey by: _____ (Date)

To: _____ (Address)

For Information call: _____ (Name & Phone #)

Please circle your age range: **under 40** **40-54** **55-64** **65-74** **75-84** **85+**

0 -Don't Know 1-Poor 2-Fair 3-Good 4-Very Good 5-Excellent

1) Sidewalks, Pathways, Trails or Rest Areas

Sidewalks, paths or trails are well maintained and snow cleared	0	1	2	3	4	5
Sidewalks have flat intersections so people with wheel chairs and scooters can get around the community	0	1	2	3	4	5
Benches or other seating are available along sidewalks, paths or trails	0	1	2	3	4	5
Public Restrooms & Buildings						
Buildings in the community have good signs to direct people to public washrooms	0	1	2	3	4	5
Ramps with slope appropriate for wheel chairs	0	1	2	3	4	5
Handrails	0	1	2	3	4	5

2) Transportation & Roads

Roads & streets are well maintained	0	1	2	3	4	5
Roads & streets are appropriately lit	0	1	2	3	4	5
Spaces for disabled parking are monitored to ensure space is available for those who need it	0	1	2	3	4	5
A volunteer and/or informal network of drivers is available for those who need transportation	0	1	2	3	4	5

3) Housing

Housing is located close to services	0	1	2	3	4	5
Affordable supports are available to help older adults stay in their residences	0	1	2	3	4	5
Affordable long-term care options are available	0	1	2	3	4	5
Affordable services such as yard maintenance and snow clearing are available for older adults	0	1	2	3	4	5
Information on financial assistance programs for home modification and maintenance is readily available to seniors	0	1	2	3	4	5

4) Respect & Social Inclusion/Participation

Community activities bring together different generations	0	1	2	3	4	5
There is a range of social events for older adults of all ages	0	1	2	3	4	5
Activities include physical, recreational, indoor & outdoor, and educational & cultural events	0	1	2	3	4	5
Activities & events are held in locations that are accessible to all	0	1	2	3	4	5
Community organizations intentionally contact older adults who may not be able to participate in most activities or events	0	1	2	3	4	5
Organizations provide help for older adults to attend community events	0	1	2	3	4	5

5) Communication & Information

Information about community events and activities is posted where older adults do their daily activities or gather	0	1	2	3	4	5
Achievements of older adults are highlighted in local media	0	1	2	3	4	5
I use a computer and the internet	0	1	2	3	4	5

6) Civic Participation & Employment Opportunities

Older adults are encouraged to volunteer & remain engaged in the community	0	1	2	3	4	5
Older adults can be employed in the community	0	1	2	3	4	5

7) Community Supports & Health Services

Physicians & nurse practitioners are available to the community	0	1	2	3	4	5
Public health nurses are available at health centers & to make home visits	0	1	2	3	4	5
Meal delivery is available & affordable	0	1	2	3	4	5
Delivery of groceries, medicines & other needs is available & affordable	0	1	2	3	4	5
Transportation to medical appointments is available & affordable	0	1	2	3	4	5
Health services such as occupational & Physical therapy, vision, dental care & foot care are available	0	1	2	3	4	5
Programs such as mental health services, mammograms, diabetes clinics & cancer support groups are available	0	1	2	3	4	5

If you have other comments, please attach a sheet

COMMUNITY CHAT

The following insights that we call “community chat” come from the World Café movement, which encourages organizations and communities to find creative ways to think beyond the usual, “outside the box” in order to create new possibilities for action and cultural change.

A community chat is a structured conversational process intended to facilitate open and intimate discussion, and link ideas within a larger group to access the collective wisdom in the room. Participants move between a series of tables where they hold a continuing discussion in response to a set of questions, which are predetermined and focused on the specific goals for the Chat.

If you want community residents to have a general discussion on various aspects of Age-Friendly possibilities, this is an engaging and comfortable way to do it. You will need a group of at least 15 to 20 people to have good results. The process can easily work for many more if you have the space to accommodate them.

The process:

- The organizing group sets up tables for 4 or 5 people in a space (small tables such as card tables work well, but 6 ft tables are OK as long as the chairs are placed so people can easily hear one another.) Cover the tables with white paper “cloths” (use a roll of white paper that is intended to be put on banquet tables) – useful for people to doodle on. Brown paper is also fine – but white is more attractive. Also hang horizontally a 6 to 8 foot sheet of white paper on the wall. Another method is to put a sheet of newsprint on each table for each question round. Waterbased markers of different colours are also placed on the table
- People are warmly welcomed to the event and the process is explained, emphasizing the etiquette of listening carefully and accepting everyone’s ideas rather than debating them negatively. Perhaps new thoughts will create more ideas that will really get creative synergy going.

- During the morning, afternoon or evening when the process takes place, people will sit at the various tables for about 20 minutes while a “table host” puts a question before them. During the discussion, the host keeps the group reasonably focused (although this method allows for a creative insight to be put before the small group and discussed). The host takes a few notes that will form a record for the organizing group. As the discussion goes on, people might doodle a few thoughts or phrases on their “tablecloth”.
- After 20 minutes, people move to another table, making sure that they sit with different people. At the next table, the host will very briefly tell the group a couple of significant agreements that his/her group made in the first round. Then the next question is posed and people discuss.
- Usually this process allows for about 5 or 6 questions to be discussed. This would take about 2 or 3 hours, including a break of 20 to 30 minutes. During the break, people are encouraged to write their thoughts and ideas on the sheet of paper on the wall – including expression of thoughts or feelings as drawings or doodles. It is best to plan for 30 minutes at this point so that people might read others words and talk some more. People can also use different coloured markers to write reactions to someone else’s thoughts and take them further.
- After the break, people go back to the small tables to continue the conversations, using the questions asked by the host. Depending upon the time you have allotted, you should plan for 3 questions to be asked before break so there will be more likelihood of people sharing thoughts on the wall paper and talking, thinking, laughing as a group. There could be 2 or 3 questions/table changes after the break.
- After the final round, take the opportunity for any further comments or feedback to be given – use a flip chart to record. While you do not want to continue on for a long period of time, people need to feel that if they have something important they want to contribute it will not be lost.

- The organizing group wraps up the session by assuring the participants that they will receive a summary of the responses – focusing mostly on the ideas that received the most interest and enthusiasm. Of course, it is wise to have an evaluation form for the people to fill out and to thank everyone for their willingness to offer their ideas so helpfully.

Preparation by the Organizing Group:

- Identify the questions that you want to ask. If you know what you want to find out, your advertising of the event will be more clear. Plan for 5 or 6 related questions for the time. It is possible to ask the same questions more than once because the small group that will be discussing it will be made up of different people. For example, you may want to focus on questions about 3 or 4 of the Age-Friendly “domains/focus areas”. It is also useful to insert some questions related to inclusion of older adults and how the community actually tries to include people. E.g. Do community organizations intentionally contact older adults who are not participating as they once did? Do organizations provide help for older adults to attend community events? Decide upon the key welcome host as well as the table hosts. Talk together about how table hosts will handle this responsibility so that the time at each table is somewhat consistent. The process really does go better with hosts but if finding hosts is impossible, the group host plus one or two additional hosts can ask the questions and wander about the tables responding to any requests for help.
- An event like community chat always goes better with food! Arrange for some sort of snacks as well as coffee, tea, water, juice or soft drinks – whatever works best in your community.
- Harvest the results from the community chat. A small task group can sort and collate the responses to add to the data that the Age-Friendly Committee will use.
- Keep the record of the process and results in your Age-Friendly Committee records in preparation for when you will do further evaluation.

Action Plan Template

Domain Name:

Use the following chart for each project/initiative that is planned

A: Project Name:

Strategies – how are we going to do it?	Resources – What do we have? What do we need?	Potential Partners - who will work with us?	Tasks Assignment – who leads, who else helps?	Priority and timelines (e.g. 1 month, 3 months, a year) Priority – high, medium, low

B: List the desired Outcomes

Short term		Evaluation of Progress Made
Intermediate Term		
Long Term		

C. Progress and Evaluation

Date	Progress of the Initiative/Action (What has happened so far?)	Evaluation (what went well, problems, learnings)

Preparing Effective Media/News Releases

Timing: If you are sending out a release about a specific event, send it a few days before the event. If you send it too far in advance, it can be forgotten by the time your event takes place. With local weekly newspapers, adjust to their publishing schedule. Locals are happy to talk with you about getting your news to them in a timely manner.

Letterhead: If your organization has a letterhead, use it. If you don't at least put the title of your organization Age-Friendly Committee centred at the top of your page of paper.

News Release: Make sure the words "News Release" are placed on the left hand side of the page in 24 point font size

Date: current date a few lines down on the right side of the page in 12 point font size followed below by FOR IMMEDIATE RELEASE.

Headline: It's worthwhile to take the time to craft a catchy headline that will attract media attention. Use active voice and avoid using "a" or "the". Use 15 point size, bold and centred. E.g. Floral Community Centre Grand Opening

Byline: The first text you see in the body of the news release provides the location and date of story using 12 point font in keeping with the body of the release. E.g.
Village of Floral, September 14, 2015 – The former Floral Seniors Centre is re-opening as the Floral Community Centre, accessible for all ages.

Hook: Your News Release will be more effective if there is an interesting fact or quote. For example "With support from a grant from XX foundation renovations have been completed to improve accessibility and to create new spaces for use by people of all ages. A special "sound room", equipped with video and sound equipment can be used for producing short videos or sound clips."

Body: Start with the most important information. Use short paragraphs with one or two sentences each. Always use plain language and active voice. Simply present the facts.

Quote: Interest can be increased with a quote from someone directly involved.

Boiler Plate: One or two sentences describing your organization and, if you are collaborating with others, each organization's essential information.

End Mark: - 30 - or ### or - end - centred at the bottom.

Contact Information: Accurate and complete information so that media can contact a person regarding other details or to begin planning a story for print, TV, radio or other.

Links

Links to websites that have an abundance of practical information and examples from the province or community Age-Friendly work.

<http://afc.uwaterloo.ca/index.html>

<http://www.agefriendlymanitoba.ca/>

<http://www.seniors.alberta.ca/seniors/age-friendly-alberta.html>

<http://planh.ca/take-action/healthy-society/inclusive-communities/page/age-friendly-and-child-friendly-communities>

<http://bchealthycommunities.ca/agefriendly>

<http://agefriendlysk.ca>

www.intergenerational.ca

COMMUNITY RECOGNITION

Recognition of Age-Friendly Communities

SSM has taken the lead in encouraging and supporting Saskatchewan cities, towns and villages to become Age-Friendly. Several Age-Friendly Gatherings have been held and all communities around the Gathering location have been invited to attend and to learn about this Global and Canadian movement. The Age-Friendly Committee, supported by the SSM Program Staff Person organizes the Gatherings and keeps records of participants and interest.

Cities, towns and villages who respond to the invitation to begin the Journey towards Age-Friendly become part of the Age-Friendly community in Saskatchewan. The Age-Friendly Committee has responded to requests for help as communities begin work on the milestones required to be considered to be Age-Friendly. As more cities, towns and villages become involved, SSM is expanding the ability to give support. A group of Resource Consultants are being trained and will be available in local areas. Most importantly, every community that has begun the journey towards Age-Friendly is included in the Age-Friendly registry. Plans are in place to sponsor an annual event where representatives can gather to learn, compare experiences, strategies, challenges and successes and thus, support and encourage one another.

When communities achieve three Milestones, they are eligible to be recognized as an Age-Friendly Community. The Community should inform the Saskatchewan Age-Friendly Committee of SSM, which will then inform the Public Health Agency of Canada that the city, town or village is an Age-Friendly Community. Communities that are recognized as Age-Friendly can use that designation when describing the amenities of their community.

Age-Friendly Communities will continue to participate in making their community a more attractive and healthy place to live, not only for older adults, but for all ages.

Age-Friendly Communities in Canada

Recognized AFC (Pan-Canadian AFC Recognition)

