



CITY OF BELMONT'S

STORIES AND SKILLS

ACROSS THE GENERATIONS

Intergenerational Storytelling Toolkit





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Introduction

The City of Belmont developed the 'Stories and Skills – Across the Generations' Project as part of its Age-Friendly Belmont Plan 2017-2021. The project was implemented with support from the Department of Communities Age-Friendly Communities Innovation and Implementation Grants Program 2017/18.

While the main purpose of the project was to respond to needs already identified by the community, as a pilot project, it provided an opportunity to learn and adapt the project to better meet the needs of the participants.

The project was developed primarily as an intergenerational life story project with the addition of an Information Communication Technology (ICT) component for all interested participants, to assist with increasing their confidence and skills in this area.

The toolkit is based on the City of Belmont's experience and has been developed to guide the process of planning similar projects in the future. The toolkit includes examples of tools used during this process and a link to the project video which shows highlights from the project. It is hoped that the development of this toolkit will assist others in implementing similar projects to benefit their local community.

The toolkit is divided into four stages: planning, implementation, celebration and evaluation .

Project Purpose

The project was developed to respond to concerns raised by older community members including:

- experiencing social isolation
- lack of confidence in using technology
- limited opportunities to engage with younger people
- safety concerns based on the rapidly changing cultural diversity within the City.

This project has sought to integrate a number of elements to address these concerns. Through the development of an intergenerational project based on storytelling, opportunities for social connections with differing generations from diverse backgrounds are achieved. Through the integration of elements of technology, storytellers are encouraged to actively engage and gain skills and confidence through the practical use of different devices and programs.

“It has been exhilarating!”



“I think it was a great idea of meeting younger people and sharing our stories”

“Great time meeting all the people”



“A good experience engaging with older participants of society and learning about who they are as individuals and their experiences in life”

“Helping others to pass on their treasured memories to their family and friends as it can be forgotten or lost”



Planning Stage

Research

In preparation for the project, research was undertaken to gain a richer understanding and to guide development of the methods used in the project.

Importance of Social Connections

Loneliness and social isolation can affect everyone but older people are particularly vulnerable after the loss of friends and family, reduced mobility or limited income. The link between social connection and wellbeing has been well established and evidenced, as has the negative impact of loneliness which often increases with age as social networks shrink¹. Providing opportunities for new meaningful relationships to develop and be nurtured over time can greatly increase a person's sense of wellbeing.

Life story telling (Reminiscing)

As our ageing population continues to grow, loss of independence, inability to fulfill important roles as well as loss of identity and meaning can have a negative impact on a person's wellbeing. It is important to remind them that they have something uniquely valuable to contribute – their own distinctive life story. Life story work is known for improving mood, relieving anxiety, assisting feelings of loneliness, and improving cognitive function^{2 3 4 5}. Based on the proven benefits of storytelling this was chosen as the key focus of the intergenerational project.

Intergenerational Projects

The use of intergenerational projects to provide opportunities for social connections, informal learning environments and caring roles has been used in multiple settings

¹ Aged and Community Services Australia, (2015), Social Isolation and Loneliness among Older Australians, Issues paper no. 1, <https://www.acsa.asn.au/getattachment/Publications-Submissions/Social-Isolation-and-Loneliness/1015-Social-Isolation-and-Loneliness-Paper.pdf.aspx?lang=en-AU>

² Abeyta A.A., Routledge C. (2017) Nostalgia as a Psychological Resource for a Meaningful Life. In: Robinson M., Eid M. (eds)

³ Brodza, M, [online], The Power of Telling Family Stories, <https://www.agingcare.com/Articles/sharing-family-history-95687.htm>

⁴ Merriam, S. B. (1993). The uses of reminiscence in older adulthood. *Educational Gerontology*. <https://doi.org/10.1080/0360127930190507>

⁵ Scott, K., Kayler Debrew, J, Helping Older Adults Find Meaning and Purpose Through Storytelling, *Journal of Gerontological Nursing*, Vol. 35, No. 12, 2009

and benefits all those involved. Projects range from linking older people with day care centres and smaller children, school settings through to aged care facilities. This project proposed to engage younger adults from the community as there was more potential for on-going connections and shared learning. In addition, by inviting younger adults to participate, it would be from their own motivation rather than that of others which would secure their commitment to the project. While intergenerational learning was once transferred within the family, with the current increase of mobility, young people may not have access to the wisdom of their 'elders'. The use of an intergenerational project to share stories provides the opportunity to expose younger people to the culture they are living in while giving value to the story that is shared^{6 7 8}.

Older Persons and Technology

While the confidence and capacity to use technology varies significantly among older adults, it is recognised that many older people either lack the interest or confidence to engage with technology. The speed that new technologies are being introduced can be overwhelming; however it is important to encourage older people to explore the different programs and products available. For many services, online access is the only option and there are many social benefits of new communication applications which will allow regular contact with friends and loved ones across distance. The project aimed to incorporate the introduction of various technologies within the context of storytelling^{9 10}.

⁶ Au, A., Ng, E, Garner, B., Lai, S., & Chan, K., (2015) Proactive Aging and Intergenerational Mentoring Program to Promote the Well-Being of Older Adults: Pilot Studies, *Clinical Gerontologist*, 38:3, 203-210

⁷ Newman, S., & Hatton-Yeo, A. (2008). Intergenerational Learning and the Contributions of Older People. *Ageing Horizons*, (8), 10.

⁸ Teater, B (2016) Intergenerational Programs to Promote Active Aging: The Experiences and Perspectives of Older Adults, *Activities, Adaptation & Aging*, 40:1, 1-19

⁹ Chen, Y.-R. R., & Schulz, P. J. (2016). The Effect of Information Communication Technology Interventions on Reducing Social Isolation in the Elderly: A Systematic Review. *Journal of Medical Internet Research*, 18(1), e18. <https://doi.org/10.2196/jmir.4596>

¹⁰ Friemel, T. N. (2016). The digital divide has grown old: Determinants of a digital divide among seniors, 18(2), 313–331. <https://doi.org/10.1177/1461444814538648>

Who we talked to

The project was developed to include elements of co-design and the City engaged with a range of stakeholders including service providers, community members and community groups to provide input into how the project should be implemented. This included the overall concept of the project in addition to the details regarding length of project, timing and location. Advice was sought through group and individual meetings on how to engage participants, in particular identifying those experiencing social isolation. Consultation and engagement was held with the following groups:

- Members of Senior Citizens Centre
- Retirement Village
- City's Age Friendly and Cultural Diversity Focus Groups
- Aboriginal Service Provider
- Aged-care Facility
- UWA
- Home and Community Care (HACC) Service Provider
- Youth Services Provider
- Local High Schools.

Identifying Partners

The City sought to find partners to be members of the project team to provide input into the project design and to assist with its implementation. Key roles of the project team are provided below:

Project role	Organisation	General tasks
Project coordination	City of Belmont	Provide overall leadership and direction of the project
Volunteer recruitment	City of Belmont	Manage volunteer intake including interviews and documentation
Volunteer training	Consultant	Develop training materials, facilitate training, providing on-going support through the project
ICT facilitation	UWA Umbrella	Develop and facilitate ICT info sessions, provide on-going support in both areas of storytelling and ICT through the project Facilitate ICT session Facebook and security
Video design	City of Belmont	The City engaged media company to assist in the development of a video summary of project
Project evaluation	UWA	Undertake pre and post evaluations and develop evaluation report

Project Timeline

It is estimated that the project from inception to completion takes a period of six months. Please refer to the table below which provides key project milestones.

Project Phase	Milestones	Timeline
Preparation	<ul style="list-style-type: none"> • Identify Project team • Development of project tools/documents • Recruit participants • Engage facilitators • Procurement (equipment, stationery) 	Month 1 - 2
Implementation	<ul style="list-style-type: none"> • Life story workshop for volunteers • Life story workshop for storytellers • Development of program • Engage co-facilitators for program sessions • Implementation of program 10 weeks face to face including outing • Record interviews with participants • Edit and print life story booklets • Host event for all participants and family 	Month 3 - 4
Monitoring	<ul style="list-style-type: none"> • Complete mid-term survey with all participants • Regularly engage with all participants to offer support and guidance 	Month 5
Evaluation	<ul style="list-style-type: none"> • Undertake pre-evaluation questionnaire with all participants • Undertake post evaluation with all participants • Consult with all stakeholders for feedback • Complete final report 	Month 6

Preparing the Budget

The following budget has been developed to assist with planning a similar project. A number of activities are essential while others are optional dependent on the scale of the project being undertaken.

Budget	Items	Essential Cost	Optional	Explanation
	Project Coordination (0.1 FTE x 6 months)	\$7,500*		This is an estimate cost only dependent on available internal resources (in-kind) or requirement to outsource coordination
	Facilitation of two half day life story workshops for volunteers	\$1,500		Engagement of professional life story trainer
	Facilitation of life story workshop for storytellers	\$500		An addition to pilot project based on lessons learned
	Co-facilitator of sessions (10 x 2 hour sessions based on estimate)	\$3,500*		This may be an in-kind contribution by the organisation and could be partly facilitated by project coordinator
	Technology equipment		\$1,000	Purchase of Dictaphones to assist with recording stories (may opt to use other equipment available)
	Venue hire 14 weeks x 4 hours	\$2,500*		This may be an in-kind contribution by the organisation
	Catering for life story workshop and sessions	\$1,500*		This may be an in-kind contribution by the organisation
	Printing of life story booklets and project toolkit		\$2,500	A hard copy printed 'compilation of stories' was produced as a thank you memento to all participants
	Stationery	\$350*		This may be an in-kind contribution by the organisation – internal printing of booklets, name tags etc.
	Transport	\$150		To assist with storyteller transport to sessions
	Transport		\$750	Bus hire for tour
TOTAL		\$17,500		



“You know, I have been so terrified about technology. My husband had always used it, but I have been so terrified that I did not want to touch it. What the volunteer did for me today was wonderful”

“It] seems like I have relived my life. So, so many memories have come back. It’s a topic of conversation with my family and friends. Frequently people say to me ‘do you remember this or that’. Just fantastic”



It’ has been great to interact with elderly residents and see the differences of our lives. Also learning how to interact with the elderly, they are an important part of the community”

Identifying Participants

The project aimed to identify 25 older and 25 younger participants allowing for a 20% attrition rate.

The Storytellers

The recruitment of the older residents involved engaging directly with community groups and service providers including:

- Home and Community Care Services
- Residential Facilities
- Retirement Village
- Pharmacies
- Local GP practices
- Mail out to relevant City seniors groups (i.e. Pioneers)
- City of Belmont website.

A flyer was developed for promotion to storytellers (Appendix 1).

Volunteers

The recruitment of younger adults as volunteers focused primarily on the use of social media via the City's Facebook page (Appendix 2). This was extremely efficient and cost effective with 60 enquiries within 72 hours. Initial contact was made with all those registered by phone to briefly explain the project and the time commitment required. This reduced the number to 27 who were invited for a face to face interview with the City's Volunteer Program Officer and the Project leader. Each volunteer was informally interviewed with a list of questions (Appendix 3) and if successful and interested, completed the required documentation as per the City of Belmont Volunteer Policy. Three of the volunteers were from one of the City's high schools as part of their community service unit.

The successful recruitment of volunteers is attributed to the clear definition of the role and task, the sense of making a real contribution to their community, the fixed timeframe of the project and the opportunities for gaining new skills through the project training and overall participation in the project (Appendix 4).

Project learnings

Initially, the plan was to work with senior high school students as the younger volunteers. Both local high schools were engaged early in the project phase and expressed a high level of interest. However, it was recognised that the time required and the existing classroom commitment in the current year would not allow for broad student participation and young volunteers were sought from the broader community. During the planning phase, contact was made with the School Curriculum and

Standards Authority who advised that this type of project could be considered as a WACE unit. The three high school students who did participate in the project, benefited from this process.

Resources

Recording Equipment

The recording of life stories can be undertaken in a number of different ways, dependent on the preference of participants and the objective of the project. This includes:

Method	Pros	Cons
Note taking (by hand)	<ul style="list-style-type: none"> Allows for more informal conversation mostly face to face May be easier to link themes visually 	<ul style="list-style-type: none"> May miss key information Difficulty to record everything Additional time required to transcribe the story
Recording conversation (Dictaphone or smartphone)	<ul style="list-style-type: none"> Allows for a face to face conversation through the process Can record all spoken information for transcription after the session 	<ul style="list-style-type: none"> Risk of losing any recording if device fails Additional time required to transcribe the story
Typing straight onto a device (i.e. laptop)	<ul style="list-style-type: none"> Reduces time required of volunteer to write up after session Provides learning opportunities relating to technology (can look up internet etc.) 	<ul style="list-style-type: none"> Reduces ability to have a face to face conversation and may limit relationship development Some storytellers may not be comfortable Some volunteers can provide own equipment, however others may need equipment provided.

The volunteers were encouraged to select the option most suitable for them and their partner, however the following was noted:

- Volunteers did not anticipate the amount of time required to transcribe the story outside of the sessions
- Use of laptops allowed for a bigger focus on the technology component.

Project learnings

It is recommended that defined milestones for story development are provided to guide volunteers. If technology is a key element of the intergenerational project, then working together on a device can have some advantages however this will depend on the individual. Most volunteers combined different strategies at different times (i.e. Dictaphone or note taking at the beginning while developing the relationship and later with the tablets made available once the story was more structured).

Other resources required include board games, craft materials, stationery such as nametags, storyteller portfolio files and USBs for storing electronic versions of stories. In addition, a scanner or similar device should be available to collect copies of photos and documentation at each session.

Implementation Stage

The project was developed to provide participants with the opportunity to shape the program and to identify activities that aligned with their interests and skills. Therefore, while there was a basic framework established for logistical purposes, the program itself was developed over the course of 12 weeks (Appendix 5).

Volunteer preparation

Volunteers completed induction and agreed to the Volunteer Agreement (Appendix 6), which outlines their responsibilities during their involvement in the project.

The volunteers were required to participate in a five hour workshop on life story writing, facilitated by a Life Story Facilitator and Writer. The five hour workshop included the following topics:

- What is a life story
- Types of questions
- How to prompt discussion
- Memory
- Sources for research
- How to start and develop a life story
- Dealing with sensitive issues
- Methods to record the story.

The training was well received by the volunteers, commenting that the content was well organised and they felt prepared to undertake the work of life story writing. All volunteers were provided with a 'how to guide on preparing the booklet' (Appendix 7).

Project learnings

It became apparent over the course of the project that volunteers would have benefited from additional training. It is recommended that 2 x half day workshops are provided offering opportunities to practice and to outline the practicalities of preparing and writing the story. As ICT was a component of the project, additional training on how to integrate this into the story writing process would have been beneficial.

Storyteller Preparation

All storytellers were requested to complete a Storyteller consent form to clarify expectations (Appendix 8). A communication card was provided for storytellers and volunteers to exchange contact details (Appendix 9).

Project learnings

While it was not part of the pilot project, it is recommended that a short workshop be held with the storytellers as a group prior to meeting their volunteers to explain the life story writing process and to gain more information on interests and skills of the group.

“[my volunteer] is a remarkable young woman and it was a pleasure working with her”.



“Look at us, here we all are, different ages and from different parts of the world!”

“I hope to learn more about life from someone that has lived a much longer life than my own”



Identifying Pairs

All participants (both younger and older) were asked to identify any specific preferences regarding their partner in relation to gender to assist with the pairing process. At the first meeting three volunteers and three storytellers were sat together in pairs and provided with a number of activities to start conversations (Appendices 10-12). While initially it was expected that the project team would be more involved in the pairing of participants, this occurred organically with a reasonable level of success.

Project learnings

A number of pairs decided to work in different locations due to noise levels or need of privacy. Ensure a range of suitable areas are available for pairs to re-locate.

Volunteers and story tellers also chose to meet outside the project time allocations i.e. for a coffee which was encouraged to assist in developing stronger social connections.

Weekly Sessions

Each weekly meeting was held from 10am to 12 noon in the Civic Centre Function Room with morning tea and a light lunch provided.

Transport assistance was provided for some participants initially, however over the weeks, participants offered to assist others with transport reducing the need for this support provided by the City.

Each session commenced with the introduction of an element of technology (i.e. GoogleEarth, the internet, Facebook) to the whole group. The group would then divide into pairs and continue work on the life story component.

Over the 10 weeks, two weeks were allocated to group social activities, one being a games and craft session and the second, a historic bus tour of Belmont with lunch at a local venue.

As part of the pilot project, a video was recorded to highlight various elements of the project. Pairs were interviewed and their responses recorded on specific elements of the project in addition to highlights over the life of the project. While there was some concern regarding reluctance to participate in this component, a significant number of the group were keen to participate.

Project learnings

While the group bonded over the life of the project, the social activities accelerated this process and are recommended to be scheduled earlier into the program to provide opportunities for social connection.

A number of volunteers expressed concerns regarding the time required outside the sessions to keep on track. It is recommended to provide clearer details and guidance

through the recruitment process and workshops.

Celebration Stage

The pairs continued to work together over the period of the 10 weeks with some pairs meeting outside the formal setting. A two week period allowed for final editing and preparation of the individual stories. These stories were created in PowerPoint, printed and bound internally.

A celebratory event for the group, their families and friends was scheduled for Week 12 which provided an opportunity to thank and acknowledge the contribution of all the project participants.

Volunteers were presented with Certificates of Participation (Appendix 12) and gave the final version of the booklet to their partner storyteller. Each storyteller received two hardcopies of the booklet and an electronic version, providing the opportunity for further development of the story.

The video filmed in Week 9 was shown to the group to showcase the journey taken by all the participants. The video is available at the City of Belmont's website - <http://www.belmont.wa.gov.au/Community/Seniors/Pages/Stories-and-Skills.aspx>

To express our thanks to all participants, a hardcopy book comprised of all the stories was produced and presented to participants at a book launch held at the City's library. A final morning tea was held for all participants where excerpts from stories were shared and books distributed. This hardcopy version is available at the City's Ruth Faulkner Public Library and Museum. An electronic copy (PDF) can be downloaded from the City's website.



“It has been wonderful to be part of this project, to meet people to share our stories....”

“Such a great experience....”



Evaluation Stage

As a pilot project it was essential to evaluate the project to identify recommendations to further develop the project for replication. As a member of the project team, the University of Western Australia (UWA) took on the role of evaluating the project. Their involvement in the project was primarily focused on introducing technology to seniors and therefore the evaluation tools developed have included a significant number of questions relating to this component, which may not be required if technology is not a core focus or a key project outcome.

A number of evaluation tools were developed with both volunteers and participants surveyed at Week 2, 6 and 11 of the project. In addition, anecdotal information was gathered throughout the life of the project.

Two pre-project surveys were designed for both storytellers and volunteers and were completed in Week 2 (Appendices 13 & 14).

A mid-term participant survey was completed in Week 6 (Appendix 15).

A final evaluation was undertaken in the final week of the project (Appendix 16).

In addition, individual face to face interviews were carried out with six storytellers to gather qualitative feedback of the project.

Project learning:

While the pre-project and mid-term surveys were completed by hand, the storytellers completed the final survey as an electronic survey. Using this method for the earlier surveys may have provided an earlier opportunity to gain confidence with technology use.

Final Words

Developing and implementing this project has been exciting, challenging and rewarding for all those involved. The project team and participants have worked with uncertainty and have learned from the journey. There have been old memories remembered and new friendships formed.

There have been a number of unplanned outcomes with family members reconnecting and old friendships renewed. A local GP has requested the book to be displayed in their reception area which will be seen by many and a number of community members have expressed interest in participating in the next round of the project. We believe the value of storytelling is an ideal framework for engaging with community which can be adapted and built upon to meet a range of community needs.

For more information on the design and implementation of this Intergenerational Storytelling Project please contact Helen O’Sullivan, Seniors and Disability Engagement Officer at the City of Belmont on (08) 9477 7149 or email community.development@belmont.wa.gov.au.

To view the compilation of stories or view the video of the project please see our website: <http://www.belmont.wa.gov.au/Community/Seniors/Pages/Stories-and-Skills.aspx>

Telling stories is not just a way of passing time. It is the way the wisdom gets passed along. The stuff that helps us to live a life worth remembering.

— Rachel Naomi Remen

Appendices

Appendix 1 – Flyer to recruit older residents

STORIES AND SKILLS - ACROSS THE GENERATIONS

Everyone has a story to tell and we would love to hear yours! We are looking for people to be part of a new Exciting project here at the City of Belmont.



Being part of the '**Stories and Skills –Across the Generations**' Project involves younger (16-35 of age) and older residents (65+) providing the opportunity of sharing part of your life story while gaining and sharing new skills.

What does being involved in this project mean?

- Your involvement provides the opportunity to spend time with and get to know a group of others similar to yourself and other younger skilled volunteers who have been selected to work with you.
- You will have the opportunity to share your story with a younger person providing an opportunity for them to learn and understand our 'older generation'.
- Learn skills in communicating with others and sharing some of your own 'talents'
- You will be invited to attend regular sessions on Thursday mornings from 10am – 12.30 commencing 22 February 2018.

If this sounds of interest to you please contact the Seniors and Disability Engagement Officer on 9477 7149 or email communitydevelopment@belmont.wa.gov.au

Note: A light lunch will be provided and transport assistance may be requested.

Appendix 2 – Flyer to recruit younger volunteers

Volunteers Needed!

STORIES AND SKILLS ACROSS THE GENERATIONS

Are you under 35, and looking for an opportunity to gain new skills while helping others?

The City of Belmont's Sharing Stories and Skills - Across the Generations Project is looking for enthusiastic volunteers. This is an intergenerational project involving younger and older community members and will focus on sharing and recording life stories, teaching basic technology skills and having fun in a friendly environment.

What's required:

- All volunteers will be invited to attend a free one day workshop on how to write life stories by a professional facilitator.
- Volunteers should have skills in the use of computer technology (IPads, smartphones etc)
- The project will begin in February 2018 and will run over 10 weeks. We will be seeking volunteers to be available for the workshop and 2 hours per week to participate in the project activities.

Benefits of being involved:

- Volunteers will receive training in qualitative life-history interview techniques.
- Meet new people and have fun whilst using your skills in a meaningful way,
- The privilege to hear and document interesting stories of older members of the community.

Want to learn more?

For more information or to register your interest please contact Helen O'Sullivan on 9477 7149 or email on helen.o'sullivan@belmont.wa.gov.au

Appendix 3 – Volunteer Interview Questions

(ORGANISATION NAME)

STORIES AND SKILLS – ACROSS THE GENERATIONS

Volunteer Interview Questions

- Introduction of Staff present
- Overview of Project
- Confirm interest and if yes continue with further questions

1. Please tell us a little about yourself
2. Why are you interested in being part of this project?
3. What skills or experience will you be able to bring?
4. Are you able to commit to both the volunteer training and the time commitment of the project?
5. Are you comfortable in using and explaining basic elements of technology to your partner?
6. Do you have any other questions?

Is the volunteer suitable for role? Yes/No

Any concerns identified? _____

Appendix 4 – Volunteer Role Description

(NAME OF ORGANISATION)

Volunteer Role

Stories and Skills - Across the Generations

POSITION DETAILS

Position Title: Story and Skills Across the Generations Volunteer

Division: Community & Statutory Services

Department: Community Development

Location: 215 Wright Street, Cloverdale, WA

Hours of Volunteering: A total of 45 hours over 12 weeks including:
2 x 5 hour training sessions
10 x 2 hour weekly sessions
10 x 1 hour weekly to write up story
1 x 3 hours final booklet development
1 x 2 hour project celebration

ABOUT US

(Brief intro of organisation)

PURPOSE

An intergenerational project involving younger and older community members with a focus on sharing and recording life stories, teaching basic technology skills and having fun in a friendly environment.

RESPONSIBILITIES

- Participate in 2 half day training sessions
- Participate on 10 2 hour weekly sessions talking, listening and creating a life story booklet
- Create booklet using powerpoint (guidance provided)
- Provide opportunities to build confidence in partner in technology use
- Contribute to the group broadly seeking to create social connections in a safe and enjoyable environment.
- Ensure deadlines are met in regards to timeframes for story development and completion
- Advise the project coordinator if experiencing any difficulties or if unable to attend a session with as much notice as possible.

- Comply with Council’s Equal Opportunity, Discrimination, Harassment and Bullying Policies at all times.
- Follow and comply with all Occupational Safety and Health policies and procedures to ensure personal safety and the safety of others is maintained at all times, including the reporting of unsafe practices or hazards to staff.
- Undertake other duties as directed by the Library Team Leader, within the scope and level of this role.

REQUIREMENTS

- Completion of the relevant training provided as part of the project
- Understanding and appreciation of the needs of elderly and/or people with a disability.
- Well-developed communication and interpersonal skills. A positive attitude is especially important.
- Skills in the use of computer technology (smart phones, internet etc.)
- Good writing skills.
- Have a pleasant personality and ability to work congenially with all project participants.
- Ability to work independently
- Understanding of complaints procedure and ability to encourage the use of same
- Have a clear understanding of the rights and responsibilities of volunteers.
- Have a clear understanding of the importance of feedback and how this information assists in improvements to services.

DRESS CODE

- Neat dress and closed non slip shoes.

CHANGING SHIFTS AND ABSENTEEISM

- If you are unable to attend your volunteer shift or wish to change your scheduled shift on an ongoing basis or take an extended break, please contact the Supervisor using the contact details below.

VOLUNTEER SUPPORT

- Responsible to (relevant officer name) - s ph. xxxxxx

Appendix 5 – Program Overview

Stories and Skills - Across the Generations - Program Overview

Week	Date	Content
1	15/2	Training the volunteers: <ul style="list-style-type: none"> ➤ Introduction and Overview ➤ Life history writing workshop ➤ Digital Literacy Introduction and Network analysis tool
2	22/2	Meet & Greet and Introduction to the project <ul style="list-style-type: none"> - Welcome and Review - Aims and Objectives ➤ Life History component <ul style="list-style-type: none"> - Get to know each other with questions ➤ Digital Literacy component <ul style="list-style-type: none"> - introduction, Google Earth & Google Maps - Compile circle diagram network tool - The volunteers support the storyteller to complete the activity
3	1/3	Combined Digital Literacy and Life History learning <ul style="list-style-type: none"> ➤ Welcome and Review <ul style="list-style-type: none"> - Digital Literacy and Life history components - Show an example of a life story in Power point and provide guidelines for life history booklet production in PowerPoint; - Review examples of time-lines to generate discussion; - Pairs work together on life stories; volunteers record stories, begin writing and developing life history booklets ➤ Gather evaluation data <ul style="list-style-type: none"> - Survey questions for participants and volunteers
4	8/3	Continue Life history and Digital Literacy learning <ul style="list-style-type: none"> ➤ Welcome and Review ➤ Digital Literacy component <ul style="list-style-type: none"> - Introduction to Facebook ➤ Life history components <ul style="list-style-type: none"> - How to handle sensitive subjects - Pairs work together on life stories; volunteers record stories, begin writing and developing life history booklets
5	15/3	Continue Life history and Digital Literacy learning <ul style="list-style-type: none"> ➤ Welcome and Review ➤ Digital Literacy components <ul style="list-style-type: none"> - Present cyber security using PowerPoint presentation and Facebook ➤ Life History component <ul style="list-style-type: none"> - Pairs work together on life stories; volunteers record stories, continue writing and developing life history booklets
6	22/3	Continue Life history and Digital Literacy learning <ul style="list-style-type: none"> ➤ Welcome and Review ➤ Digital Literacy components <ul style="list-style-type: none"> - Introduction to YouTube ➤ Life History component <ul style="list-style-type: none"> - Pairs work together on life stories; volunteers record stories, continue writing and developing life history booklets ➤ Gather evaluation data <ul style="list-style-type: none"> - Survey questions for participants and volunteers - Short interviews with pairs
7	29/3	Game and Skills sharing Day

		<ul style="list-style-type: none"> ➤ Welcome and Review ➤ Games <ul style="list-style-type: none"> - Participants and volunteers mix in groups in accordance with interests: <ul style="list-style-type: none"> • Phones and tablet digital literacy support • Cultural conversations • Games • Internet • Crafting
8	5/4	<p>Tour in Belmont Day</p> <ul style="list-style-type: none"> ➤ Bus tour visiting different places in Belmont. The storytellers acted as co-tour guides and were encouraged to share stories. The day ended with a lunch at the local tavern.
9	12/4	<p>Continue Life history and Digital Literacy learning</p> <ul style="list-style-type: none"> ➤ Welcome and Review ➤ Digital Literacy component <ul style="list-style-type: none"> - Google search - Google maps - How to find pictures for booklet and which photos you are allowed to use ➤ Life History component <ul style="list-style-type: none"> - Sharing some of the life stories on the screen - Supporting pairs to complete the stories in PowerPoint
10	19/4	<p>Continue Life history and Digital Literacy learning</p> <ul style="list-style-type: none"> ➤ Welcome and Review - O'Sullivan ➤ Digital Literacy component - Baldassar & Andersen <ul style="list-style-type: none"> - Review earlier sessions; Cyber security, Facebook, Youtube, Google and Google Maps - Introduction to online games ➤ Life History component: <ul style="list-style-type: none"> - Supporting volunteers to complete the stories in PowerPoint
11	26/4	<p>Continue Life history and Digital Literacy learning</p> <ul style="list-style-type: none"> ➤ Welcome and Review ➤ Digital Literacy component <ul style="list-style-type: none"> - How to keep connected online? - E-mail, Skype, Messenger (on Facebook), Facebook ➤ discuss different options to be connected online, demonstrate VOIP call ➤ Life History component: <ul style="list-style-type: none"> - Supporting volunteers to complete the stories in PowerPoint ➤ Gather evaluation data <ul style="list-style-type: none"> - Questionnaire on tablet for participants and volunteers - Circle diagram – use the same as first time, mark changes with red pen.
12	3/5	<p>No official session.</p> <ul style="list-style-type: none"> • Volunteers were asked to finish the life stories.
13	10/5	<p>Final session and presentation of booklets. The volunteers and participants were invited to bring friends and family members for this day.</p> <ul style="list-style-type: none"> - Welcome Introduce the project to friends and family members - The participants and volunteers presented their guests to the group - Participants talked about what they learned during the project - Presentation of certificates to volunteers and two examples of the booklet for the storytellers

Appendix 6 – Volunteer Agreement

Stories and Skills -Across the Generations Volunteer Agreement

I (volunteer biographer) consent to participate in a ten week series of semi-structured conversations with an older person (the storyteller) with a view to writing up stories that reflect aspects of that person’s life. I have attended the required one day preliminary training session and understand my role and responsibilities in this project.

Purpose: My purpose is to design and write a booklet of events and experiences in the storyteller’s life that s/he would like recorded. I will verify the content regularly with the storyteller to check that it is a true account of their story.

Procedures: I agree to participate in a series of ten sessions which will involve the story telling and other activities. The conversations may cover the persons’ childhood, family, home, work, adult life and hopes for the future—topics being at the discretion of the storyteller who will have the final say about what is discussed and recorded.

Commitment: I will;

- maintain the privacy and confidentiality of the story and storyteller be reliable and punctual in meeting my commitments.
- Meet the assigned timelines for completing the person’s story
- Take responsibility and care of COB assets, including collection prior to visit and drop off upon the completion of the visit, to COB office
- advise immediately if my situation changes and I can no longer continue with the project
- take care of photos or other items given to me by the storyteller and return promptly having scanned or processed the information as required
- promptly report lost, mislaid or stolen notes/equipment to the staff at the City of Belmont;
- adopt a non-judgemental attitude to information shared;
- provide feedback (i.e. participate in evaluations when required);
- address areas of concern with the appropriate staff person or project support persons
- Share my own skills to benefit others in the group and actively participate in all project activities
- **maintain mutual respect** and harmony between all members of the group

Product: At the end of the series of sessions I will complete the final booklet, having provided an opportunity for the storyteller to input into the final draft. I will provide that material to the Project leader to print the booklet containing the storytellers story, as well as provide the electronic copy, to be distributed as the storyteller desires.

I am willing to have my own name included in the booklet as the volunteer biographer

Signature of volunteer biographer
Date:

Signature of (Organisation):
Date:

Appendix 7 – How to make a booklet guide

How to make a Booklet

You can use PowerPoint to make a life story book. This is a step-by-step guide you can use when you and your partner capture and document their life story.

Step 1: Setting up the page.

You start by opening up PowerPoint on your computer. Choose 'Blank presentation'. Before you start writing, you need to change your slide size. To do this click 'Design' then 'Slide size' and go to 'Page setup'. You need to choose 'Letter Paper (8.5*11 in)' and choose 'Portrait'. Press OK. It will ask you if you want to scale content up or down. Choose 'Scale up'.

See this link for demonstration: <https://www.youtube.com/watch?v=FD5WUnA4B2g>


If you don't have PowerPoint, you can use Google Slides for free. All you have to do is make a Google account, if you don't have one already. Choose 'Blank'. Press 'File' and then 'Page setup'. Click 'Custom' and put 8.5*11 Inches.

Step 2: Basic Book Design – background and frame

Start by choosing which colour you want your cover page to be. This could be your partners favourite colour or whichever both of you like best. Right-click on the mouse button on the blank page, click 'Format background', 'Solid fill' and your chosen colour.

If you want background colours on the other slides, repeat this.

For Google Slides, Right-click on the blank page, choose 'Change background' and the chosen colour and 'Add to theme'.

For a nice and professional look, add a frame. You can add a frame by clicking 'Insert', 'Shapes' and choose the rectangle. Add it on the slide. Click 'Shape Fill' and 'No Fill'. To change the colour of the frame, click 'Outline' (). In the outline you are also able to adjust the width using 'Weight' and style clicking 'Dashes'.

To the left can you see your slides. Choose your slide and right-click on the mouse. By clicking 'Duplicate Slide', you only need to format the background and make the frame once.

Step 3: Making a slide – Fonts

When you make a booklet, it is important you choose the right font and font size. Choose a font that is easy to read for example: Times Roman, Garamond, Helvetica, Palatino, Georgia or Arial.

The size does vary a bit depending on the chosen font.

The font size should be 14-15

Heading should be 16-17

Sub-headings should be 15-16

Step 4: Telling the life story with images

Adding images and photos can be useful when documenting a life story. These can be photos from childhood, an old house, a favourite thing, a wedding photo, screen shot of google maps. The only limit is your imagination. To do this, click 'Insert' then 'Pictures' and choose 'Picture from File' and find it on your computer.

You can find images online. It is important to keep in mind that you have to be allowed to use them. Use for example '<https://www.pexels.com/>' or '<https://pixabay.com/>' for free images.

Appendix 8 – Story Teller Consent Form

Stories and Skills -Across the Generations Story teller Consent Form CONDITIONS OF INTERVIEW AND USE

The purpose of the project is for you to feel comfortable with the volunteer and talk about your life, your story. Your story will be recorded as you speak for the purposes of transcription into a written document. At the end of the 10 weeks you will be given with a hard and electronic copy of your story. You will decide who will have access to your story – it may only be for you to share with your family, or it could be included in a compilation of other stories.

There is no need to make a decision about that at this point in time - you can make up your mind as you experience the process of telling your story.

I, [Full Name of Person Interviewed]

By, [Full Name of Person Interviewer]

I understand that the following conditions apply:

1. Copyright of the transcript belongs to (organisation).
2. The interview will be transcribed and may be edited.
3. I will be given a copy of the story and the opportunity to amend it (if necessary).
4. I will be given a copy of the completed story in hardcopy and on an electronic device.

I acknowledge the above as the conditions which will govern the story writing and recording, and subsequent use

In addition, I understand a compilation of the stories will be made and put on display in (location ie Library).

I give consent for my story to be included in this book.

YES

NO

Signed:[Interviewee]

Signed:[Interviewer]

Date:

If you have any questions, concerns or comments please contact:

(organisation contact)

Appendix 9 – Communication Card

<p>STORIES AND SKILLS ACROSS THE GENERATIONS COMMUNICATION CARD</p> <p>Storyteller name: _____</p> <p>Phone contact: _____</p> <p>Volunteer name: _____</p> <p>Phone Contact: _____</p>	<p>STORIES AND SKILLS ACROSS THE GENERATIONS COMMUNICATION CARD</p> <p>Storyteller name: _____</p> <p>Phone contact: _____</p> <p>Volunteer name: _____</p> <p>Phone Contact: _____</p>
<p>STORIES AND SKILLS ACROSS THE GENERATIONS COMMUNICATION CARD</p> <p>Storyteller name: _____</p> <p>Phone contact: _____</p> <p>Volunteer name: _____</p> <p>Phone Contact: _____</p>	<p>STORIES AND SKILLS ACROSS THE GENERATIONS COMMUNICATION CARD</p> <p>Storyteller name: _____</p> <p>Phone contact: _____</p> <p>Volunteer name: _____</p> <p>Phone Contact: _____</p>
<p>STORIES AND SKILLS ACROSS THE GENERATIONS COMMUNICATION CARD</p> <p>Storyteller name: _____</p> <p>Phone contact: _____</p> <p>Volunteer name: _____</p> <p>Phone Contact: _____</p>	<p>STORIES AND SKILLS ACROSS THE GENERATIONS COMMUNICATION CARD</p> <p>Storyteller name: _____</p> <p>Phone contact: _____</p> <p>Volunteer name: _____</p> <p>Phone Contact: _____</p>

Appendix 10 – Ice breaker activity 1



Questions	Storyteller name	Volunteer name
Where was I born?		
When was I born?		
Where did I go to school?		
Where did I buy my first home?		
How long have I lived in Belmont?		
What sport did I play at school?		
What was my first job?		
If I have children, how many?		
What piece of advice would I give a younger person today?		

Appendix 11 – Ice breaker activity 2

My Favourite Things



	Storyteller name	Volunteer name
One of my favourite movies?		
One of my favourite songs?		
What is my favourite sport to watch or play?		
What is some of my favourite food?		
What was one of my best holidays?		
What hobbies/interests did I/do I have?		

Appendix 12 – Timeline mapping

Timeline – what happened when?

1930's

1940's

1950's

1960's

1970's

1980's

1990's

2000's

2010's

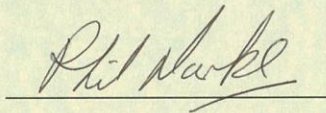
Appendix 12 – Certificate of Participation

CITY OF BELMONT Certificate of Participation

This is to acknowledge the
valuable contribution of

Edward Brine

to the
Stories and Skills — Across the Generations
Project



City of Belmont Mayor, Councillor Phil Marks

10 May 2018

Creating opportunities



Appendix 13 – Storyteller Pre-project Survey

Stories and Skills - Across the Generations

Storyteller Pre-project Survey

1. General information

Name (optional): _____ Gender: Male Female Other

Year arrived in Australia (if relevant): _____

Languages spoken: _____ Ethnic background: _____

(Former) Occupation: _____

Do you live alone or with others? (please specify): _____

2. Motivation for participating in this project:

What do you hope to achieve by participating in this project? (tick as many boxes as you like)

- Meeting peers
- Meeting younger people
- Sharing knowledge
- Being challenged
- Sharing my life story
- Getting more engaged in my community
- Learn to use new media's (e.g. computer, mobile phone, internet)
- Other _____

How did you find out about this project?

Have you participated in community programs or groups before? Yes No

3. Hopes, Expectations and current knowledge: The project has a dual goal: For you to tell your life story and to introduce you to new media (computer, mobile phone, internet etc.).

Life story: What do you hope/expect to achieve from the 'life story writing' part of this project?

Technology skills: What do you hope/expect to achieve from the 'new media' part of this project?

6. New Media proficiency: Which of the following devices and 'new media' do you use?

Device/media type	Daily	Weekly	Monthly	Less frequent	Do not sure
Mobile phone					
Desktop Computer					
Laptop Computer					
Tablet					
SMS, text messaging					
Phone calls					
Email					
Facebook					
Twitter					
Instagram					
Google earth/maps					
Personal blog and/or website					
Internet sites to search					
YouTube					
Pinterest					
Gaming					
Music					
Film/video					
Online shopping					
News sites					

Other: _____					
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7. How would you rate your 'digital literacy' (ie . the ability to use the internet)?

- very high high low very low

5. Is there any particular technology you would like to learn about?

- Yes No

If yes which _____

Thank you!

Appendix 14 – Volunteer Pre-project Survey

Stories and Skills - Across the Generations

Volunteer Pre-project Survey

1. General information

Name (optional): _____ **Gender:** Male Female Other

Year of birth: _____ **Place of birth:** _____

Ethnic background: _____ **Occupation:** _____

2. What do you hope to achieve by participating in this project?

3. Please provide feedback on the life story training workshop Thursday, 15 February 2018

Question	Response				
	Strongly disagree	Disagree	Neutral	Agree	Strongly Agree
The content of the session was well organised					
The facilitator was knowledgeable in the topic of life stories					
The length of training was sufficient					
I have increased my knowledge in life story writing					
Participation and interaction were encouraged					

4. Do you have any suggestions on how the training workshop could be improved?

5. How did you feeling about the project after doing the training workshop? (tick as many boxes as you like)

- Excited
- Nervous
- Under-prepared
- Well-prepared
- Ready enough
- Other : _____

6. Have you participated in similar projects before? Yes No

If yes, please indicate: work experience relevant study other volunteer project

5. Hopes and Expectations of the Project:

What do you hope/expect the older person will gain from the ‘life story writing’ part of this project?

What do you hope/expect the older person will gain from the ‘using new media’ part of this project?

6. New Media proficiency: Which of the following devices and ‘new media’ do you use?

Device/media type	Daily	Weekly	Monthly	Less frequent	Do not sure
Mobile phone					
Desktop Computer					
Laptop Computer					
Tablet					
SMS, text messaging					
Phone calls					
Email					
Facebook					
Twitter					
Instagram					
Google earth/maps					
Personal blog and/or website					
Internet sites to search					
YouTube					
Pinterest					

Gaming					
Music					
Film/video					
Online shopping					
News sites					
Other: _____					

7. How would you rate your 'digital literacy' (ability to use the internet)?

- very high
 high
 low
 very low

Thank you!

Appendix 15 – Participant Mid-term Survey

Stories and Skills – Across the Generations

Participant Mid-term Survey

General information

Name (optional): _____ Gender: Male Female Other

Participant: Senior Volunteer

Q1) We are now halfway through the project, how are you finding the project so far?

Very good Good Not sure Not so good Sharing my life story

Comments (list below):

Q2) What are some of the things you enjoyed so far?

- Meeting seniors Meeting younger people
- Sharing knowledge Being challenged
- Sharing/writing life stories Getting more engaged in my community
- Learn to use new media's (e.g. computer, mobile phone, internet)

Other:

Q3) What would you like to see in the second half to help with your life story?

- More time with my partner More help to write the life stories
- Sharing stories with the group Everything is fine as it is
- More help to format the life story in PowerPoint.

Other:

Q4) What would you like to see in the second half of the project relating to introduction to technology

- More information on Facebook
- Help to get an account on Facebook
- Help to sign up for an e-mail address
- More help on how to use the internet.
- Ipad/tablet
- Computers
- Basic use
- Online banking
- Gumtree
- Everything is fine as it is
- Mobile phone
- Google Maps

Other:

Q5) Has there any surprises/unexpected discoveries so far?

Comments:

Thank you!

Appendix 16 – Questionnaire for all participants - evaluation

Questionnaire for all participants - evaluation(3)

Dear participants.

The project is coming to an end. Because it is the first time we have tried this project, we have some questions we would like you to ask. It will take around 5 minutes to fill out. Thank you very much.

Q1) Name (optional): _____

Q2) Gender: Male Female

Q3) Participant: Senior Volunteer

Q4) Born in year: _____

Q5) How did you find the project overall? Please put one 'x' only

Very good Good Not sure Not so good

Comments: _____

Q6) What did you achieve from the project? Please rank each of the following in order from 1-7, where 1 is most important and 7 is least important

_____ Meeting peers

_____ Meeting younger people

_____ Sharing knowledge

_____ Being challenged

_____ Sharing my life story

_____ Getting more engaged in my community

_____ Learn to use new media's (e.g. computer, mobile phone, internet)

Other: _____

Q7) How did you find the time frame with weekly meetings? Please put one 'x' only

Once a week was too much

Once a week was good

Once a week was not enough

Comments: _____

Q8) How did you find the time frame with 2 hours meetings? Please put one 'x' only

- Two hours was too long
- Two hours was suitable
- Two hours was too little time

Comments: _____

Life stories: Hopes and expectations:

Q9) How did the life-story part live up to your hopes/expectations? Please put one 'x' only

- Extremely well
- Very well
- Moderately well
- Slightly well
- Not well at all
- I did not have any expectations

Comments: _____

Q10) What would you have liked to see more of in the life story-part? Please choose as many options as you wish

- Time with my partner
- Sharing stories with the group
- More prompts for story development
- More structured time frame for story development (e.g 5 draft pages by wk4)
- Everything was fine as it was
- Help to write the life stories
- Help to format the life story in PowerPoint.
- One-on-one support

Comments: _____

Technology: Hopes and expectations:

Q11) How did the technology part live up to your hopes/expectations? Please put one 'x' only

- Extremely well
- Very well
- Moderately well
- Slightly well
- Not well at all
- I did not have any expectations

Comments _____

Q12) What would you have liked to see more of in the technology part? Please choose as many options as you wish

- Information about new subjects, e.g. Google, YouTube etc.
- Information on Facebook
- Help to get an account on Facebook
- Help to sign up for an e-mail address
- Help on how to use the internet.
- Help on how to use Ipad/tablet
- Help on how to use computers
- Online banking
- Online Shipping
- Gumtree
- Google Maps
- Help on how to use mobile phone
- Everything is fine as it was

Comments: _____

New media proficiency:

Q13) Which kind of technologies do you use, and how often? Please put one 'x' per statement

	Daily	Weekly	Monthly	Less frequent	Do not use
Mobile phone					
Desktop					
Laptop					
Tablet					
SMS/text messaging					
Phone calls					
E-mail					

Facebook					
Twitter					
Instagram					
Google Maps/Google Earth					
Personal blog					
Web pages					
Internet to search					
YouTube					
Pinterest					
Gaming					
Music					
Film/video					
Online shopping					
Online Banking					
New Sites					
Snapchat					
Others_____					

Q14) How would you rate you ‘digital literacy’? (i.e. the ability to use the internet) Please put one ‘x’ only

- Very high high low very low

Q15) Would you be interested in participating in a technology course in the future about computers, smart phones, the internet etc. to give you more knowledge and competencies? Please put one ‘x’ only

- Yes No Maybe

Q16) Would you like to participate in a similar project again? *Please put one ‘x’ only*

- Yes No Maybe

Q17) Would you like an opportunity to meet up with others from the group? *Please put one ‘x’ only*

- Yes No Maybe

If yes, how often? *Please put one ‘x’ only*

- Daily Weekly Monthly Biannually Annually

Q18) Did you meet any new people you think you will keep in contact with?

- Yes No Maybe

Q19) Do you have any suggestions on how we could improve this project? *E.g. is there anything you missed during the project, anything you would have liked to know, somethings you did not like? etc.*

Q20) Volunteers, do you have any suggestions about how the training work shop before the project started could be improved? *E.g. is there anything you would have liked to know before?*
