

(Lacey-Freeman, 2013)



BRINGING THE OUTSIDE IN

Resource Pack for Care Homes and Wellbeing Enterprises.

ABSTRACT

Four multi-sensory workshops, bringing nature resources from the outside to the inside. Designed for residents in care homes living with dementia and community groups. To enhance wellbeing and give the participants that smell of fresh air that should put a smile on their faces.

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A Project in Conjunction with



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Introduction

Bringing the Outside In.

Welcome to my set of four multi-sensory workshops, that have been devised to use in care home and community settings for people living with dementia.

I have recently been facilitating my workshops alongside PeopleSpeakUp and their Cilymaenllwyd tea party workshops with six residents from the Cilymaenllywd care home. PeopleSpeakUp is a wellbeing enterprise based in Llanelli that facilitates various workshops in the community. The workshops I facilitated were centred around food and how it could help stimulate the memories of people living with dementia. My findings were that, not only did food stimulate and create a joyful workshop for all, giving everyone happy memories and moments, but it also gave me an insight into what else could create these moments.

After meeting with Eleanor Shaw, creative director of PeopleSpeakUp, she commissioned me to design bespoke activities that I could facilitate to residents in local care homes in the Carmarthen area. This prompted me to design these workshops but, due to lockdown, I am unable to facilitate at the moment. As a result I have designed this resource pack for others to use in these circumstances.

The residents that participated in my workshops were all women, and, whenever we did a workshop together the discussions always came around to the outside; the park, the forest, the beach and the holidays they had been on. All of these evoked memories of fishing trips, walking the dog and doing the garden, which evolved into conversations about what flowers they loved and the smell and the taste of the outdoors. Even though these ladies were fortunate to have trips away from the care home, it was not always to these outdoor places. There are additionally many residents that could not go on these trips due to mobility issues.

So, if they cannot be outdoors, would it be possible to bring the outside in? How could I do it? Could I bring all the joy of the outdoors to them? And what do I hope to achieve? I just want to make my participants happy, have that moment with them and see if I can create a stimulus that can be a base for other people to use.

I thought that if I could stimulate all the senses then maybe I can replicate the outdoors, getting the participants to touch, smell and taste relevant items that correspond to the workshop topic. Also, I found that by being in-role for parts of the workshop may help immerse the participants into the topic. The meaning of in-role is just simply being a different character, other than yourself. I have included optional scripts to help build these characters into the workshop.

I have also found that using props in the workshops can elicit memories from the participants, and I try and source original items where possible. However, I do understand that this can be costly. On the extra resources page, I will create a list of possible outlets where you could

source some of the props. If you have a small budget, these could be substituted by homemade or borrowed items.

I have also included a risk assessment template that you could use at the beginning of each workshop to make sure that the space is free from any loose fixtures and fittings and general items.

There is also a list of websites and further reading on the extra resources page. My email address in case you have any further questions about the workshops is greentiger74@sky.com.

Intergenerational

Intergenerational activities are social engagements and interactions, bringing together younger and older generations for a common purpose. They build on the strengths that different generations have to offer, nurture understanding and mutual respect, and challenge ageism. Both parties have the opportunity to give as well as receive, and to feel a sense of ownership and achievement, and it aims to put a smile on everyone's face.

(St Monica Trust, 2018, p.5).

Some of my previous workshops were intergenerational which included six pupils, from a local school that were 14-15 years old with their teacher, alongside the usual six residents. Mixing the generations on these occasions proved to have a positive effect on the group, and it was noted that both parties wanted to participate in more intergenerational projects.

Therefore, the teddy bears picnic workshop is devised to be intergenerational, but it does not have to be as all the workshops can be intergenerational, involving pupils of any age from primary to comprehensive. The choice should always be based on how you feel your participants may react and the workshops moulded to suit them.



(PeopleSpeakup Workshop, Francis, 2019)

Workshop One

Life's a Beach

This workshop should run for approximately one hour.

The in-role character for this workshop is Annie McFee – Deckchair Attendant.

Resources

- 2-3 Sensory trays.
- Sand, shells, pebbles.
- Seaweed.
- Aroma machine and sea breeze aroma (or another source of aroma).
- Deckchair and vintage deckchair ticket (you could make your own ticket).
- Money apron.
- Vintage money.
- Photographs and holiday postcards.
- Bathing costumes and towels.
- Wooden shapes, coloured pens, and stickers (for evaluation see page 20).

Before you start, place the old money, deckchair tickets, photographs, and postcards into the money apron.

Set up a table, with enough room for participants to sit comfortably and place the beach towels on each of the chairs (optional). Place the sensory trays on the table and placing shells in one, sand in another and pebbles with seaweed in the third. These trays should not be too heavy, this is so that they can be moved around the table if required.

Put the aroma machine with the sea breeze aroma in the centre of the table and set it up so that the participants can smell it throughout the workshop. If you have mannequins (which are optional), you can set them up around the room with the bathing costumes on them. This is not a necessity but can set the scene. Other props and items can be used to build on the atmosphere, but this is an entirely personal choice.

When all the participants arrive give them all a warm welcome and smile; help them get comfortable in the seats before you start.

Introduce yourself and go around the table asking the participants for their names. Try to remember them so you can call everyone by their names during the workshop.

Tell the participants the poem on the next page, Marie Matheny's 'A Day at the Beach' (2018), another source can be used if you want to.

The Poem

The sun and sand go hand in hand, the sound of constant waves.
There's a smell of salt in the air, the ocean is seen through a haze.
The parents bring their children and watch them play in the sand,
they help them jump the waves, by holding little hands.
The teens exude vitality and youth, they know they are coming of age,
they strut and prance and dance around, as if they were on stage.
The old move slow and steady, thinking it's no notion,
this could be the last time they get to see the ocean.
The seagulls glide in circles, it seems without a care,
but really, they are searching, a crumb to catch mid-air.
Scattered on the beach are castles made of sand,
some are small and messy, others big and grand.
If one is lucky, while looking out to sea,
they may spot some dolphins swimming gracefully.
A day at the beach is not complete, without catching the perfect wave,
Or gathering shells along the shore, souvenirs of a perfect day.

(Matheny, 2018)

After reading the poem put on the money apron and take hold of the deckchair, get into character as Annie McFee and follow the script below (you can make your own adaptation as this is purely a guideline).

Script for Annie McFee the Deckchair Attendant

Hello everyone, my name is Annie McFee and I am the deckchair attendant at Llanelli beach. I have been working here every summer for the last ten years. Many holiday makers I have seen come and go.

My oh my, what a lovely day it is today, the sea is glinting and the sand shining in the sun. Although, I can see those pesky seagulls looking for tasty scraps to eat. Smell that sea breeze wafting in the air as well. Ooh it is a lovely smell; I will sleep well tonight you know.

It has been so busy today that I only have one deckchair left for you lovely people to hire. Dear me! How are you going to choose who gets it? I can see you all have got your towels ready. Unfortunately, those aren't quite as good at stopping that sand getting everywhere. Never mind just a timely reminder of where you've been for the day, you will be finding it everywhere at home for weeks.

Do you know last week I took so many photographs of people I thought I would have to start charging? Here are some that some people sent onto me. Look at them all, you can see them having a whale of a time.

(Take some holiday photographs of the beach out of the money apron and pass them around the table)

I cannot remember the last time I wore a bathing costume like that you know! Dear me, I do hope that they had plenty of suntan lotion on. I also have some postcards to sell to the holiday makers; well I have to make a bit of extra money. Look at these ones' here! All sauce you know; my brother bob has a good old laugh at these.

(Take some postcards out of the money apron and pass them around the table, they can be just beach views if you cannot acquire any saucy seaside ones).

I think that I am going to rest these weary legs for a moment with you all and have a look at some of the lovely things that I collected from the beach the other day.

(Sit down with the participants and give everyone a chance to look at the items that you have passed around, also look at the items in the sensory trays as well to see if any memories and conversations begin to start, when you feel that it is appropriate then stand up and continue with the script).

Oh, what must you all think of me! I did not give you any change from your deckchair money, here you go.

(Take some old money and pass it around the table, then sit down and see what conversations emerge. When you feel that the time is right, stand up and continue with the script).

Well I have had a lovely time with you all today, so I am going to leave you now, as I need to go and collect some deckchairs back in. But before I go let's have a sing song.

(Sing oh I do like to be beside the seaside).

I Do Like to Be Beside the Seaside

Oh! I do like to be beside the seaside! I do like to be beside the sea!
I do like to stroll along the Prom, Prom, Prom! Where the brass bands play, "Tiddely-om-pom-pom!"

So just let me be beside the seaside! I'll be beside myself with glee
and there's lots of girls besides, I should like to be beside, beside the seaside, beside the sea.

(Glover-Kind, J, A. 1907)



(Lacey-Freeman, 2019)

After the song follow the same end of the workshop routine on page 21.

Workshop Two

Mysterious Forest

This workshop should run for approximately one hour.

The in-role character for this workshop in Rosie Green – The Gardener.

Resources

- 2-3 Sensory trays.
- Pinecones, leaves, twigs, and grass.
- Compost.
- Aroma machine and forest pine aroma (or another source of aroma).
- Small plant pots.
- Gardeners apron with pockets.
- Photographs of flowers.
- Gardeners gloves.
- Coloured blankets (optional).
- Wooden shapes, coloured pens, and stickers (for evaluation, see page 20).

Before you start, place the photographs and seeds into the pockets of the gardeners' apron.

Set up a table, with enough room for participants to sit comfortably and place coloured blankets on each of the chairs (optional). Place the sensory trays on the table, allocating pinecones into one, leaves and safe twigs in another and compost in the third. These trays should not be too heavy, this is so that they can be moved around the table if required.

Put the aroma machine with the forest pine aroma in the centre of the table and set it up so that the participants can smell it throughout the workshop. Place flowerpots and gardening gloves by each of the participants. Other props and items can be used to build on the atmosphere, but this is an entirely personal choice.

When all the participants arrive give them all a warm welcome and smile; help them get comfortable in the seats before you start.

Introduce yourself, and then go around the table, asking the participants for their names. You may remember them from the last workshop, but it makes for a nice start.

Tell the participants a poem 'Tapestry', Lesley Elaine Greenwood, (2013).

The Poem

If I could take a brush and paint the mountains and the moors.
I would splash the hillsides yellow and cover them in gorse.
I'd take the finest needle and the darkest thread of green,
and sew a line of bracken along the landscape in between.
I'd lay a purple carpet of wild heather in the dells,
And fringe the edge of all the woods, with their pretty lilac bells.
I'd merge the bracken with the heather, mix their colours like the sea.
A green and purple ocean on my own rich tapestry.
Then I'd take a ball of soft white wool and a mass of daisy chains,
around the lush green meadow and up the sides of winding lanes.
I would stencil on the marshes, just like pure white china cups.
Some fragile water lilies and by the ponds, sweet buttercups.
I'd mix orange, reds and yellows planting poppies wild and free.
Onto nature's coloured canvas, my own rich tapestry.

(Greenwood, 2013)

(After you have read this poem, put on your apron, and get into character for Rosie Green the gardener and follow the script below).



(Lacey-Freeman, 2018)

Script for Rosie Green, The Gardener

Hi, my name is Rosie Green and I am a gardener and ranger at Pembrey country forest. I have been doing the job for fifteen years now, and it still brings me new adventures every day. Ooh can you smell that fresh air? And the trees? and the leaves. It's all very calming.

Do you know I saw Linda and Dan this morning walking their dogs and they were wagging their tails so much I thought they were going fall off you know? It was making me tired just watching them.

One of the pathways to the beach was blocked this morning. It was far too boggy after all that rain we had last week. Me and the head ranger had to get some shingle and lay along the path as I was up to me ankles in mud, I was. Thought my wellies would just stay put and I'd be squelching around in my socks.

Enough of all that, do you know a few years back I used to also work a few days over at the National Botanical Garden of Wales? What a treat that was. All those gorgeous flowers and plants around me. I used to work in the double walled garden, it was such a joy is to see all the different flowers being planted, to restore that lovely garden back to its former glory. Ooh now... some of the most memorable flowers were pheasants eye daffodils, tulips, narcissus and of course geraniums. All spring flowers you know, beautiful, just beautiful. You must think me a bit barmy going on like this! But wait a bit... here you go... a few photographs I took there. See how lovely they are.

(Hand photographs of flowers around the table for everyone to look at).

My favourite flower is the rose. Did you know that, in the language of flowers, the pink rose is believed to symbolise love and friendship? The scent attracts nature's finest the bees and butterflies. The wild rose has to be my favourite, it's the hardiest so when it is offered as a symbol of love, it is a symbol of love that will last. Like the wild rose, as with all roses, love spreads. (Faith in Nature, 2020).

Gosh! I cannot believe how much I have been talking. Right I am going to have a sit down here and take a look at what I brought for you to see from the forest today.

(Sit down at the table and pass round the items in the sensory trays to see if anything sparks a conversation or memory from the participants. When you feel that the conversation is exhausted then continue with the script).

Well what do you know? I forgot that I brought along some seeds here in my pocket, anyone here like to have a go at potting a few? I have some pots here and compost. And if anyone here is like me, and uses gloves, there are some by the side for you to use.

(Give out the plant pots and pass round the packets of seeds to see if anyone wants to pot a few seeds. Do a few pots yourself and lend a hand if anyone needs it. See if any conversations start and just give everyone a chance to become involved if they want to. When you feel that you need to carry on, then start the script again).

I would like to thank everyone here today for such a wonderful time. So, before I go, I would like to finish on a sing song.

(Sing the rainbow song).

The Rainbow Song

Red and yellow and pink and green

Purple and orange and blue

I can sing a rainbow

Sing a rainbow

Sing a rainbow too

Listen with your eyes

Listen with your ears

And sing everything you see

I can sing a rainbow

Sing a rainbow

Sing along with me

(Hamilton, 1955)

After the song follow the same end of the workshop routine on page 21.

Workshop Three

Teddy Bears Picnic

This Workshop should run for approximately one hour.

The in-role character for this workshop is Betty Jones – Picnic Leader.

Resources

- Picnic Basket.
- Tablecloths.
- Aroma machine and cinnamon aroma (or another source of aroma).
- Scones, butter, jam.
- Bread, cheese, and ham.
- Other picnic food, easy to prepare (optional).
- Hot drinks (Fill a flask with tea, if possible).
- Cold drinks (Jug of fruit squash or lemonade).
- Cups and glasses (optional flasks and jugs).
- Cutlery.
- Apron for preparing food.
- Photographs of picnic food.
- Coloured blankets (optional).
- Teddy bears.
- Antibacterial Wipes.
- Serviettes.
- Teddy bears picnic song (to be played when coming in and leaving).
- Wooden shapes, coloured pens, and stickers (for evaluation, see page 20).

Before you start, place the photographs of picnic food into the pockets of the picnic leaders' apron. (These can be used to pass around the table at any time during the workshop).

Set up a table, with enough room for participants to sit comfortably, and place coloured blankets on each of the chairs (optional). Put the tablecloths over the table and place the picnic basket on top of the table, the participants will be helping prepare the picnic. The scones, butter and jam, and any other food items, should be placed around the table, so that each participant has access to them all.

Put the aroma machine, with the cinnamon aroma, in the centre of the table and set it up so that the participants can smell it throughout the workshop. Place cutlery by each of the participants. Other props and items can be used to build on the atmosphere, but this is an entirely personal choice.

When all the participants arrive, give them all a warm welcome and smile; help them get comfortable in the seats before you start.

If this workshop is intergenerational, try to seat the residents with a younger person next to them, as then it gives everyone a chance to talk to someone different.

Introduce yourself and then go around the table, asking each of the participants to introduce themselves to everyone giving time for all to get acquainted.

Tell everyone the teddy bear poem below, by 'Minka's Bear passion', 2019.

The Poem

If teddy bears ruled the world,
Oh my, what a wonderful place.
Everyone would be happy.
There would be a smile on every face.
We would picnic every Sunday
At our favourite old oak tree.
We would sing and dance and prance about,
Just playing joyfully.
We would all be nice to each other
And always lend a hand.
Ready with a bear hug,
We would always understand.
We would all be happy when something nice
Happened for one of our friends
And our friendships would last forever.
Nothing would cause them to end.
We would be kind to everyone,
Not just those in our own home,
But to everyone throughout our world,

Wherever we may roam.
Yes, if teddy bears ruled the world,
What a wonderful life this would be.
Our hearts would always be happy
As we danced by the old oak tree.

(Minka's Bear Passion, 2019).

After you have read the poem put your apron on and get into character for the picnic leader Betty Jones and follow the script below.

Script for Betty Jones the Picnic Leader

Hi, my name is Betty Jones and today I am your picnic leader. This job is new to me, so I am going to need lots of your help to bring all of this together. I have got my picnic hamper here, so we can make some food for our picnic together. I can see we have got a full house today, with some extra special friends to help and watch.

I am going to be honest with you I really did not know what to bring with me today! So, I have gathered up some basics so we can make some yummy treats and eat it together. Before we start, who would like either a nice cup of tea or cold juice drink? I need to whet my whistle, so I'm sure that you all could do with a drink as well.

(You can either make a hot or cold drink for everyone, if you have access to a kitchen, or, if you want it to have more of a picnic feel, you can fill flasks with tea and jugs with cold fruit juice, making sure that everyone who wants a drink has one).

Right then! Now we have all got our drinks, maybe we can make some food to eat with them. We have got scones that need buttering and there is jam as well if anyone wants it. Also, there is ham and cheese to make sandwiches with. Ooh! Do you know that cheese and ham is my favourite? Probably why I brought them.

(Spend some time going around the table, seeing what the participants want to make and whether they want to do it in pairs or otherwise. Join in and make something alongside everyone. As everyone starts making their food, conversations will hopefully start. If you find that people are not talking, or the conversation has been exhausted, carry on with the script).

When I was a little girl, my friends and I used to take our teddies to the local forest that was down the bottom of our hill. I used to take: a wedge of cheese and piccalilli sandwiches, salt and vinegar crisps, yoghurt, a granny smiths apple, and a chocolate bar of whatever mum had in the cupboard at the time. We used to walk up the field to a large clump of trees that we used to call the witches den. Right in the centre, there were logs that we could sit on and eat our picnics. It was quite dark and mysterious, and we used to swap stories that would make us quite scared. So, when we were finished and had packed everything away in our bags, we would venture back out into the field. We loved to sit and make daisy chains for hours, until the sun was going down and we decided it was probably time to go home for tea.

Goodness me! I could chat all day if I could! I think I will sit down and have a bite to eat as I am famished.

(Sit down and eat some of the food that you have prepared, and, if the participants want to take the food away, wrap it up for them with some cling film. Let conversations develop and allow everyone have a chat to each other before continuing with the script).

Well, that was nice! I hope you have all enjoyed the food you prepared and that you have had a lovely afternoon. I have had a wonderful time listening to everyone's stories, but I have got to pack away soon. Before I go, I would like to have a little sing song.

(Sing you are my sunshine)

You are my Sunshine

The other night dear, as I lay sleeping
I dreamed I held you in my arms
But when I awoke, dear, I was mistaken
So, I hung my head and I cried
You are my sunshine, my only sunshine
You make me happy when skies are grey
You'll never know dear, how much I love you
Please don't take my sunshine away
I'll always love you and make you happy
If you will only say the same
But if you leave me and love another
You'll regret it all some day
You are my sunshine, my only sunshine
You make me happy when skies are grey
You'll never know dear, how much I love you
Please don't take my sunshine away
You told me once, dear, you really loved me
And no one else could come between
But now you've left me and love another
You have shattered all of my dreams

(Davis and Mitchell, 1939)

After the song follow the same end of the workshop routine on page 21.

Workshop Four

The Celebration

This workshop should run for approximately one hour.

There is no character in this workshop

This workshop is a celebration and evaluation of the other workshops and anything that you felt made a positive impact or resonated with the participants. Bring the props, items, and anything else along so everyone can enjoy them again. I have put a story to read at the beginning of this workshop, as I feel that it encompasses some of the themes already used. Make some coffee, tea, and cake to the ready so the participants can enjoy the space together. You should use what knowledge you have built in order to engage them in conversations relating to the workshops. If you can get any of the pupils that took part in the intergenerational workshop to come along, they would make a lovely addition.

Resources

- Tea and Coffee.
- Tablecloths and serviette.
- Cake stands (optional)
- Cakes.
- Aroma machine and aroma that you felt had the most positive response.
- Photographs used from other workshops.
- Sensory trays (filled with items that you feel the participants will enjoy touching and looking at again).
- Coloured blankets (optional).
- Wooden shapes, coloured pens, and stickers (for evaluation, see page 20).

Before you start, lay the table with tablecloths, giving everyone a side plate with a serviette and place coloured blankets on the chairs (optional). Place the cakes on the cake stands around the table.

Put the aroma machine, with the aroma of your choice in the centre of the table and set it up so the participants can smell it throughout the workshops.

When the participants arrive, give them all a warm welcome and smile; help them get comfortable into their seats before you start. Ask everyone what they want to drink and get them to help themselves to cakes.

Say hello to everyone and go around the table, asking if everyone is okay and how they are feeling today. By now you should know everyone's name, so it is a nice touch to call everyone by their name.

Give everyone a chance to have a chat and get comfortable, and when you feel that the time is right tell the participants the story 'How the Hummingbird Got its Color' (Gersie and King, 1990, pp.231-232).

The Story

Once upon a time the hummingbird was a small grey bird who longed to be brightly coloured. Every time she looked at the reds, yellows, greens and blues of the flowers, forest, and sky she sighed, wishing she could look as pretty. No matter who she asked, no one knew how to help her change the color of her feathers.

One day, while sipping nectar from a brilliant red flower, she heard a dreadful noise, so loud it shook the earth. She looked around and saw a panther roaring with rage. The hummingbird flew to the panther and asked him why he was making such a terrible fuss. The panther told her that he had stepped on a mouse nest one night and accidentally killed all the baby mice. Then, while he was asleep, the mouse-mother glued his eyes shut with gum and mud so he could not see whether it was day night. The panther cried, "I wish I could see."

The hummingbird listened with care and then told the panther how she longed to be dressed in bright colors rather than in dull gray. She described all the ways she had tried to change her colors with no success. The panther listened to her tale and then said, "If you will peck all the mud and gum from my eyes so that I can see, I will show you how to change the color of your feathers". Thus, the bargain was made.

While the panther held his face as still as possible, the hummingbird pecked out all the mud and gum from the panther's eyes. This was no easy task as the hummingbird was very little and the mouse-mother has used a lot of mud and gum. But finally, the panther was able to see. True to his word, he took the hummingbird to the place where there were sands and clay of many different colors. The two mixed the colors of the earth, sun, and stars into fine strands which the hummingbird wove into a beautiful dress. She used some of the spider's silk to make wings. When her new dress was finished, she took off the old gray one and put on the dress made of all the colors of the world. The panther looked at her and said, "Your new dress is very beautiful."

Now, all hummingbirds have beautiful, brightly coloured feathers and shimmery gossamer wings.

Gersie, A. and King, N. (1990, pp.213-232).

When you have read the story, go around the table and see if any of the participants can give a sentence about what they liked about the story. If no-one wants to say, then you can initiate conversations to discuss what you liked about the story. Points could be:

- Favourite colours and rainbows – you could tie this into flowers and use the flower photographs from the previous workshop.
- Birds and animals
- Nature - Use the sensory trays with either, shells, sand, compost, or leaves.
- Friendships and family- Outings and trips.

These are topics that link into the story, but you may find that conversations about any subject could emerge. This workshop is a celebration of everything that the group has experienced and, even though some participants will not remember most things, I have found that they do remember some things, however small which is very rewarding all round. This should not symbolise an ending because hopefully new topics will arise from these workshops that you could use for other workshops in the future.

This workshop gives the participants the option just to have a time together which is different. There is no routine to follow just them sitting around hopefully talking to each other about stories that do not come up for them in normal everyday life.

You can choose any of the songs from the previous workshops to have a bit of a sing song near the end of the workshops or if conversations are flagging.

After the sing song follow the same end of the workshop routine on page 21.

Evaluation

An evaluation is something that is usually done if the project has been funded, as some contributors will want an evaluation. However, it is always beneficial to evaluate any project as you can then see what participants enjoyed the most and move forward with further projects or workshops.

It is entirely up to you whether you want to evaluate the workshops individually or at the celebration workshop. You can use a creative method, which is one that I personally would choose and try and fit it in at the end of each workshop.

The idea is that you can buy wooden shapes with small holes at the top for each workshop (I will list some outlets you can purchase these from in the extra resources page).

- Seashells for workshop one.
- Leaves for workshop two.
- Teddy bears for workshop three.

You would then give all the participants a wooden shape and get them to write or draw what they liked about the workshop on the shape. Some participants cannot write so have some stickers with words on, these can easily stick onto the shapes. When the shapes have all been completed you can either thread twine through the hole at the top to make bunting or pin them to a pin board.

I like to use wooden items, as I find them tactile and easier for the participants to handle, but this is just personal choice. If these items are too costly then you can make card ones at a fraction of the price.

If you have the resources, you could record the participants electronically and take photographs to be put onto a slide show, but this is purely optional and only if you have the time.

Also, if you have staff from the residential home that are part of the workshop, speak to them separately away from the residents to see if they have noticed any benefits in the participants when they are back in their usual routine.

The End of the Workshop

After you have finished singing, give all the participants a big round of applause. Take off any costume you have on and place it to one side.

If there is time at the end you could do your evaluation of the workshop with the participants (see evaluation notes).

Before the workshop disbands, go round and check everyone is okay and ask if there was anything anyone particularly enjoyed.

Make sure that everyone leaves the space in a safe manner. This means either helping them into another room in the care home, or, if the workshop is in a community area, help everyone back onto the minibus or coach that they arrived in.

Post Workshop Activities

Reflect and take notes on anything that went well for you or did not quite work. This is because you should mould all your workshops to the participants involved. So, if you wanted to add something different, or take something out, it is entirely your choice to decide what works best for your group.

Never be worried about changing things to suit your participants, as these little alterations could make a positive difference to your group.

At the end of the pack, there will be a list of resources that you could use to find different poems and stories that you could include. Also, I will include websites where you can purchase some of the props, however these lists are not exhaustive.

Ethical Considerations

When facilitating a workshop for people in care home settings there are factors that must be considered for the safety of all concerned. I have made a list below of things that you should be aware of before starting a workshop.

- Participants always have a choice whether they want to participate in the workshop or any of the activities, and must not be forced into joining in.
- Participants should be treated with equal respect.
- Participants must not be encouraged to eat or drink anything that they do not want to.
- Check with the care home for any allergies to the food or props they are handling.
- Make sure that you have completed a risk assessment before beginning the workshop, see table on page 24.
- The participants will need access to disabled toilets.
- Wheelchair access and wide spaces are needed for wheeled walkers.
- Listen to the participants, being careful not to ignore anyone.
- Go at a pace that suits your participants. Do not rush, even if time is pressing; you can always leave something out.
- Make sure a worker from the home is available, as they know the participants personal needs in an emergency.
- Everything is confidential and consent forms must be signed if photographs or sound recordings have been made.
- Make sure that you have no prejudices against anyone during the workshop, everyone must be treated fairly and equally.

This list is to make sure that you and the participants have an enjoyable experience within these workshops. When these things are in place it creates a happier space to work in.

Things will not always go to plan and sometimes go in a completely different direction to what you wanted. However, do not worry as long as you can reflect on the things that did or did not go so well and act on them, then you will always manage to put a smile on your participants faces, making your job a very rewarding one.

Extra Resources Page

Websites of Places of Interest

Discover Carmarthenshire, Beaches, Coves and Coastline. Available at:
<http://www.discovercarmarthenshire.com/explore/carmarthenshires-coastal-guide/beaches-coves-coastline/>

National Botanic Garden of Wales. Available at: <https://botanicgarden.wales/>

Pembrey Country Park. Available at: <http://www.pembreycountrypark.wales/things-to-do/>

Literary References

Family Friend Poems. Available at: <https://www.familyfriendpoems.com/>

Remembering Yesterday, Caring Today. Available at: <https://www.storiedlives.institute/>

St Monica's Trust. A Guide for Older People. Available at:
<https://generationsworkingtogether.org/downloads/5bebf57b90d25-Intergenerational-Activity-Guide-2018-St-Monica-Trust.pdf>

People Speak Up. Past Projects. Available at: <https://peoplespeakup.co.uk/past-projects/>

Prop Sources

Aroma Prime. Available at: <https://aromaprime.com/museums-attractions-aromas/seaside>

eBay. Available at:

Etsy. Available at: <https://www.etsy.com/>

YouTube for Teddy Bears Picnic recording by Bing Crosby. Available at:
<https://www.youtube.com/watch?v=IrvkHAXnjzI>

Words for songs to include in workshop. Available at: <https://www.lyricfind.com/>

Further Reading

Crimmens, P. (1998) *Storymaking and Creative Groupwork with Older People*. London: Jessica Kingsley Publishers Ltd.

Gersie, A. and King, N. (1990) *Storymaking in Education and Therapy*. London: Jessica Kingsley Publishers Ltd.

Sim, R. (2003) *Reminiscence Social & Creative Activities with Older People in Care*. Oxon: Speechmark Publishing Ltd.

Template for Risk Assessment

Name of group/session-

Location where session takes place-

Date 1st risk assessment completed-

What is the hazard?	Who is at risk from the hazard?	What are you already doing to reduce the risk?	Do you need to do anything else to manage the risk?	Actions by whom	Actions by when	What is the hazard?

Signature when completed: