Seeing Timeless Rebels
Challenge people’s perspectives of ageing

Appendix

©Yoni Maartje Lefévre
Master of Research
December 2018
Appendix 1

Research forms
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REIMAGINE AGEING

Nuancing the image of growing old
This pop-up is part of a research about challenging ageism through creative design practices between young and old within the Highlands communities of Scotland. These questions are a starting point to open up the dialogue on how we can shift a negative attitude of age towards a positive change.

If you are interested in participating in the research or share your thoughts?
Please don’t hesitate to contact me on:

Y.Lefevre1@student.gsa.ac.uk

Many thanks for your interest.

Yoni Lefevre,
Master of Research, The Glasgow School of Art,
Institute of Design Innovation
Research information sheet

Research Project Title: Reimagine Ageing
Researcher: Yoni Lefevre

Introduction

Reimagine ageing: the visual representation of old age in the Scottish Highlands
The Scottish Government recognizes that there is a need to change the perception of ageing and that the social and cultural meaning of age needs to be redefined. Societal constructed ideas of older people such as stereotyping and ageism influence the tension between the public images (the looks) and the personal experiences (the feelings) of ‘old age’. This research will explore, with creative design methods, how to nuance the visual representation of old age in the Scottish Highlands. A series of ethnographic interviews about the characteristics of ageing in the Highlands setting will lead to a deeper understanding of the visual representation of old age that can have the potential to support intergenerational activities. The visual output of the research will contribute in the growing discussion about the meaning of old age in order to create a different visual voice for our future seniors.

Interview

This interview (approximately 1 hour) will be part of the exploration phase to gain new perspectives within the research field of ageing in the Scottish Highlands. The experiences, opinions and visions on the image of old age from others will help the researcher to build a contextual understanding of the area and narrow down the research focus.

Background

Yoni Lefèvre (28) is a Dutch design professional and throughout the years she gained interest in designing for the “older you”. In 2013 she graduated from the Design Academy Eindhoven and within her graduation project “Grey Power” she connects children, seniors, designers and volunteers to visualize a positive and nuanced image of growing older in today’s society. In 2015 she expanded the project abroad as part of a Designer in Residence in Taipei. For the project New/Old in the Netherlands she designed and published an action book for seniors living in a retirement home in Eindhoven in participation with Reina de Vos, a 97 year old resident. Currently Yoni is studying a Masters of Research at The Glasgow School of Art, Institute of Design Innovation in Forres. With this research she wants to continue to explore the value of visual and participatory design methods within ageing communities living in the Highlands of Scotland.

Contact:
Y.Lefevre1@student.gsa.ac.uk
Participant Research Consent Form
Research Project Title: Reimagine old age in the Scottish Highlands
Researcher: Yoni Lefevre

Thank you for agreeing to be interviewed as part of the above research project. Ethical procedures for academic research undertaken from UK institutions require that interviewees explicitly agree to being interviewed and how the information contained in their interview will be used.

If you could please read each question carefully, circle yes or no and write your initials in the final column.

| I understand that the data I provide will not remain anonymous and I approve to share my name with this data | Yes  | No  |
| I agree to be quoted directly and that the researcher may publish documents that contain quotations by me. | Yes  | No  |
| I agree that audio recordings and transcripts involving me can be used for research purposes | Yes  | No  |
| I give my permission to be contacted in the future using the details provided below regarding upcoming research activity and to be invited to future research projects. | Yes  | No  |

By signing this form I agree that;
1. I am voluntarily taking part in this project. I understand that I don’t have to take part, and can stop the interview at any time.
2. The transcribed interview or exacts from it may be used in academic papers, websites and other media, on feedback events and in an archive of the project.
3. I have read the information sheet
4. I don’t expect to receive any benefit or payment for my participation
5. I can request a copy of the transcript of my interview and may make edits I feel necessary to ensure the effectiveness of any agreement about confidentiality
6. I have been able to ask any questions I might have, and I understand that I am free to contact the researcher with any questions I may have in the future.

Signed: ...........................................................
Date: ...................................................
Name (Block caps): ...........................................................
E-mail: ...........................................................

Researcher signed: ...................................................
Date: ...................................................
Questions

What is the first thing that comes to mind when you think of older people?

What advice would you give a younger you on how to age?
And how would you convince your younger you to take this advice?

Can you share a bit about your background and your motivations of working with and for older people?

Do you experience any ageism or stereotyping in your work and in your personal life? Can you give an example?

What do we need to change in order to challenge these misconceptions about growing old?

Do you see any differences in ageing specifically related to a Highlands context?

Can you see any opportunities in how this research would be interested for your organization? Do you have any feedback?
HOW DO YOU EXPERIENCE GROWING OLDER?

1. Sharing my age makes me feel... ashamed ○ ○ ○ ○ ○ ○ it's just a number

2. I see myself as a... fossil ○ ○ ○ ○ ○ ○ rebel

3. In daily life I am... grumpy ○ ○ ○ ○ ○ ○ smiling

4. Growing older makes me... vulnerable ○ ○ ○ ○ ○ ○ independent

5. I give my (future) grandchildren... safety ○ ○ ○ ○ ○ ○ sweets

6. Ageing in society gives me... restrictions ○ ○ ○ ○ ○ ○ choices

7. Life after retirement I see as... boredom ○ ○ ○ ○ ○ ○ freedom

8. Ageing comes with... inequalities ○ ○ ○ ○ ○ ○ cross-age interactions

9. I am .... the fact that I am ageing denying ○ ○ ○ ○ ○ ○ accepting

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REIMAGINE AGEING

Phase two: Developing engagement tools
**HOW DO YOU EXPERIENCE GROWING OLDER?**

<table>
<thead>
<tr>
<th>How old do you feel?</th>
<th>If you could choose your age, how old would you want to be?</th>
<th>How old would you say you look?</th>
</tr>
</thead>
</table>

Draw an image of a "typical" older person
How would you imagine your future self?

Are you curious and do you have an interest in contributing to a dialogue about people’s perception of growing older? Then I am inviting you to think with us about the visual representations of ageing.

I am hoping to recruit a small intergenerational group of participants, with a mix of male and female participants who are:
- 16 - 21 years old
- Aged 75 or older

Taking part would involve:
- A one hour interview with the researcher
- A four hour group design workshop at The Glasgow School of Art (GSA) campus in Forres
- A two hour group evaluation workshop at GSA

Any travel costs will be reimbursed and refreshments will be provided.

If you are interested in participating in the research please contact me at: Y.Lefevre1@student.gsa.ac.uk

Or you can call The Institute of Design Innovation and ask for Yoni: (+44) 0141 353 4500
How would you imagine your future self?

As part of my research project about the visual representations of older adults in Scotland I am looking for younger adults (aged 12 - 20) who would like to be part of an intergenerational workshop that challenges ageing stereotypes.

For more info please contact me on: Y.Lefevre1@student.gsa.ac.uk
I am delighted to invite you to take part in this research project as part of a Master of Research study at The Glasgow School of Art based in the Highlands Innovation Campus. This project is about understanding and challenging ageing stereotypes to support people to have positive self-images in relation to ageing.

Before you decide whether to take part it is important that you understand why the research is happening and what you can expect. Please read the following information and discuss this with others if you wish. If anything is unclear or if you would like further information, please ask us.

Why I am doing this research project?
Positive personal experiences and attitudes towards ageing can help us to live longer and healthier lives. How we feel about ageing may be influenced by many different things, for example the images used to represent older people in the media. Understanding stereotypes of ageing and being aware of how this affects people’s experiences of ageing is important to encourage positive attitudes towards ageing. This project aims to work with younger and older adults to understand and come up with ideas to challenge ageing stereotypes using visual methods and intergenerational workshops.

We hope to recruit two younger people (aged 16 – 21) and two older people (aged 75 or over) with a mix of male and female participants.

What will the research involve?
Taking part is your decision and it is entirely voluntary. You can stop taking part at any time, without giving a reason. If you would like to be involved in the project, you will be asked to sign a consent form confirming that you understand what is going to happen and are happy to participate.

Over a time period of 5 weeks the project will involve:
• A one hour interview at your school, about your thoughts and self-image of ageing. We will use a visual tool to document and share your views about ageing stereotypes.
• A four hour workshop at The Glasgow School of Art Campus in Forres. We will start with a lunch as a group (total 4 participants) to get to know each other. The workshop will be divided in two activities, the first part is about creating a landscape of ageing and the second part is about coming up with new ideas for challenging ageing stereotypes. This will take place in a weekend or after the school term depending on participants agenda.
• A two hour evaluation session to look back on the previous workshop outcomes, evaluate design work to develop the ideas generated, and share your experiences as a participant in this explorative journey.

Refreshments will be provided at the workshops, and we can also arrange and cover the costs of transport.

Participant information sheet

Research project title: Seeing Timeless Rebels
Researcher: Yoni Lefevre
Contact: Y.Lefevre1@student.gsa.ac.uk
What will happen to the information generated during the research?

Your input will help understand the experience of and attitudes to ageing in Scotland. The information you provide will be included in my Masters Thesis and accompanying exhibition, which will be made available to the public through The Glasgow School of Art library. If you would like to receive a copy of the thesis I can send this to you following my assessment in January 2019. The information may also be used in a publication, journal article, conference paper, presentation or broadcast.

Your information will be held in accordance with The Glasgow School of Art Data Protection Policy and you will be asked to choose a fictional name to be used within the research to ensure you remain anonymous. The conversations will be documented on film and audio with your consent. I would also like to take some photographs of the workshop activities, again only with your consent. The project has been approved by the GSA research ethics sub committee.

Thank you for your interest in this research and looking forward hearing from you,
Yoni

E: Y.Lefevre1@student.gsa.ac.uk
T: (+44) 0141 353 4500 (GSA Forres)

Master of Research student at The Glasgow school of Art, The Institute of Design Innovation
Blairs Farm Steading
Altyre Estate, Forres, Moray
IV36 2SH

If you would like to know more about services in Moray related to the project you can contact any of the organisations below for more information.

**Health and Social Care Moray** aims to improve the health and social care services with the people of Moray.
W: www.moray.gov.uk
E: Ann.Hay@moray.gov.uk

**Third sector interface Moray** supports communities and volunteering groups with trainings, networks events and funding advice.
W: www.tsimoray.org.uk
E: info@tsimoray.org.uk

**Generations Working Together** provides information, delivers support and encourages involvement to benefit all of Scotland’s generations. The next Highlands Network Meeting is on the 6th June at Crown Primary, Inverness.
W: www.generationsworkingtogether.org

**Highland Senior Citizen Network** is a campaigning and membership organisation to improve services for older people in the Highlands.
W: www.hscn.co.uk
E: anne-hscn@outlook.com
## Participant research consent form

Please read each question carefully, circle yes or no and write your initials in the final column.

<table>
<thead>
<tr>
<th>Question</th>
<th>Yes / No</th>
</tr>
</thead>
<tbody>
<tr>
<td>I have read and understood the project information sheet and have had the opportunity to ask questions.</td>
<td></td>
</tr>
<tr>
<td>I agree to be a participant for the purposes of the research project “Seeing Timeless Rebels”.</td>
<td></td>
</tr>
<tr>
<td>I understand that my participation is voluntary and that I am free to withdraw at any time, without giving any reason. Any information I have given will be used with my permission or may be withdrawn from the research.</td>
<td></td>
</tr>
<tr>
<td>I understand that the information I provide will remain anonymous by name but not for my age and gender within this data.</td>
<td></td>
</tr>
<tr>
<td>I agree that audio recordings and transcripts involving me can be used for research purposes, e.g. exhibitions, publication, journal article, conference paper/presentations, lectures or broadcasts.</td>
<td></td>
</tr>
<tr>
<td>I understand that people can recognize me on photo's and therefore I give permission to not be anonymous on the visual documentation.</td>
<td></td>
</tr>
<tr>
<td>I give my permission to be contacted in the future using the details provided below regarding upcoming research activity and to be invited to future research projects.</td>
<td></td>
</tr>
<tr>
<td>Do you wish to add any other instructions or restrictions in relation to your contribution?</td>
<td></td>
</tr>
<tr>
<td>If yes, please give details: ...............................................................................................................</td>
<td></td>
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<tr>
<td>Signed: ..................................................................................................................................................</td>
<td></td>
</tr>
<tr>
<td>Date: ......................................................................................................................................................</td>
<td></td>
</tr>
<tr>
<td>Name (Block caps): ...............................................................................................................................</td>
<td></td>
</tr>
<tr>
<td>Telephone number: .................................................................................................................................</td>
<td></td>
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<tr>
<td>Email: .....................................................................................................................................................</td>
<td></td>
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<tr>
<td>Researcher signed: .................................................................................................................................</td>
<td></td>
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<tr>
<td>Date: ......................................................................................................................................................</td>
<td></td>
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<tr>
<td>Email: .....................................................................................................................................................</td>
<td></td>
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</tbody>
</table>
I am delighted to invite your child to take part in this research project as part of my Master of Research study at The Glasgow School of Art based in the Highlands Innovation Campus. This project is about understanding and challenging ageing stereotypes to support people to have positive self-images in relation to ageing.

Before your child decides whether to take part it is important that you and your child understands why the research is happening and what he/she can expect. Please read the following information and if anything is unclear or if you would like further information, please ask me.

**Why I am doing this research project?**
Positive personal experiences and attitudes towards ageing can help us to live longer and healthier lives. How we feel about ageing may be influenced by many different things, for example the images used to represent older people in the media. Understanding stereotypes of ageing and being aware of how this affects people’s experiences of ageing is important to encourage positive attitudes towards ageing. This project aims to work with younger and older adults to understand and come up with ideas to challenge ageing stereotypes using visual methods and intergenerational workshops.

I hope to recruit two younger people (aged 16 – 21) and two older people (aged 75 or over) with a mix of male and female participants. Although your child is under 16, it is still appropriate for them to take part in the research with your consent.

**What will the research involve?**
Taking part is your child’s decision with your approval and it is entirely voluntary. Your child can stop taking part at any time, without giving a reason. If your child would like to be involved in the project, he/she will be asked to sign a consent form in addition to yours confirming that you both understand what is going to happen and confirming that your child is happy to participate.

Over a time period of 5 weeks the project will involve:

- **A one hour interview at Elgin High School, about your childs thoughts and self-image of ageing.** I will use a visual tool to document and share your childs views about ageing stereotypes.
- **A four hour workshop at The Glasgow School of Art Campus in Forres.** We will start with a lunch as a group (total 4 participants) to get to know each other. The workshop will be divided in two activities, the first part is about creating a landscape of ageing and the second part is about coming up with new ideas for challenging ageing stereotypes. This will take place in a weekend or following the end of the school term.
- **A two hour evaluation session to look back on the previous workshop outcomes, evaluate design work to develop the ideas generated, and share your child’s experiences as a participant in this explorative journey.**

Refreshments will be provided at the workshops, and I can also arrange and cover the costs of transport.

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Parental information sheet

Research project title: Seeing Timeless Rebels
Researcher: Yoni Lefevre
Contact: Y.Lefevre1@student.gsa.ac.uk

Phase three: Final data collection
What will happen to the information generated during the research?
Your child’s input will help understand the experience of and attitudes to ageing in Scotland. The information your child provide will be included in my Masters Thesis and accompanying exhibition, which will be made available to the public through The Glasgow School of Art library. If you would like to receive a copy of the thesis I can send this to you following my assessment in January 2019. The information may also be used in a publication, journal article, conference paper, presentation or broadcast.

Your child’s information will be held in accordance with The Glasgow School of Art Data Protection Policy and your child will be asked to choose a fictional name to be used within the research to ensure they remain anonymous. The conversations will be documented on film and audio with both your consent. I would also like to take some photographs of the workshop activities, again only with both your consent. The project has been approved by the GSA research ethics sub committee.

Thank you for your interest in this research and looking forward hearing from you,
Yoni

E: Y.Lefevre1@student.gsa.ac.uk
T: (+44) 0141 353 4500 (GSA Forres)

Master of Research student at The Glasgow school of Art, The Institute of Design Innovation
Blairs Farm Steading
Altyre Estate, Forres, Moray
IV36 2SH

If you would like to know more about services in Moray related to the project you can contact any of the organisations below for more information.

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W: www.generationsworkingtogether.org

Highland Senior Citizen Network is a campaigning and membership organisation to improve services for older people in the Highlands.
W: www.hscn.co.uk
E: anne-hscn@outlook.com

Phase three: Final data collection
# Parental research consent form

**Research project title:** Seeing Timeless Rebels  
**Researcher:** Yoni Lefevre  
**Contact:** Y.Lefevre1@student.gsa.ac.uk

Please read each question carefully, circle yes or no and write your initials in the final column.

<table>
<thead>
<tr>
<th>Question</th>
<th>Yes / No</th>
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<tbody>
<tr>
<td>I confirm that I have read and understand the participant information</td>
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<tr>
<td>sheet for the above study and have had the opportunity to ask</td>
<td></td>
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<tr>
<td>questions;</td>
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<tr>
<td>I understand that the participation of my child is voluntary and that</td>
<td></td>
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<tr>
<td>they are free to withdraw at any time, without giving any reason.</td>
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<tr>
<td>I agree for my child to being photographed, audio recorded and</td>
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<tr>
<td>video recorded but understand that their name will not appear in any</td>
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<td>published material</td>
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<tr>
<td>I understand that people can recognize my child on photo’s / video</td>
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<tr>
<td>recording and therefore I give permission to not be anonymous on the</td>
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<tr>
<td>visual documentation.</td>
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<tr>
<td>I agree to that any information given by my child may be used in</td>
<td></td>
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<tr>
<td>publications and presentations that will be publicly available but</td>
<td></td>
</tr>
<tr>
<td>understand that their name will not appear</td>
<td></td>
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<tr>
<td>I agree to my child taking part in the above study</td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>Name of parent</th>
<th>Date</th>
<th>Signature</th>
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</tbody>
</table>

| Child name | |
|------------||
|            | |

<table>
<thead>
<tr>
<th>Name of person taking consent</th>
<th>Date</th>
<th>Signature</th>
</tr>
</thead>
<tbody>
<tr>
<td>(if different from researcher)</td>
<td></td>
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<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Researcher</th>
<th>Date</th>
<th>Signature</th>
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<tbody>
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<td></td>
<td></td>
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</tbody>
</table>

**Complaints about the conduct of this research should be raised with:** Supervisor Tara French, t.french@gsa.ac.uk

**SEEING TIMELESS REBELS**  
A research project about the visual representation of older adults in Scotland

**Phase three: Final data collection**
Date: ........................................................................................................................................
Place: ......................................................................................................................................
Interviewer: ...........................................................................................................................
Interviewee: ...........................................................................................................................

Instructions:
Explain toolkit / writing answers on icons / using images anytime / placing icons on your canvas /
making persona’s / your personal perspective of ageing is going to be input for the workshop

Questions:
1. What are the characteristics of yourself? How would best describe yourself and a typical older person?

2. How would you describe yourself and in terms of your visual appearance? And how would you
describe the visual appearance of a typical older person?
3. Examples of social situations

- Birthdays: How do you feel when people ask about your age? What do you think about ageist birthday cards that are making jokes about being old?

- Public transport: If someone gives up his/her seat in the bus for you how would you react? Would you feel offended or do you appreciate it?

- Ageism: Can you give an example of a situation where you felt treated differently because of your age? or maybe think of a situation in general.

- Presumptions: What would a younger person think of you? And how would you think about the younger person?

- Imagination: What fictional character of an older person do you feel related to? howcome? And how would you imagine your future self?

- Targeted media: Do you feel represented in magazines and advertisments? Why (not)? how do you prefer to be represented? What needs to be changed?

- Generation gap: Can you give an example of situations where people feel younger or older. Do you have any contact with older and younger people in your life now? How does this look like?

Final thank you note:
Thank interviewee for taking time to be interviewed and update participant with workshop date and time
Workshop programme

8.45 - 9.00   Walk-in and introduction
9.00 - 9.30   #1 future ageing self
9.30 - 10.15  #2 visualizing an older person where both young and old could imagine themself in
10.15 - 10.30 Coffee/Tea break
10.30 - 11.30 #3 co-design a future scenario together based on the previous persona’s to promote positive ageing
11.30 - 12.00 Share your idea to the group
12.00 - 12.45 Lunch

Date:  
Friday, June 15th 2018

Location:  
The Glasgow School of Art
Blairs Farm Steading
Altyre Estate, Blairs Cottages
Forres IV36 2SH
Workshop programme

17/08/2018

9.15 - 9.30  **Walk-in**
Grab some drinks and settle in

9.30 - 9.45  **Update research project**
How did the research progress after the last workshop?

9.45 - 11.00  **Feedback outcomes**
What do you think of the themes and insights?
What do you think of the ideas?
What ideas do you have to refine the proposed concepts?
What guidelines can we identify?

11.00 - 11.30  **Reflecting on the participation process**
How did you find the experience of taking part in this research project?
What did you enjoy and what was challenging?
How did you experience working with the tools?
Give post card

11.30 - 12.00  **Testing out project Chahat**
Coffee / Tea break and wrap-up
Phase three: Final data collection

Feedback postcard

How did you experience working with the tools?

Yoni Lefevre
The Glasgow School of Art
Blairs Farm Steading
Altyre Estate, Blairs Cottages
Forres IV36 2SH
United Kingdom
Appendix 2

Supporting visuals of the fieldwork and analysis
Content - Appendix 2

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Analysis: Observational data of the workshop 35
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### HOW DO YOU EXPERIENCE GROWING OLDER?

<table>
<thead>
<tr>
<th>Category</th>
<th>Description</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Age</strong></td>
<td>Sharing my age makes me feel...</td>
<td>ashamed</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1x, 1x, 9x</td>
</tr>
<tr>
<td></td>
<td>it’s just a number</td>
<td></td>
</tr>
<tr>
<td><strong>Self-image</strong></td>
<td>I see myself as a...</td>
<td>fossil</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1x, 3x, 1x, 6x, rebel</td>
</tr>
<tr>
<td><strong>Appearance</strong></td>
<td>In daily life I am...</td>
<td>grumpy</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1x, 3x, 1x, 4x, smiling</td>
</tr>
<tr>
<td><strong>Network</strong></td>
<td>Growing older makes me...</td>
<td>vulnerable</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1x, 2x, 1x, 3x, 4x, independent</td>
</tr>
<tr>
<td><strong>Responsibility</strong></td>
<td>I give my (future) grandchildren...</td>
<td>safety</td>
</tr>
<tr>
<td></td>
<td></td>
<td>5x, 1x, 3x, 2x, sweets</td>
</tr>
<tr>
<td><strong>Unwritten rules</strong></td>
<td>Ageing in society gives me...</td>
<td>restrictions</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2x, 1x, 2x, 4x, choices</td>
</tr>
<tr>
<td><strong>Time</strong></td>
<td>Life after retirement I see as...</td>
<td>boredom</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1x, 3x, 6x, freedom</td>
</tr>
<tr>
<td><strong>Group</strong></td>
<td>Ageing comes with...</td>
<td>inequalities</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1x, 1x, 4x, 1x, 3x, cross-age</td>
</tr>
<tr>
<td></td>
<td>interactions</td>
<td></td>
</tr>
<tr>
<td><strong>Relations</strong></td>
<td>I am .... the fact that I am ageing</td>
<td>denying</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1x, 2x, 8x, accepting</td>
</tr>
</tbody>
</table>

Phase two: Developing engagement tools
How old do you feel?

**AVERAGE AGE**

35

If you could choose your age, how old would you want to be?

**AVERAGE AGE**

45

How old would you say you look?

**AVERAGE AGE**

60

Draw an image of a “typical” older person

**Shared characteristics:**

- smiling
- no teeth
- less able
- willing to be involved
- Lonely at times
- glasses
- hair in a bun
- wears frumpy skirts and thick tights
- very judgemental of younger people
- not happy with life
- bent over and walk very slow
- will not try anything new or different
- walking stick
- hat
- grumpy
- arthritis
- people are individuals so no one is typical
- some age quickly with dementia and arthritis other remain young in body and mind
- typical older person does not exist
- it’s a big assumption that all old people are the same
Recruitment

Digital invitation flyer sent to TsiMoray, Highland Senior Citizens Network, Generations Working Together, and Age Scotland

Selection participants

I will brief and rely on the gatekeepers to select four participants

Recruitment indirect

Information sheet

If possible participants are interested to be involved I will send the information sheet by email. Participants have 1 week to decide if they want to be part of the research process.

Arrange meeting

I will make an interview appointment with the participants through email or phone.

Interviews

I will visit the participants at home and will share exact time, date and location with supervisor before and after the meeting. Using a gatekeeper for recruitment will ensure that we have a mutual connection, and if preferred by the participant I can arrange to meet them at the gatekeeper's offices as a familiar, neutral location.

‘Experts of life’ interview

The purpose of the interview is to generate an understanding of stereotypes of ageing, explored using a visual tool. The dialogical tools will support the interviewee to identify stereotypical characters and visualise their experiences.

The looks of later life

A canvas split into two sections, with two simple outlines of people for them to fill in: on the left a ‘typical’ older person (‘stereotype’ persona), on the right how the older participants see themselves or how the younger participants imagine themselves in later life (‘subjective’ persona). In addition, we will map out the participant’s responses to societal ageism in terms of key moments or comments, e.g. “you look really good for your age”.

Transcribing interviews

Transcribing audio

I will transcribe the interviews which with help me familiarise myself with the details and begin to identify insights in order to prepare for the following workshop.

Phase two: Developing engagement tools
Preparations

I will prepare and design the workshop tools in advance, using the outputs of the interviews to inform the content. I will make sure the setting is ready, prepare tools including: discussion cards, stereotype boards of each participant, the analysing framework and the landscape of ageing canvas. I will design and make an attractive name badge for each participant that they can keep as a remembrance of the workshop.

Lunch

Participants have the opportunity to have lunch before the workshop begins to get to know each other in a informal way and I will share the formalities of the workshop space (safety exists and toilets) and explain the programme of the afternoon in more detail.

12.00 - 13.00 PM

Telling and sharing

Ice-breaker: Participants share the subjective persona they made during the interview with the group as a form of introduction. I will also make a subjective persona to introduce myself. Then they share their 'stereotypical' persona from the interviews.

• What are the common stereotypes of ageing?
• How do they differ from how we really feel about ourself as we age?

13.00 - 13.45 PM

Analyse together

We are going to draw a line from positive to negative. Could you put all the images on the line where you think they belong. What would the participants place in between? How do you make the judgment of positive and negative experiences of ageing?

13.45 - 14.15 PM

Short break

Time to reload with a short coffee and tea break.

14.15 - 14.30 PM

Landscape of ageing

Now we are going to define the social context that enhances the positive and negative spectrum of ageing. Influencers such as ‘birthdays, family, advertisement, public signs, movies, social media, transport and fashion’ will be pre-printed on the sheet to prompt discussion.

14.30 - 15.15 PM

Selecting best ideas

Participants will choose two concepts they would like to see me develop as part of my research.

15.35 - 16.00 PM

Transcribe workshop

I will transcribe the dialogue from the workshop which helps me to collect more insights in order to prepare the next workshop.

15.15 - 15.35 PM

Phase two: Developing engagement tools
Concept posters
A poster showing the two selected design concepts as the outcome of the workshop.

Group discussion
Do we agree with the outcomes? What needs to be refined? Can we make the concept more concrete? A list of questions will help the group to cover evaluation.
10.30 - 11.15 AM

Share experiences
Young and old will share their experiences of the workshops on video and have the opportunity to give feedback about the process.
11.15 - 12.00 AM

Research mission
The outcomes of the workshop will allow me to work with visual material collected from the participants themselves during interviews, to understand what forms of visual/aesthetics suit this context. I will use this understanding to design generative dialogue tools for young and old to think about preferable representations of ageing. This toolkit can be tested with more people in order to create a movement of like-minded people who are recognising the timeless rebels they can become when thinking about their future ageing selves.

Exhibition
- Showing process
- Publication
- Video of process
- Poster outcomes
- Toolkit

Phase two: Developing engagement tools
Phase two: Developing engagement tools
<table>
<thead>
<tr>
<th>self-image (81)</th>
<th>future self-image (85)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Ginty</strong></td>
<td></td>
</tr>
<tr>
<td>Happy, sometimes annoyed at t.v. Reporting</td>
<td>Ok but I’m told sometimes I look tired</td>
</tr>
<tr>
<td>World seems to be getting noisier!</td>
<td>All the things I do now but with increased enjoyment e.g. walking</td>
</tr>
<tr>
<td>Housework, gardening, work on computer, bowls, craft, sewing and reading</td>
<td></td>
</tr>
<tr>
<td>feel do say</td>
<td>feel do say</td>
</tr>
<tr>
<td>More grey haired</td>
<td>Speak up!</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>self-image (80)</th>
<th>future self-image (90)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Dudu</strong></td>
<td></td>
</tr>
<tr>
<td>Frustrated at my lack of inner strength</td>
<td>Okay to me</td>
</tr>
<tr>
<td>I like nature</td>
<td>Stronger, more able to do the things I did in the past with no restrictions</td>
</tr>
<tr>
<td>I always comment on the weather so my frequent saying would be about that</td>
<td>All the things I do now but with increased enjoyment e.g. walking</td>
</tr>
<tr>
<td>feel do say</td>
<td>feel do say</td>
</tr>
<tr>
<td>Upright in stature</td>
<td>Well that’s an underpayment live it up</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>self-image (83)</th>
<th>future self-image (83+)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Pw</strong></td>
<td></td>
</tr>
<tr>
<td>Tired, out of touch, isolated</td>
<td>Puzzled because I am deaf</td>
</tr>
<tr>
<td>Not hear speech</td>
<td>Happier with better hearing aids</td>
</tr>
<tr>
<td>My age shows</td>
<td>To be more communicative</td>
</tr>
<tr>
<td>feel do say</td>
<td>feel do say</td>
</tr>
<tr>
<td>I have a good change of gaining all my thoughts</td>
<td></td>
</tr>
<tr>
<td></td>
<td>self-image (14)</td>
</tr>
<tr>
<td>----------------</td>
<td>--------------------------</td>
</tr>
<tr>
<td><strong>Boo</strong></td>
<td>Stupid, happy</td>
</tr>
<tr>
<td></td>
<td>Walk, photography, artwork</td>
</tr>
<tr>
<td><strong>Grandpa J</strong></td>
<td>Nervous, excited, happy</td>
</tr>
<tr>
<td></td>
<td>Cycling, swimming, walking, drawing</td>
</tr>
<tr>
<td><strong>Yoni</strong></td>
<td>Excited but also nervous, trying to do it right</td>
</tr>
<tr>
<td></td>
<td>Cycling and organizing dinners for friends</td>
</tr>
</tbody>
</table>

Phase three: Final data collection
Phase three: Final data collection

Analysis: Visual data of the interviews

SELF-IMAGE

Older people are active and youthful by keeping an interest in others

Active and youthful

Showing vulnerability while ageing is experienced by older people as being “different” and excluded

Being different

With ageing you want to stay in control but your body image is changing

Changing body image

Both young and old don’t feel represented by the media

Misrepresentation

Young people are generally more happy and excitable

Happy

Young people can be awkward and uncomfortable

uncomfortable
Phase three: Final data collection
A TYPICAL OLDER PERSON

- **Acceptance**: Older people are accepting their age by enjoying their advanced years.
- **Warm**: Generally older people are portrayed as kind and friendly instead of competent.
- **75+**: The average age of 75+ is seen as old.
- **Difference in hair, skin, height and clothes**: Generally you can identify an older person by their difference in hair, skin, height and clothes.
- **Vulnerable**: Ageing comes together with the feeling of vulnerability.
- **Women**: Women are more strongly linked with ageing stereotypes than men.
- **Inactive**: Older people are generally not active.

Phase three: Final data collection
Phase three: Final data collection
Analysis: Visual data of the workshop

Making connections
Grouping answers together and categorising them by giving them a colour helped me to identify six emerging categories.

Activities
Doing activities is seen as positive. The men identified new opportunities as a positive experience which implicates the possibility for development instead of a decline. Women have identified documenting life as positive which implicates passing on heritage or knowledge to other generations.

Thinking old
Negative perceptions towards older people do exist and is strongly related with not feeling appreciated, the lack of patience or being bullied.
**Looks**
Style and fashion are seen as positive for both men and women.

**Social relations**
Social interactions with family, friends and house pets is strongly linked with a positive experience of ageing.

**Health**
Health is mainly associated with negative experiences of ageing for both woman and men.

**Digital media**
Digital media is perceived differently between women and men. Women experience digital media as a way of staying connected to the world but men see it as a struggle and a medium for being bullied.
<table>
<thead>
<tr>
<th>Younger and older perspectives on themselves.</th>
<th>Active and youthful</th>
<th>Older people are keeping active and youthful by keeping an interest in others.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Being different</td>
<td>Showing your vulnerability while ageing is experienced as being “different” and feeling excluded.</td>
<td></td>
</tr>
<tr>
<td>Changing body image</td>
<td>Ageing comes with changes but for older people it is important to stay in control about your own life.</td>
<td></td>
</tr>
<tr>
<td>Happy</td>
<td>Young people describe themselves generally more happy and excitable than older people.</td>
<td></td>
</tr>
<tr>
<td>Uncomfortable</td>
<td>Seeing older people can be confronting and uncomfortable for younger people.</td>
<td></td>
</tr>
<tr>
<td>Misrepresentation</td>
<td>Both young and old don’t feel represented by the media.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>General perspective of ageing stereotypes.</th>
<th>Inactive</th>
<th>Older people are generally less active.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vulnerable</td>
<td>Ageing comes together with the feeling of vulnerability.</td>
<td></td>
</tr>
<tr>
<td>Women</td>
<td>Women are more strongly linked with ageing stereotypes than men.</td>
<td></td>
</tr>
<tr>
<td>Old age</td>
<td>The average age of 75+ is seen as old.</td>
<td></td>
</tr>
<tr>
<td>Difference in hair, skin, height and clothes</td>
<td>Generally people identify an older person by their difference in hair, skin, height and clothes.</td>
<td></td>
</tr>
<tr>
<td>Warm</td>
<td>Generally older people are portrayed as kind and friendly instead of competent.</td>
<td></td>
</tr>
<tr>
<td>Acceptance</td>
<td>Older people are accepting their age by enjoying their advanced years.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Younger and older participants identifying their future self.</th>
<th>Unbalanced perceptions about ageing</th>
<th>There are more positive descriptions of ageing which implicates that it is hard to identify negative aspects of ageing.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Style</td>
<td>Style and fashion is seen as positive for both men and women.</td>
<td></td>
</tr>
<tr>
<td>Social relations</td>
<td>Social interactions with family, friends, and house pets is strongly linked with a positive experience of ageing.</td>
<td></td>
</tr>
<tr>
<td>Health</td>
<td>Health is mainly associated with negative experiences of ageing for both women and men.</td>
<td></td>
</tr>
<tr>
<td>Activities</td>
<td>Doing things are seen as a positive experience.</td>
<td></td>
</tr>
<tr>
<td>Digital media</td>
<td>Women see digital media as a way to stay connected to the world whereas men see it as a struggle and a medium for being bullied.</td>
<td></td>
</tr>
<tr>
<td>Thinking old</td>
<td>Negative perceptions towards older people do exist and is related with not feeling appreciated, the lack of patience and being bullied.</td>
<td></td>
</tr>
</tbody>
</table>
Insights interviews

**ageing**

- The magical number of 80 seems to be an accepted age
  - "They don't particularly like saying their age until they are about 80 and then it seems to be a magical number."
  - "I don't like it, as I am being put in a box because of my age."
  - "We all grow old and we've just got to accept it."
  - "I hope, although I got Grey hair, I look youthful."
  - "Most of men we know are most ageing, you tend to sort of look at them as you would see them years before."
  - "I think it would be good to use older models in realistic situations."

- Competition and games can make older adults feel younger
  - "I am treated differently when I am walking with sticks, people get out of my way and I find it very painful."
  - "They're so cute, I just like to hug them."

- Young and old both feel not represented by the media.
  - "I think it would be nice to have targeted magazines towards certain ages."
  - "I don't really think there is any magazines targeted at like, our age."
  - "I feel for older people you have a bit more loyalty towards them."

- Limited fashion choices
  - "There is still hardly any what I would call really good fashion for the older people. We have to adapt with what there is in the High Street."
  - "I would say that men are probably slightly better dressed overall then woman."
  - "All old people wear the same, I never see an old lady wear a skirt before."
  - "I feel for older people can be quite intolerant for the younger people."

- Lack of intergenerational relations
  - "Well I see older people different, I see some as old and some quite young looking."
  - "Some older people can be quite intolerant for the younger people."
  - "I would say that men are probably slightly better dressed overall than woman."

- Generation gap
  - "Some older people can be quite intolerant for the younger people."
  - "I am treated differently when I am walking with sticks, people get out of my way and I find it very painful."
  - "I just want to stay away from old people, they just make me feel very uncomfortable and awkward."

- Seeing other older people can be confronting, realising your own vulnerability
  - "When they start talking about their health, that's depressing."
  - "Most of men we know are most ageing, you tend to sort of look at them as you would see them years before."
  - "I just want to stay away from old people, they just make me feel very uncomfortable and awkward."

- Ageing stereotypes are more focused on youth and women
  - "I don't like it, as I am being put in a box because of my age."
  - "We all grow old and we've just got to accept it."
  - "I hope, although I got Grey hair, I look youthful."
  - "Most of men we know are most ageing, you tend to sort of look at them as you would see them years before."
  - "I think it would be good to use older models in realistic situations."

- "We are not really in contact with a greater number of young people here."

- Media stereotypes

- "I don't think there is any magazines targeted at like, our age."

- "I can't think of one single advertisement at this present time where there is an elderly person that I can relate to."

- "I think it would be nice to have targeted magazines towards certain ages."

- Limited fashion choices

- "All old people wear the same, I never see an old lady wear a skirt before."

- Lack of intergenerational relations

- "Some older people can be quite intolerant for the younger people."

- Generation gap

- Media stereotypes

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- Phase three: Final data collection
### Analysis: Memos conversational data

<table>
<thead>
<tr>
<th>Memo</th>
<th>Data collection</th>
<th>Line number</th>
<th>Personal experiences</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>The number of being old: being old is not linked to a number but to the state of the person</strong></td>
<td>Interview Ginty (81)</td>
<td>260</td>
<td>GJ: I perceive 60 as an older person, like say 50 that’s kind a be like, still kind of in the middle but I think to be like an old person, to be 60 and up.</td>
<td>Being old</td>
</tr>
<tr>
<td></td>
<td>Interview Boo (14) and Grandpa J (14)</td>
<td>254</td>
<td>BO: I would have said 70, I don’t really think that 60 is old, well it depends on how they are.</td>
<td>Being old</td>
</tr>
<tr>
<td></td>
<td>Participatory workshop</td>
<td>1096</td>
<td>TE: That’s because your much younger than us [laughing] 40 To you is old. GI: Not much hope for me then [laughing].</td>
<td>Being old</td>
</tr>
<tr>
<td></td>
<td>Participatory workshop</td>
<td>1565</td>
<td>TE: “Thinking old” you know we don’t want people to think of old people as you can’t positive, you can’t speak to them.</td>
<td>Thinking old</td>
</tr>
<tr>
<td><strong>Levels of experience: accepting your ageing self by seeing growing older as levels of achievements</strong></td>
<td>Interview Ginty (81)</td>
<td>286</td>
<td>GI: So reaching 80 now is a milestone, which a few years ago would have, be 70 or 60 or even because people are living longer.</td>
<td>Proud</td>
</tr>
<tr>
<td></td>
<td>Interview Ginty (81)</td>
<td>93</td>
<td>GI: They reach a stage in life were they can’t do as much as they used to but they are happy for what they can do.</td>
<td>Acceptance</td>
</tr>
<tr>
<td></td>
<td>Interview Dudu (80) and Pw (83)</td>
<td>749</td>
<td>DU: I just turned 80, I thought it’s actually quite glad to be 80, it’s just, heavens only know why? I mean why 80? You know? Do I want to get to 90? I’ve really no idea but it was just..</td>
<td>Relief</td>
</tr>
<tr>
<td></td>
<td>Interview Dudu (80) and Pw (83)</td>
<td>931</td>
<td>DU: There are a lot of people who don’t want to grow old. We didn’t what to grow old but it’s what you said, right at the beginning Yoni. “We all grow old and we’ve just got to accept it.”</td>
<td>Acceptance</td>
</tr>
<tr>
<td></td>
<td>Interview Boo (14) and Grandpa J (14)</td>
<td>260</td>
<td>BO: Well I love getting older! [laughing] Maybe when I am in my 20’s I am like, ugh, but at the moment I think it’s like tomorrow I’m not going to be 13 but 14 and that’s way better than 13. Like, I mean come on.</td>
<td>Achievement</td>
</tr>
<tr>
<td></td>
<td>Interview Boo (14) and Grandpa J (14)</td>
<td>363</td>
<td>GI: I don’t really mind what number I’m turning in, obviously you’re getting older but I just feel like a day older when I am 14 to when I am just 13. Because it’s just like a night.</td>
<td>Acceptance</td>
</tr>
<tr>
<td></td>
<td>Participatory workshop</td>
<td>1911</td>
<td>DU: This was just from watching my friends you know they used to say “oh no yes I’m in my 70’s” but when they got nearer to 80, you know, it was if they really wanted, I think we are probably the same, we’re all sort of, “now I like to live when I’m 80.” YO: It’s like a tipping point? DU: Yes, it is and then you certainly say “I’m 80! It’s quite nice to be 80.”</td>
<td>Proud</td>
</tr>
<tr>
<td></td>
<td>Participatory workshop</td>
<td>1883</td>
<td>BO: I think if we thought of age as levels because that’s something I always think about when I’m get to a certain age, when I’m like 50 I’m not going to say I’m 50 years old I’m going to say I’m on level 50 because it sounds more impressive than just saying I’m 50.</td>
<td>Achievement</td>
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<td></td>
<td>Participatory workshop</td>
<td>1885</td>
<td>BO: And it also says that your stories are shared that makes you think less of god their 80 but when you hear their story your like oh god their 80! Look what they’ve done. YO: So by actually, the stories will help you to see this person as an actual person instead of like. BO: You look at them instead of an age.</td>
<td>Sharing stories</td>
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### Fear of growing older: imagining yourself as an older person feels uncomfortable

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<tbody>
<tr>
<td>Interview Boo (14) and Grandpa J (14)</td>
<td>482</td>
<td>BO: I put ‘uncomfortable’ because like, they might start to get worried about the future.</td>
<td>Uncomfortable</td>
<td></td>
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<tr>
<td>Participatory workshop</td>
<td>242</td>
<td>DU: I love watching all of these younger ones because they have a real future.</td>
<td>Real future</td>
<td></td>
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<tr>
<td>Participatory workshop</td>
<td>764</td>
<td>DU: I think that’s more for the younger ones, it’s very difficult for older people to think of a long term future [...] this is the troubles you get when getting older, you want to see a future but you’re a bit freighted to seeing a future [...] when you portray that forward you think I might not be here then and that’s quite an unpleasant feeling [...] you think no way am I going to be here in 43 years’ time, or even in ten years’ time, so you tend not to look to the future too much.</td>
<td>Uncomfortable</td>
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### Although the UK warning signs for seniors are very general and negative it gives older people a physical voice in the street

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<tbody>
<tr>
<td>Interview Ginty (81)</td>
<td>329</td>
<td>GI: They look bend, you know and with a stick, and an awful lot of old folk aren’t like that. You know, they don’t need a stick and they can walk straight so... but I understand why they do it but I just don’t necessary like it.</td>
<td>Old folk aren’t like that</td>
<td></td>
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<tr>
<td>Interview Dudu (80) and Pw (83)</td>
<td>916</td>
<td>DU: And they don’t! I don’t bend down and I don’t walk with a walking stick but then on the other hand, how do you make signs? You know, you’ve got to have a sign for an older person, and an older person’s sign is usually someone that is slightly bend and often with a walking stick, uhm, as a child is often seen in a pram but not all children are in prams, you know... I think any sign has to be general.</td>
<td>Sign has to be general</td>
<td></td>
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<tr>
<td>Interview Dudu (80) and Pw (83)</td>
<td>879</td>
<td>PW: “Be aware of geriatrics pick pockets” that’s what I have been said for years isn’t it? When I first saw it that was my reaction. It’s a warning sign for pick pockets but that’s my sense of humour.</td>
<td>Geriatric pick pockets</td>
<td></td>
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<tr>
<td>Participatory workshop</td>
<td>1163</td>
<td>GI: See the thing I like that... but you need some sort of wording sign ... they look awful. BO: They do, that’s not how I would feel old people. GI: And you see that, I am saying, they look awful but you do need signs like that. GI: I mean that’s a better one ... in a way because they are upright.</td>
<td>Importance of having signs</td>
<td></td>
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<td>Memo</td>
<td>Data collection</td>
<td>Line numbers</td>
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<td><strong>Changing body: being old is predominantly seen as a decline in physical health</strong></td>
<td>Interview Ginty (81)</td>
<td>642</td>
<td>GI: Quite a lot of them would say, “I was awfully stiff this morning when I woke up.”</td>
<td>Stiff</td>
</tr>
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<td></td>
<td>Interview Ginty (81)</td>
<td>166</td>
<td>GI: They look older. A lot of them are slower.</td>
<td>Slower</td>
</tr>
<tr>
<td></td>
<td>Interview Dudu (80) and Pw (83)</td>
<td>422</td>
<td>DU: I do not see any difference until I look in the mirror. I see an elderly women but has a few years to go yet.</td>
<td>Mirror</td>
</tr>
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<td></td>
<td>Interview Dudu (80) and Pw (83)</td>
<td>431</td>
<td>DU: Your lack of muscles”. You see yourself as, I mean, half the person you were. You have shrunk four inches.</td>
<td>Shrunken</td>
</tr>
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<td></td>
<td>Interview Dudu (80) and Pw (83)</td>
<td>522</td>
<td>DU: Shuffling walk” because a lot of people do, “not so steady with their balance.</td>
<td>Slower</td>
</tr>
<tr>
<td></td>
<td>Interview Dudu (80) and Pw (83)</td>
<td>884</td>
<td>YO: And what did you wrote down? “I get treated differently when I am walking with sticks.” How come? PW: people get out of my way. YO: They move? PW: It is noticeable. I’ve only been doing it for about 3 – 4 months. YO: And do you find it hard? Do you find it difficult? PW: I find it very painful.</td>
<td>Being different</td>
</tr>
<tr>
<td></td>
<td>Interview Dudu (80) and Pw (83)</td>
<td>1453</td>
<td>PW: I have to go and get my glasses.</td>
<td>Glasses</td>
</tr>
<tr>
<td></td>
<td>Interview Dudu (80) and Pw (83)</td>
<td>1346</td>
<td>DU: That is a short sign of an elderly person’s house, when you have a grabber... In every room.</td>
<td>Grabber</td>
</tr>
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<td></td>
<td>Interview Boo (14) and Grandpa J (14)</td>
<td>288</td>
<td>BO: I put wrinkly, short, and minimal hair [laughing]. I mean it’s true they are quite wrinkly, they’re all quite short and their veins stick out way more than ours do and they don’t have much hair.</td>
<td>Skin / height / hair</td>
</tr>
<tr>
<td></td>
<td>Interview Boo (14) and Grandpa J (14)</td>
<td>304</td>
<td>GI: I suppose they have scarves because they lived longer then you so probably have more wounds, more cuts and stuff that leave little scarves.</td>
<td>Skin</td>
</tr>
<tr>
<td></td>
<td>Participatory workshop</td>
<td>83</td>
<td>GI: I think I often look okay but I told sometimes “oh your looking tired.</td>
<td>Tired</td>
</tr>
<tr>
<td></td>
<td>Participatory workshop</td>
<td>93</td>
<td>DU: I often feel frustrated because of my lack of inner strength I used to be very strong and I could do most of it, but now I can’t even turn a jar, get a lid off now I get very frustrated.</td>
<td>Lack of strength</td>
</tr>
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<td></td>
<td>Participatory workshop</td>
<td>1562</td>
<td>TE: We had poor health that would have a negative aspect of life because you have to get a hip replacement or heart problems that would potential influence how you feel about yourself and about things you then find important to do.</td>
<td>Poor health</td>
</tr>
<tr>
<td></td>
<td>Participatory workshop</td>
<td>1786</td>
<td>DU: You should be proud in having wrinkles, because it’s a short sign... Gl: ...To have some experience.</td>
<td>Wrinkles</td>
</tr>
<tr>
<td></td>
<td>Participatory workshop</td>
<td>1755</td>
<td>GI: Well that, the first question, uh, there is so much emphasis put on looks in magazines especially for women uhm, and it’s all: “that it’s terrible to grow old it’s terrible to have wrinkles it’s terrible to have age spots and so on” and I think that’s really negative and it makes people think that I’ve got to do something and there are some beautiful old people, you know there really are.</td>
<td>Old is ugly</td>
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<td>Memo</td>
<td>Data collection</td>
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<td>Personal experiences</td>
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<td>Younger people perceive the fashion for older people as practical and colourless and both generations prefer more colourful and stylish fashion. Although a youthful appearance is seen as inappropriate by older adults.</td>
<td>Interview Ginty (81)</td>
<td>175</td>
<td>Gl: I would say generally their appearance is like modern.</td>
<td>Modern</td>
</tr>
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<td></td>
<td>Interview Ginty (81)</td>
<td>482</td>
<td>Gl: they are accepting that you might want to wear something bright and not black or grey or whatever. The activities they show older people are doing is better and encouraging instead of saying &quot;right you are retired at sixty that’s you, you’re finished, your life is finished.&quot;</td>
<td>Bright colours</td>
</tr>
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<td></td>
<td>Interview Dudu (80) and Pw (83)</td>
<td>545</td>
<td>DU: They are very slim and they can get away with it but they are dressed in these very, very, tight jeans with high heels and I just don’t think that is inappropriate for, umh, a woman in her seventies. I don’t mean she should be going around in flat shoes and a long skirt and a shawl but I mean, it’s just the way I see it. Maybe I am just jealous.</td>
<td>Dressed youthful is seen as inappropriate</td>
</tr>
<tr>
<td></td>
<td>Interview Ginty (81)</td>
<td>1678</td>
<td>DU: There is still hardly any what I would call really good fashion [...] We have to adapt with what there is in the High Street.</td>
<td>Limited fashion choices</td>
</tr>
<tr>
<td></td>
<td>Interview Dudu (80) and Pw (83)</td>
<td>241</td>
<td>DU: In terms of like clothes, I think younger people would maybe go along with what’s cool or like, what everybody is wearing and like what’s the fashion and I think older people have a bit more sense in them and like, dress appropriately, like for rainy weather they wear water proof but maybe like kids, they don’t have the same line as that and they just wear like what’s fashionable. So they might be a bit practical in what they wear.</td>
<td>Practical clothes</td>
</tr>
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<td></td>
<td>Interview Boo (14) and Grandpa J (14)</td>
<td>313</td>
<td>Gl: When you have a stereotypical older person would be beige, you thinking like beige trousers, beige cardigan, knitted.</td>
<td>Beige colours</td>
</tr>
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<td></td>
<td>Interview Boo (14) and Grandpa J (14)</td>
<td>328</td>
<td>BO: They wear clothes like, where do they buy them? It’s all like shirts, in like the exact same trousers, like all old people wear the same, I never see an old lady wear a skirt before? And they are always like yellow, beige and their shirts are like flowers but like kind a, not...</td>
<td>Skirt</td>
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<td></td>
<td>Participatory workshop</td>
<td>1797</td>
<td>DU: By showing them in magazines not dressed as Gl said earlier as you know in some stupidly young fashion it doesn’t do them any justness but in a suitable thing with their white hair or grey hair their wrinkles but they look smart they look nice and the young people would think &quot;yes I won’t mind growing old if I’m looking like that&quot; rather than prevent themselves from getting old.</td>
<td>Young fashion</td>
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<td></td>
<td>Participatory workshop</td>
<td>1855</td>
<td>Gl: Well I put for the, if it was a fashion brand, I put bright funky different range, because I know my grandma she’s like not stereotypical at all, like, bright colours, funky and bright green jackets and it suits her really well so it shows that age is just a number, how it should be. TE: It’s your personality. Gl: Yeah 100%. YO: So what, so then we can actually ask “what if your grandmother was in charge of a new fashion brand how would it look like? What would she design?” Gl: Every colour of the rainbow [laughing] yeah it would be just different, like a new view on fashion, for older people especially like practical but really nice and colourful and bright. YO: Okay. Gl: It’s like when older people, not so much now because we do wear brighter things but years ago when you got older you wore black. Gl: Beige. DU: Oh yes. Gl: Grey and black and that was it, you know, but nowadays you do get the opportunity to wear colours.</td>
<td>Colourful fashion</td>
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<td></td>
<td>Participatory workshop</td>
<td>1142</td>
<td>BO: If I was alright of failing for old stereotypes that would be my fear I want to be different then all the other oldies, no offense.</td>
<td>Fear of being stereotyped</td>
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</tbody>
</table>
**Memo** | **Data collection** | **Line numbers** | **Personal experiences** | **Code**
---|---|---|---|---
Women are strongly linked with a youthful appearance and therefore feeling more pressured by society compared to men | Interview Dudu (80) and Pw (83) | 681 | DU: I don’t know if you would have watched the royal wedding but it was all the women’s clothes that I was interested in, I was not interested in the men clothes whatsoever. | Women clothes

| Interview Dudu (80) and Pw (83) | 575 | PW: I would say that men are probably slightly better dressed overall then women. | Men clothes

| Interview Dudu (80) and Pw (83) | 589 | DU: You know, I’ve never really, you’ve asked me something I never had a great good of... You see most of men we know are ageing anyhow so you tend to sort of look at them as you would see them years before, now do you see what I am saying. Because they are ageing and you are ageing so you don’t necessarily... PW: ….Notice that other people are ageing. DU: Notice any difference in them. I don’t know if you understand what I mean there. YO: Yeah, because you are both growing. PW: You live with them. DU: You are growing with them so just don’t notice the changes in the same way, uhm... well I don’t know how to quite answer that one. | Ageing men

| Participatory workshop | 398 | GI: I think it’s easier for boys because I feel they are not as targeted, but girls I think they always need to look and feel in certain ways. | Expectations on women

**Memo** | **Data collection** | **Line numbers** | **Personal experiences** | **Code**
---|---|---|---|---
The current portrayal of older models in the media is seen as unrealistic and therefore difficult to relate to | Interview Ginty (81) | 500 | GI: I think it would be good if they use older models but in realistic situations. | Older models

| Interview Ginty (81) | 588 | GI: I am not keen on that (looking at image of older lady doing funny exercise) sometimes I think they are trying to prove something and then I think what’s the point? | Heroic language

| Interview Dudu (80) and Pw (83) | 1289 | DU: Well, I can’t think of one single advertisement at this present time...where there is an elderly person that I can relate to. | Not relating

| Interview Dudu (80) and Pw (83) | 1272 | DU: And let’s be honest there’s a lot of very, very slim younger older people but when you are older, you do tend to get a bit of weight on. | Weight on

| Interview Boo (14) and Grandpa J (14) | 807 | GI: For older people I feel like that they get magazines, that they get targeted like knitting books like not every older person, like my grate granny is not sitting with a knitting book. My grate granny I don’t even know what she is doing in her spare time? | Generalising

| Participatory workshop | 1818 | TF: If you would actually see natural beauty and stop photoshopping people and making them look what they actually are that shows people with their genuine features without all, that would give a much nicer of just what age is you know you can grow age gracefully rather than all this photoshopping and nobody knows what sizes they are or what their actual face looks like, they change, we’ve not seen real people and it’s important that we actually see the real people. | See the real people

| Participatory workshop | 1590 | BO: Even I’m panicking that I am not up to date with the media when I’m 40 [laughing]. | Up to date

Phase three: Final data collection
**Memo**  | **Data collection**  | **Line numbers**  | **Personal experiences**  | **Code**  
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**Stereotyping happens with both younger and older generations but the experience of stereotyping is different**  
Interview Ginty (81)  | 406  | GI: A young folk would think generally the old people as not having any interest in what’s going on in the world.  | younger people  
Interview Ginty (81)  | 213  | GI: They often think… “I cannot do that”, their attitude is like: “oh no”.  | Not competent  
Interview Dudu (80) and Pw (83)  | 1163  | DU: Because the older generation are often portrayed badly, generally badly and as are the younger generation and it’s just...ah...(shows frustration and laughing).  | Bad portrayal  
Interview Boo (14) and Grandpa J (14)  | 445  | GJ: Yeah, it doesn’t affect you does it, because you don’t really get too much stereotypical cards for younger people.  | Less impact  
**Participatory workshop**  | 426  | DU: I know, when Yoni and I were talking I had to interview a young man for a job and he came in and he had earrings and tattoos everywhere I thought he is definitely not for here. But an actual fact he went to a different ward and he was absolutely brilliant, and it’s just made me think, yes I did think not what he could do but I just took him face value, which is very, very wrong.  | Prejudice  
**Participatory workshop**  | 2121  | GI: I think yeah people tend to lump, lump you all together as the young lump the older people together and that’s sad.  | Lumping people together  
**Participatory workshop**  | 2097  | DU: And I think also on the other side older people do tend to think of the younger people as just being, well not exactly hooligans but you know.  
GI: It’s true, I agree.  
BO: No I agree [laughing].  
GI: There is an amount of children, even our school, even we look out for them, like “oh god” like the people who represent our age group.  
DU: Yes, and I think and unfortunately the media will only show that.  | Hooligans  
**Participatory workshop**  | 1567  | TE: Even we are moving on to generations people still think of older people as people who are worthless.  | Worthless  

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Phase three: Final data collection
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<tr>
<td>Regular contact with older people and finding a common ground between generations will provide a better understanding of growing older</td>
<td>Interview Dudu (80) and Pw (83)</td>
<td>1092</td>
<td>DU: They say things, like “I've been out drinking all night, or I have slept with this one and that one” and hoping to shock you and if they do then they play on that and if you just say, “oh jolly good, you know, I’ve come with you next time”, you get a much better understanding.</td>
<td>Better understanding</td>
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<td>Interview Boo (14) and Grandpa J (14)</td>
<td>653</td>
<td>GJ: Sometimes, maybe we don’t understand quite as much or get them, like the message off. And you can’t blame them because it was just a different timeframe that they grew up in and it’s just be really hard to understand some of the things nowadays.</td>
<td>Hard to understand</td>
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<td></td>
<td>Interview Boo (14) and Grandpa J (14)</td>
<td>694</td>
<td>BO: And I put for old people, because I think they are boring, because old people they are kind of, they are interesting but they just don’t show it in a very good way, you know, I mean like my granny, we were sitting, well my grate granny we were sitting and she would tell me a story and then GJ told me the exact same story and I think GJ would use like the language that I understand whereas they just kind a, plodded along with it.</td>
<td>Don’t show it in a very good way</td>
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<tr>
<td></td>
<td>Participatory workshop</td>
<td>687</td>
<td>DU: I mean it is very true... there is... I mean young people tend to forget that old people where young once [laughing] if you know what I mean.</td>
<td>Young once</td>
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<td></td>
<td>Participatory workshop</td>
<td>702</td>
<td>GJ: Well my grandma and grandpa uhm, they don’t, they just live up hill from me so every weekend I will go for sleepovers and they are like, I see them every day. DU: That’s so nice. GJ: They are like the same as my mom and dad so close to me.</td>
<td>Close to me</td>
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<td></td>
<td>Participatory workshop</td>
<td>1476</td>
<td>DU: I mean our own grandchildren uhm I mean they are great but they are miles apart they don’t see us that often, yes we skype them the ones in (name of country) uhm, and we get on with them very, very well but it, they don’t, where GJ won’t probably just accept them growing older, ours don’t see it. They suddenly see a difference, you know one-minute grandma is there and the next minute she’s there and she’s got a walking stick or something, it’s more difficult for them I think to accept people getting older because the transition is so sudden, from one visit, doing, having no problems at all and the next they have a difficulty in getting out of their car it’s that’s sort of thing which GJ I would imagine, I mean I don’t know. GJ: No yeah, definitely. DU: I would imagine, you don’t necessary see your grandparents getting older because you see them, but then if these things happen it takes, you know, you accept it because it’s happening over a much slower pace of time.</td>
<td>Suddenly see a difference</td>
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<td></td>
<td>Participatory workshop</td>
<td>2236</td>
<td>TE: And I think the older people can be really good role models for people because a lot of people don’t have, they are form broken families they don’t have that, the infrastructure of grandparents and that comes all around through movement so I think that they are good role models that people can look up to and get a lot out of ... but building that relationship even if they don’t realize is having them as a role model.</td>
<td>Role models</td>
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### Games can be a vehicle for stimulating meaningful conversations between younger and older generations

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<tbody>
<tr>
<td>Games can be a vehicle for stimulating meaningful conversations between younger and older generations</td>
<td>Interview Ginty (81)</td>
<td>624</td>
<td>G1: When the young and the old getting together and exchanging... thoughts and ideas, that’s important too I think.</td>
<td>Exchanging</td>
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<td>Interview Ginty (81)</td>
<td>520</td>
<td>G1: If I am out playing bowls, although the old folk I am playing with are the same age as me, I am being active, I feel fit so I feel good about myself especially if I win.</td>
<td>Being active</td>
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<td></td>
<td>Interview Dudu (80) and Pw (83)</td>
<td>984</td>
<td>DU: We don’t have any grandchildren living in here and we don’t have, and we are not really in contact with a greater number of young people here.</td>
<td>Contact with younger people</td>
</tr>
<tr>
<td></td>
<td>Interview Dudu (80) and Pw (83)</td>
<td>1422</td>
<td>PW: When I play with bridge, I like to win. YO: Yeah. PW: I definitely feel younger then. YO: Yeah. PW: Then you dive back into competition with the youth, it’s like, “taking them to the cleaners” as we say.</td>
<td>Competition</td>
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<td></td>
<td>Participatory workshop</td>
<td>1448</td>
<td>GI: It was good, yeah it was really good, yeah it was interesting to see the differences between young eh between the negatives and the positives. DU: And also between the two generations, because it was only the two of them it was quite interesting to see the differences between generations.</td>
<td>Different perspectives</td>
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<td></td>
<td>Participatory workshop</td>
<td>1265</td>
<td>DU: “Yes it is very interesting... I think these are fantastic, I think you can make a game out of it, you know...” GI: “Yes that would be great, that would be good.”</td>
<td>Intergenerational game</td>
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<tr>
<td></td>
<td>Participatory workshop</td>
<td>2006</td>
<td>GI: But actually, I’ve actually written it down, it’s mainly between nurseries and care homes. DU: I think it would be better to involve all age groups. GI: It would be good to have, might be your age group, uhmm and a mixture. YO: And I think also more like an equal level instead of like going to a nursery and performing, it’s like a one-way dialogue. GI: Yeah, with conversations and things yeah.</td>
<td>Involving all age groups</td>
</tr>
<tr>
<td></td>
<td>Participatory workshop</td>
<td>2021</td>
<td>DU: I certainly think ... I don’t know about a game but I certainly think uhm, the mixing of an older group and a younger group but not maybe so young is a brilliant idea.</td>
<td>Mixing age groups</td>
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<tr>
<td></td>
<td>Participatory workshop</td>
<td>2124</td>
<td>DU: And that’s why the interaction in teams, perhaps the very young children, young children normally are cute you know. GI: Yeah. DU: But when they get to teens they can be a little bit not quite so cute and I think if we had more interaction with the older and that age group I think for both sides they can get quite a lot I think. GI: Yeah I mean the young ones when the older people go to care homes and they take the nursery children it’s more games they play with them but if we were speaking to like of your age group we would have actual probably... well I would hope conversations. DU: Yes meaningful conversations and it’s interesting to see your perspective on life too.</td>
<td>Meaningful conversations</td>
</tr>
<tr>
<td></td>
<td>Participatory workshop</td>
<td>2656</td>
<td>BO: I wonder if there was a law in one of those countries where you get fined if you don’t spend a certain amount of time with your grandparents or something, I read that somewhere, there is a country where you get fined if you don’t spend enough time with like your parents or your grandparents, I thought that was pretty cool.</td>
<td>Forced contact</td>
</tr>
<tr>
<td>Memo</td>
<td>Data collection</td>
<td>Line number</td>
<td>Personal experiences</td>
<td>Code</td>
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<tr>
<td>Design briefs</td>
<td>Participatory workshop</td>
<td>2430</td>
<td>GJ: So we did uh, the problem was what if old age was a well known fashion brand, we’ve put it is important because older people want to express themselves within the fashion area uhm, the idea was to have like bright, patterns different funky clothes so that older people could express their opinions uhm, we put that ... it would improve the visual representation because it will show that they still have a huge personality even if you get older and we called it “old and fab”.</td>
<td>Old and fab</td>
</tr>
<tr>
<td></td>
<td>Participatory workshop</td>
<td>2444</td>
<td>GI: We took the age gap and the perception of the age gab and “why is this important?” because everybody will eventually get older and what’s your idea? uh we would like much more interaction between teenagers and elderly people meanly through schools because that would be the main source of contact and the idea would work is that we would introduce ageing into the curriculum and have more contact with older people groups and it’s, because it’s important to have conversations and that older people could be role models and the idea would improve the visual representation of older adults because closer contact makes young and old realize the world of the other generations outlook and older people can gain knowledge of younger people and both ways of thinking and the title would be “live and learn” because we are all living and we would all learn.</td>
<td>Live and learn</td>
</tr>
<tr>
<td></td>
<td>Participatory workshop</td>
<td>2462</td>
<td>DU: Well my design, or our design brief was “what if younger people got prepared about ageing in schools?” What is the problem? Uhm, Young and elderly understanding each other, “Why is it important?” To prepare the young for life and life after work, “What is your idea?” For each group, young mid-teens and the older age group, over 70 to meet and discuss each other’s lives, hopes and fears uhm, “how will your idea work?” if the school has had a program, it’s sort of the same thing, where these meetings could take place either joined turned time or the evenings, uhm “how does the idea improve the visual representation of older adults?” Well we hope uhm, the younger generation would see growing older as only a number, there’s a lot to see and a lot to learn when your older and the title would be “you’re never too old”.</td>
<td>You’re never too old</td>
</tr>
<tr>
<td>Memo</td>
<td>Data collection</td>
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<td>Personal experiences</td>
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<tr>
<td>Working with the visual persona canvas invites participants to be self-directed during the sessions and stimulates engagement</td>
<td>Interview Dudu (80) and Pw (83)</td>
<td>19</td>
<td>DU: This looks absolutely intriguing.</td>
<td>Intriguing</td>
</tr>
<tr>
<td></td>
<td>Interview Dudu (80) and Pw (83)</td>
<td>96</td>
<td>DU: So we start here by reading these, do you?</td>
<td>Self-directed</td>
</tr>
<tr>
<td></td>
<td>Interview Dudu (80) and Pw (83)</td>
<td>81</td>
<td>DU: do you mind if we bring it a fraction to ours.</td>
<td>Inviting</td>
</tr>
<tr>
<td></td>
<td>Interview Boo (14) and Grandpa J (14)</td>
<td>1072</td>
<td>TE: This is fabulous, it's such a lot of work to put together, but it looks fantastic! YO: yeah I got a little bit carried away also TE: no I think that's great because, it's really engaging, they are not just writing their answers and it's a really good visual</td>
<td>Engaging</td>
</tr>
<tr>
<td></td>
<td>Participatory workshop</td>
<td>346</td>
<td>DU: (Explaining to PW) We are going to work together as a male group we've got all these, little things, she's been very... GJ: Yeah it's amazing. DU: Brilliant, you could make a game out of it, so which way do you want to start? Do you want to start form the negative or positive side? PW: we can go clockwise? GJ: Yeah</td>
<td>Self directed</td>
</tr>
<tr>
<td></td>
<td>Participatory workshop</td>
<td>455</td>
<td>DU: Pass me one of those dear... (0.15) I think probably. PW: What's the next one? [...] GJ: I think, I might put down again on a speech bubble, something about experiences of bullying. [...] PW: Just put it in.</td>
<td>Passing on tools</td>
</tr>
<tr>
<td></td>
<td>Participatory workshop</td>
<td>2479</td>
<td>DU: A lthough your little clouds over there did help. YO: Okay? You were a little bit sceptical? Before? Or? DU: I mean when you first met us at our home I thought it would be just sitting down and asking us a few questions end of tail so I had an idea when we had our boards here that it was going to be something, you know, something similar to this, and uhmm, I've done Participatory workshops before in my work so I had an idea what it was like but it was nice to meet the younger people, I have enjoyed that I must admit. GJ: It was nice. GJ: I think that was important. DU: Yes I do, I really do, it's a shame there where no more of them though it would be nice to have a couple more.</td>
<td>Positively surprised</td>
</tr>
<tr>
<td></td>
<td>Participatory workshop</td>
<td>2514</td>
<td>BO: I thought it was cool. GJ: I thought it was really, really good, and interested, it was different, different in what we like see before and it was interested to do and to experience as well, nice to meet other people as well.</td>
<td>Different approach</td>
</tr>
<tr>
<td></td>
<td>Participatory workshop</td>
<td>2531</td>
<td>DU: Although your little clouds over there did help. YO: Okay. DU: I think if you haven’t had those I might would be struggling a bit. YO: Yeah, okay. DU: But to have a title, and you got something to work on.</td>
<td>Visual prompts</td>
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### Memo

<table>
<thead>
<tr>
<th>Data collection</th>
<th>Line number</th>
<th>Personal experiences</th>
<th>Code</th>
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<tbody>
<tr>
<td>The visual persona canvas shows a direct visual result of the conversation and allows the participants to directly reflect on it</td>
<td></td>
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<td></td>
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<tr>
<td>Interview Ginty (81)</td>
<td>663</td>
<td>GI: Yes it was alright... it makes you think.</td>
<td>Makes you think</td>
</tr>
<tr>
<td>Interview Dudu (80) and Pw (83)</td>
<td>1439</td>
<td>DU: I hate to tell you but your lovely things are hardly big enough.</td>
<td>Too small</td>
</tr>
<tr>
<td>Interview Dudu (80) and Pw (83)</td>
<td>1724</td>
<td>YO: So this is the result of our conversation. I hope you liked it? DU: well, it's very, colourful.</td>
<td>Colourful</td>
</tr>
<tr>
<td>Interview Boo (14) and Grandpa J (14)</td>
<td>36</td>
<td>BO: It's like evaluating yourself... I probably spelled that wrong. GI: You just poke it in? YO: Yeah. BO: Where? YO: In here (points out on middle circle on canvas) GI: ooooh cool.</td>
<td>Evaluating yourself</td>
</tr>
<tr>
<td>Participatory workshop</td>
<td>663</td>
<td>DU: You notice that the ladies have much more difficulty in deciding. GI: [laughing]. DU: I mean that is absolutely part of the course ... I think we've done very well. GI: I think so, yeah it looks good.</td>
<td>Accomplishment</td>
</tr>
<tr>
<td>Participatory workshop</td>
<td>1222</td>
<td>TE: I think we've done well because I think it's a difficult task GI: yeah I think.. we give up. (0.12) TE: Well we've done our best... you want add anything to it BO? BO: No I do think so. GI: We've been thinking positive. TE: Yes, ahuh, we don't go for negative I think that's a great way to have positive effects. BO: You have one negative thought you have about 800.</td>
<td>Thinking positively</td>
</tr>
<tr>
<td>Participatory workshop</td>
<td>1673</td>
<td>DU: It's interesting to see that the male have more negatives then the females. YO: Yeah, yeah I don't know, why is that actually? Do you think male are more open, or common to talk about the negative things? DU: I don't know. (0.05) GI: Yeah. YO: But how do you think about the fact that it's so heavily focused on the positive, is it a realistic image? GI: I think women are generally more positive. DU: Yeah that’s true, I think the women have their cup half full and a lot of the men have their cup half empty, not all of course obviously.</td>
<td>Male more negative then women</td>
</tr>
</tbody>
</table>
Second coding: Conversational data

Perspectives of ageing
- Keep involved
- Active
- Independent
- Healthy
- Involved
- Quieter
- Accepting
- In control

Thinking old
- Vulnerable
- Uncomfortable
- Unhealthy
- Restricted
- Lonely
- Inactive
- Dependent
- Humour

Growing older
- Accepting incapabilities
- Jokes around ageing
- Expectations
- not competent
- Self-stereotyping
- Being different
- Restrictions

Body changes
- Grey Hair color
- Thin skin
- Deafness
- Unbalanced
- Lack of strength
- Reduced sight
- Smaller height
- Reduced mobility
- Unbalanced
- Walking sticks
- Lack of energy

Generation gap
- Lack of understanding
- Intolerant
- Less opportunities
- Different voices
- Struggling with communication
- Treated with respect

Age integration
- Valuing grandparents
- Close contact
- Role models
- Personal stories
- Digital media
- Exchanging

Misrepresentation
- Unrealistic
- Lack of voice
- Generalising
- Gender differences
- Encouraging
- Ignoring adverbs
- Being different

Fashion
- Youth orientated
- Inappropriate
- Colourless
- Practical
- Tidy

Positive and negative perspectives of ageing
- Imposing the achievements of age
- Self-stereotyping by thinking "old"

Unrealistic portrayal of ageing in the media
- Ignoring changing body image
- Lack of voice
- Endorsing youthful appearance

Misunderstandings between generations about ageing
- Different languages
- Lack of understanding
- Less opportunities to interact
- Fear of ageing

Phase three: Final data collection
Old as the new norm

Embracing the signs of ageing by portraying the body changes that come in later life as an accepted beauty norm.

Phase three: Final data collection

Levels of achievement

Promoting ageing as a levels of achievements in life instead of a fear of becoming older.
Re-designing perceptions of ageing by celebrating the experts of life

Contrasting portrayals of ageing
Both generations hold positive and negative perspectives of ageing.

Unrealistic voice in the media
Younger and older participants did not feel represented by the media.

Language barrier between generations
Both age groups recognize that it was not common to have daily contact with other generations outside their family circle.

The paradox of ageing
“Being old is seen as an advantage because you can do whatever you want and you can’t be stopped by anyone.” – Hilda, age 80

Misrepresentations of ageing
Advertisements are ignoring the body changes that come with growing older and are promoting a beauty image which only stimulates a fear of ageing.

Misunderstandings between generations
Society is not built for bringing different age groups together which is only reinforcing stereotypical attitudes towards each other.

Challenge
How might we reframe assumptions to design age-friendly opportunities for younger and older people to engage in meaningful conversations about what it means to grow older in order to create mutual understanding?

How might we design a website, a toolkit and an empowering image of the older generation that can be widespread across different media in Scotland?

How might we design social opportunities for younger and older people to engage in meaningful conversations to create mutual understanding?

Guideline
Promoting both positive and negative aspects of ageing that contributes to a stronger visual voice in the public domain.

Presenting alternative images of older adults in the media by making “old” as the new accepted beauty norm.

Starting the conversation between generations to create a better understanding of what it means to grow older.

Strategy
“Signs about ageing”
“Patterns of ageing”
“Toolkit for ageing”

Phase three: Final data collection
Analysis: Observational data of the interviews

Phase three: Final data collection

Self-reflective

Participants can be insecure about their answers when they do not know what to expect.

Being self-reflective can be challenging for participants.

Insecure

Silent moments

Give space for silent moments during the interview.

Finding balance

Finding a balance between action and discussion.

Finding participators in their natural habitat can contribute to the conversation by being in a safe, warm and cozy place.

Acquaintance

When participants are friends, they already feel comfortable and familiar in expressing themselves.

Natural habitat

Persona's

Describing in personas supported participants to share also negative experiences of ageing.

Playful

Playfulness in the conversation can contribute to a positive experience of the interview.

Visual result

The canvas shows a direct visual accomplishment as a result of the interview.

Transpartant

Transparent way of interviewing by having the questions printed on the canvas.

Engaging

Willing to participate and actively engage with the tool.

34
Frequency of touching or holding the design tools

Workshop team one*
Male persona

Grandapa J (14)
Dudu (80)
Pw (83)

*It was recorded with one video camera therefore there is a split in the video.

Workshop team two
Female persona

Boo (14)
Ginty (81)
Teacher (56)
### Workshop team one*  
**Male persona**

<table>
<thead>
<tr>
<th>Total time</th>
<th>Time (in minutes)</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>GJ:</td>
<td>3 minutes 20 seconds (3.20)</td>
<td>53%</td>
</tr>
<tr>
<td>DU:</td>
<td>2 minutes 54 seconds (2.54)</td>
<td>46%</td>
</tr>
<tr>
<td>PW:</td>
<td>1 minute 29 seconds (1.29)</td>
<td>23%</td>
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</table>

### Workshop team two  
**Female persona**

<table>
<thead>
<tr>
<th>Total time</th>
<th>Time (in minutes)</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>BO:</td>
<td>1 minute 36 seconds (1.36)</td>
<td>26%</td>
</tr>
<tr>
<td>GI:</td>
<td>4 minutes 10 seconds (4.10)</td>
<td>67%</td>
</tr>
<tr>
<td>TE:</td>
<td>1 minute 0 seconds (1.00)</td>
<td>16%</td>
</tr>
</tbody>
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Phase three: Final data collection
Discussion posters: Validating themes
Phase three: Final data collection
Questions provided by the participants to get to know each other:

- What was school like?
- How was your childhood?
- When did you realise you were getting older?
- What was your most embarrassing moment?
- Why is fast food so popular amongst younger people?
- Why do younger people have their phone switched on all the time?
- Do you experience any peer pressure?
- What was your biggest challenge and how did you overcome it?
- What role does technology play in your daily life?