

How is the Definition of Heritage Changing?

- Includes art and culture
- More than just “physical buildings”
- Abstract ideas linked to object
- More connection of place to meaning, stories, language, culture
- More holistic
- From small (a tree) upwards
- More than written “heritage” (eg oral)
- Tangible vs intangible
- Immigration is creating new heritage
- More recognition of different perspectives
- Renewed respect for heritage
- More sharing
- Creating space for young people to feel respected
- More participatory/interactive
- More political will for heritage preservation (?!)
- More local/niche
- More values-based
- More about where we are today (includes aspects of the present)
- More community based
- More comprehensive programming
- More ability to learn about/engage with other heritage experiences across Canada
- More of a digital component
- More history- fewer “tangible assets”
- More stories
- More diversity
- Less textbook-based
- Experiential history
- Intangible histories
- More experiential learning for youth
- Personalizing history- personal connections
- Computer generated images of “what was”
- Access to history-technology- change in how people **access** online opportunities- less likely to go to museums? Archives? (positive and negative)
- Exposure to “vintage”- interactions- touchable history
- Different way of approaching/less connected
- Face to face/online
- Need for face to face
- Looking more for influence of women in heritage that was previously absent
- Social history of importance
- Fast/slow learning

How Can the Heritage Sector Embrace the True Diversity of Canada?

- Open, voluntary, not forced
- Like mindedness
- To be about more than buildings
- Fostering multiculturalism in organizations and events
- Collaboration, partnerships
- Incorporating art into the landscape ie: dancing, music....
- Included popular culture
- Inclusivity
- Adaptability
- Languages- diversity- as a way to engage
 - Indigenous, new Canadians, communicate in different languages
 - ask how, listen
 - sharing histories of previous generations, challenges, how integrated, experiences
 - need everyone at the table
 - ask lots of people, not just a few. Multiple views, perspectives
- Recruit interns- make it rewarding
- Pre-confederation campaigns
- Diversity Quotas/targets- affirmative action
- Reflect your community
- Education
- Engage newcomers to recruit others
- Funding for diverse museums/groups
- Programs to expose one to other cultures/realities
- Understand the role of language

How Can the Heritage Sector Attract Younger Audiences?

- Heritage video game
 - 3D walk-through of heritage sites/buildings
- Attract into trades-connection with old fabric
- Emerging professionals group
- Include youth on heritage boards
- Create memories of heritage sites/buildings
- Integrate historic sites/buildings for families as well as groups
- Restoration of heritage studies/activities through school or “Duke of Edinburgh Award” type of scheme
- Make it interesting-grab their attention
- “Katimavik”- youth program. 1980’s
- Heritage chairs at local fairs!
- How to define “young” (under 40)?
- Shorter timed events
- Heritage at school for credit
- Focus groups with kids- what will get them engaged- ask them
- Up to older generation to offer themselves as mentors in the schools
- Kid-friendly events at library
- Make it fun, engaging, tactile
- Run events in heritage buildings- eg in old schools
- Pizza
- Actionable history
- Online/social media} **GAMIFY (It’s where they LIVE)**
- Connect with passions of young people
- Interactive, geo-caching
- adaptable, relevant
- **Fun**
- History tends to repeat itself
- New ideas...
- **Historical thinking concepts- inquiry**
- Participation} can they get volunteer hours? More connections to their future
- Connections with school districts
- Can historical societies partner with school districts/PAC’s to support field trips, **experiential learning > genealogy> historic sites as space/venue for the community to use**
- New Indigenous ways of learning> **historic sites as space/venue for the community to use**
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