

Seeing Timeless Rebels

Challenge people's perspectives of ageing

Appendix

©Yoni Maartje Lefèvre

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.

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

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 extracts 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?

age

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

self-image

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

appearance

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

network

4. Growing older makes me... vulnerable independent

responsibility

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

unwritten rules

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

time

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

group

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

relations

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

HOW DO YOU EXPERIENCE GROWING OLDER?

How old do you feel?

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

How old would you say you look?

Draw an image of a "typical" older person

**REIMAGINE
AGEING**

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.



a research project
about the visual
representation
of older adults in
Scotland

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**

**INNOVATION
SCHOOL
THE GLASGOW
SCHOOL OF ART**





As part of my research project about the 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

**SEEING
TIMELESS
REBELS**


Participant information sheet

Research project title: Seeing Timeless Rebels

Researcher: Yoni Lefevre

Contact: 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.

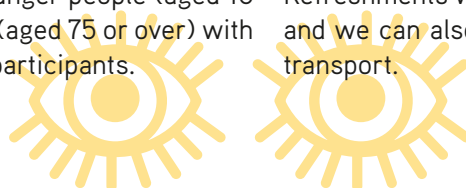
What will the research involve?

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.



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

**SEEING
TIMELESS
REBELS**



a research project
about the visual
representation
of older adults in
Scotland

Participant research consent form

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

I have read and understood the project information sheet and have had the opportunity to ask questions.	Yes / No	
I agree to be a participant for the purposes of the research project "Seeing Timeless Rebels".	Yes / No	
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.	Yes / No	
I understand that the information I provide will remain anonymous by name but not for my age and gender within this data.	Yes / No	
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.	Yes / No	
I understand that people can recognize me on photo's and therefore I give permission to not be anonymous on the visual documentation.	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	
Do you wish to add any other instructions or restrictions in relation to your contribution?	Yes / No	

If yes, please give details:

.....

Signed:

Date:

Name (Block caps):

Telephone number:

Email:

Researcher signed:

Date:

Email:



Parental information sheet

Research project title: Seeing Timeless Rebels

Researcher: Yoni Lefevre

Contact: Y.Lefevre1@student.gsa.ac.uk

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 child's thoughts and self-image of ageing. I will use a visual tool to document and share your child's 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.

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
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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

**SEEING
TIMELESS
REBELS**



a research project
about the visual
representation
of older adults in
Scotland

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.

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

Name of parent

Date

Signature

.....

Child name

Name of person taking consent
(if different from researcher)

Date

Signature

.....

Researcher

Date

Signature

.....

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



Interview protocol

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 advertisements? 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 themselves 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

Time:
8.45 - 12.45

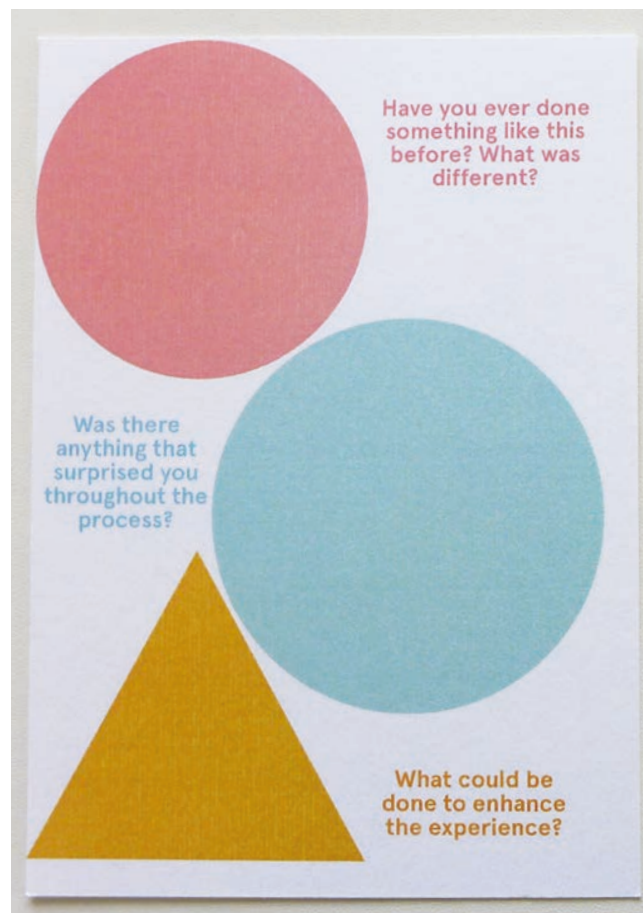
Location:
The Glasgow School of Art
Blairs Farm Steading
Altyre Estate, Blairs Cottages
Forres IV36 2SH



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 experienced working with the tools?
Give post card
- 11.30 - 12.00 **Testing out project Chahat**
Coffee / Tea break and wrap-up



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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Date: 10-3-2018
Location: Forres Town Hall
Total: 11 people

HOW DO YOU EXPERIENCE GROWING OLDER?

age	1. Sharing my age makes me feel...	ashamed	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	it's just a number
self-image	2. I see myself as a...	fossil	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	rebel
appearance	3. In daily life I am...	grumpy	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	smiling
network	4. Growing older makes me...	vulnerable	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	independent
responsibility	5. I give my (future) grandchildren...	safety	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	sweets
unwritten rules	6. Ageing in society gives me...	restrictions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	choices
time	7. Life after retirement I see as...	boredom	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	freedom
group	8. Ageing comes with...	inequalities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	cross-age interactions
relations	9. I am the fact that I am ageing	denying	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	accepting

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?

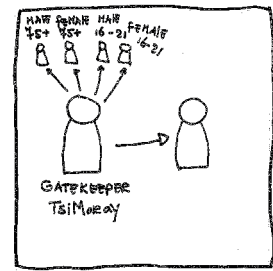
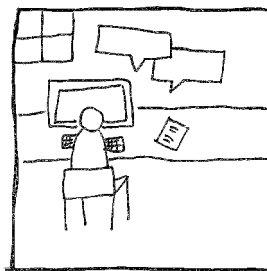
AVERAGE AGE
60

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

Initial storyboard of the fieldwork

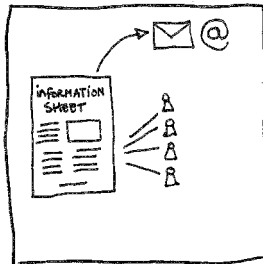


Recruitment indirect

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

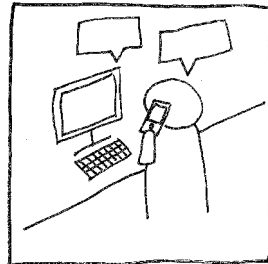
Selection participants

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



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.



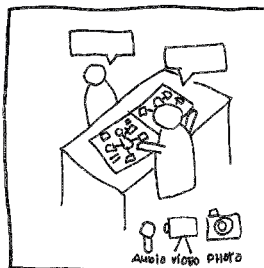
Arrange meeting

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



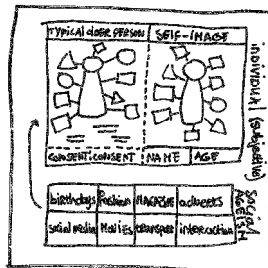
Interviews

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.



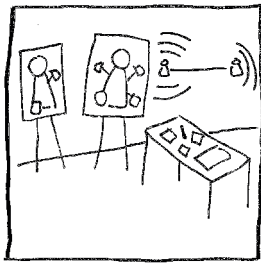
The looks of later life

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".



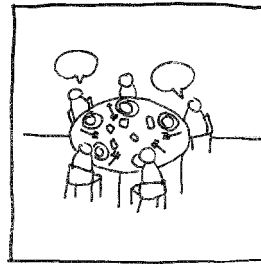
Transcribing audio

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



Preparations

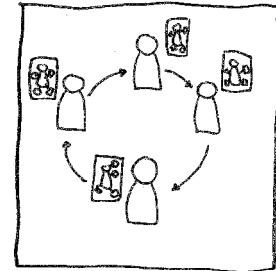
I will prepare and design the workshop tools in advance, using the outputs of the interviews to inform the content. I will make sure the setting is ready, prepare tools including: discussion cards, stereotype boards of each participant, the analysing framework and the landscape of ageing canvas. I will 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 an 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

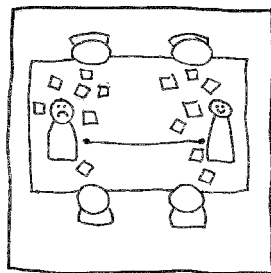


Telling and sharing

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?

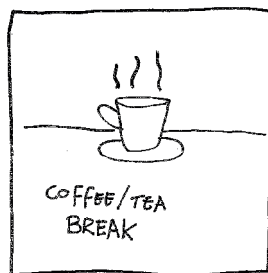
13.00 - 13.45 PM



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?

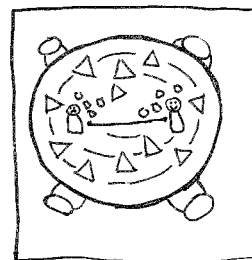
13.45 - 14.15 PM



Short break

Time to reload with a short coffee and tea break.

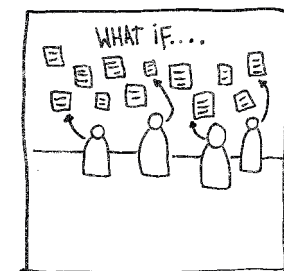
14.15 - 14.30 PM



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.

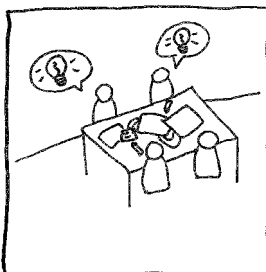
14.30 - 15.15 PM



What if... future dreaming

Reviewing the material of previous activities the participants will be asked to come up with ideas that challenges negative stereotypes of ageing. To inspire the participants I will prepare generative tools, for example provocations in the form of 'What if...?' questions inspired by successful innovative intergenerational projects identified by my literature review and insights from the interviews.

15.15 - 15.35 PM



Selecting best ideas

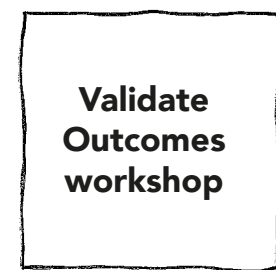
Participants will choose two concepts they would like to see me develop as part of my research.

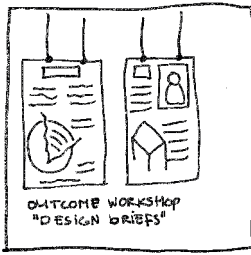
15.35 - 16.00 PM



Transcribing audio

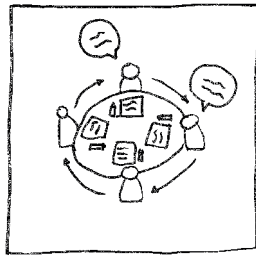
I will transcribe the dialogue from the workshop which helps me to collect more insights in order to prepare the next workshop.





Concept posters

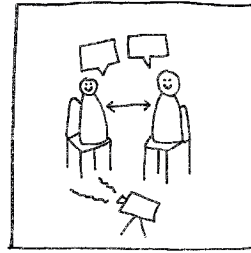
A poster showing the two selected design concepts as the outcome of the workshop.



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.

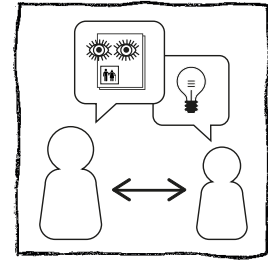
10.30 - 11.15 AM



Share experiences

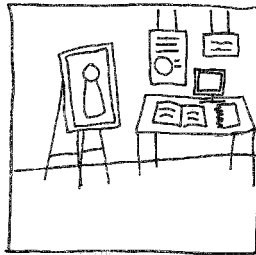
Young and old will share their experiences of the workshops on video and have the opportunity to give feedback about the process.

11.15 - 12.00 AM



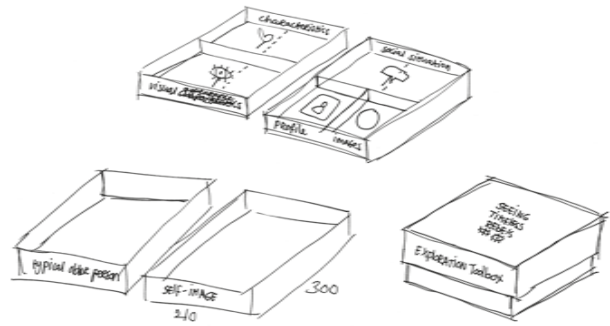
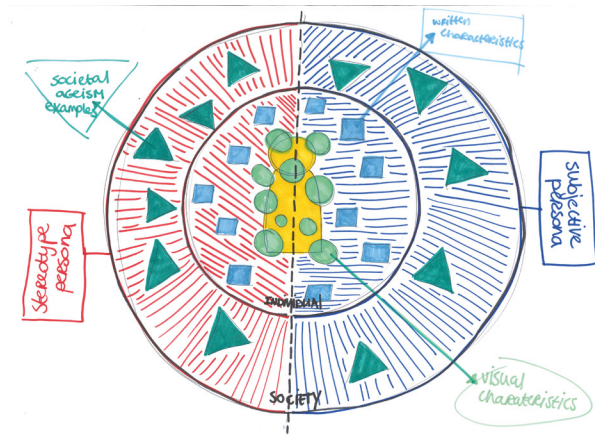
Research mission

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.

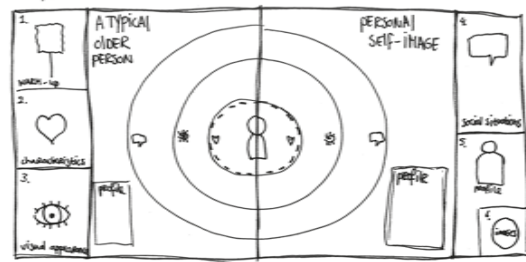


Exhibition

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

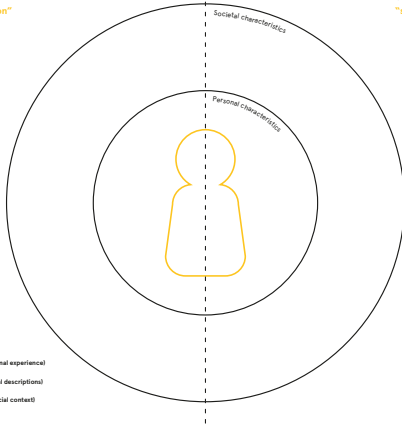


Exploration toolkit

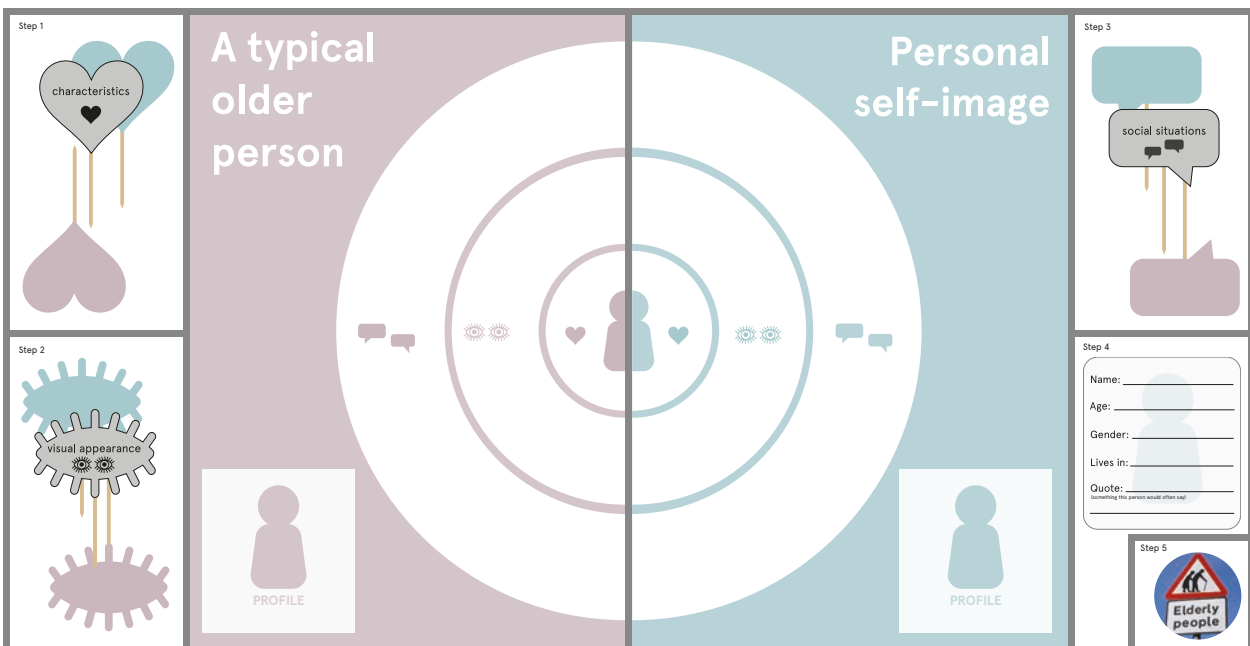
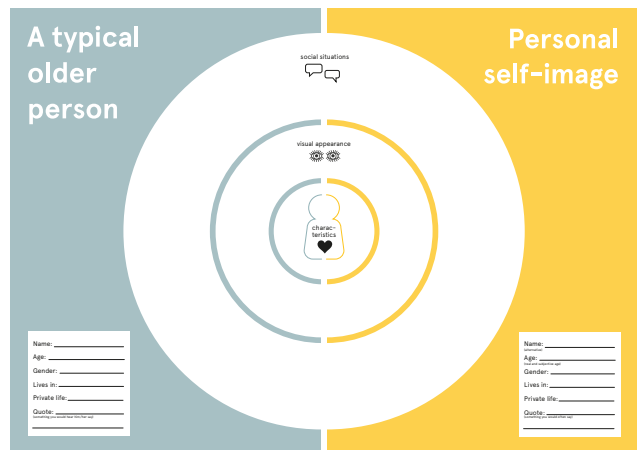


STEREOTYPE PERSONA
"a typical older person"

SUBJECTIVE PERSONA
"self-image of ageing"



- the feelings of age (internal experiential)
- the looks of age (external descriptions)
- ▲ the situations of age (social context)



Introduction participants

		self-image (81)		future self-image (85)	
Ginty	Happy, sometimes annoyed at t.v. Reporting	Ok but I'm told sometimes I look tired	That I get tired quicker and unable to remember names etc.	More grey haired	
	Housework, gardening, work on computer, bowls, craft, sewing and reading	World seems to be getting noisier!	All the things I do now but with increased enjoyment e.g. walking	Speak up!	

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

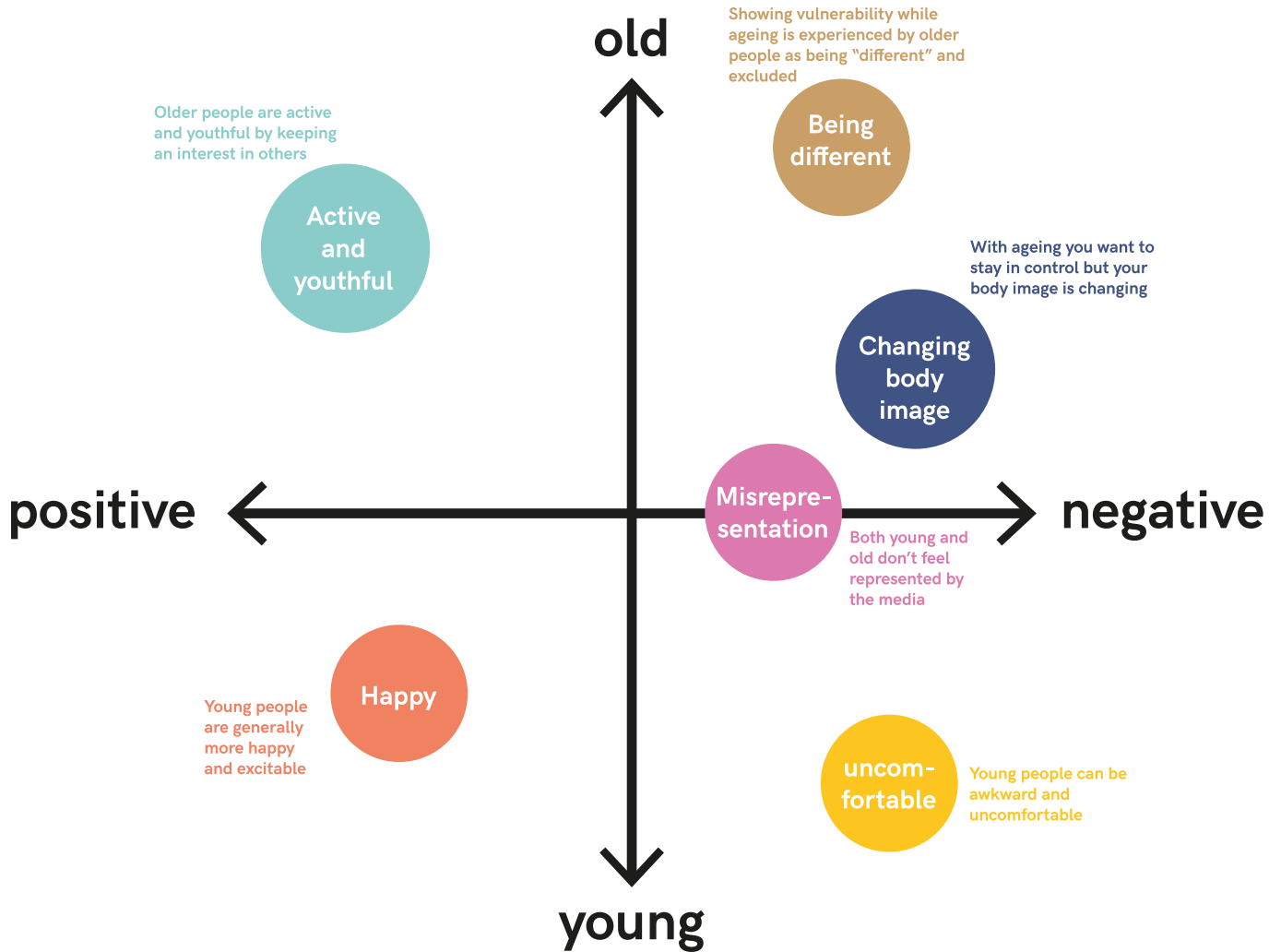
		self-image (83)		future self-image (83+)	
Pw	Tired, out of touch, isolated	Puzzled because I am deaf	Happier with better hearing aids	To be more communicative	
	Not hear speech	My age shows	More on the computer	I have a good change of gaining all my thoughts	

		self-image (14)		future self-image (40)	
Boo		Stupid, happy	Confused, happy	Experienced	Happy
		Walk, photography, artwork	Oh my goodness	Everything, volunteering, traveling	Telling my stories
		feel do	look say	feel do	look say

		self-image (14)		future self-image (75)	
Grandpa J		Nervous, excited, happy	Happy, bright	Content, happy, more comfortable	Older, bright, taller
		Cycling, swimming, walking, drawing	Where's the cat?	Gardening, walking, cycling	Laugh a lot
		feel do	look say	feel do	look say

		self-image (29)		future self-image (95)	
Yoni		Excited but also nervous, trying to do it right	Simple but playful	Tired but still very curious to the world and people around me	Minimalistic but hopefully stylish with some colourful/crazy touches
		Cycling and organizing dinners for friends	"Never mind"	Walking with the dog, feeding my cat and annoying my family	"Thank you"
		feel do	look say	feel do	look say

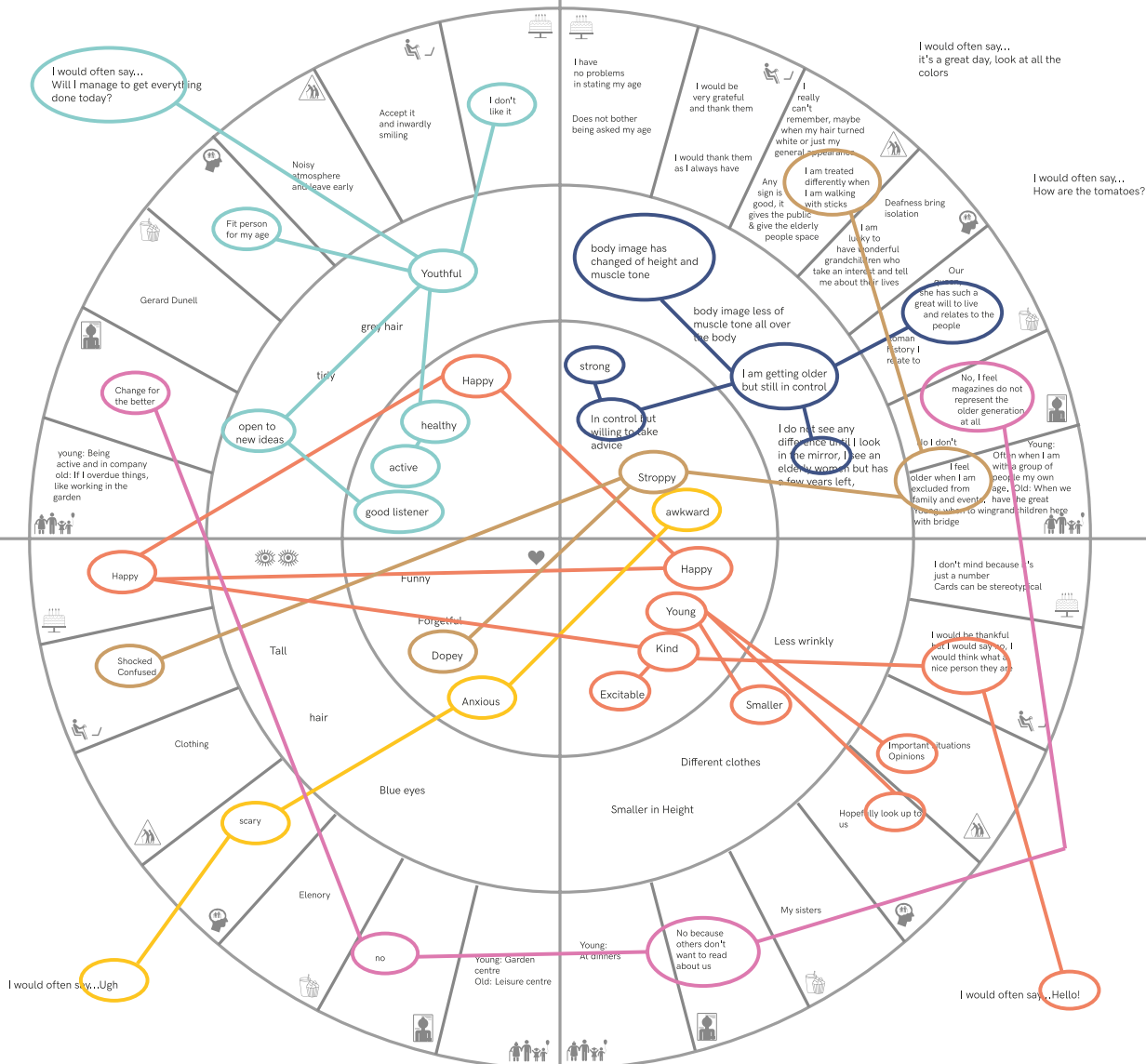
SELF-IMAGE



age 80+

Ginty
Female, age 81

Hilda & Percyp
Female, age 80 and male, age 83

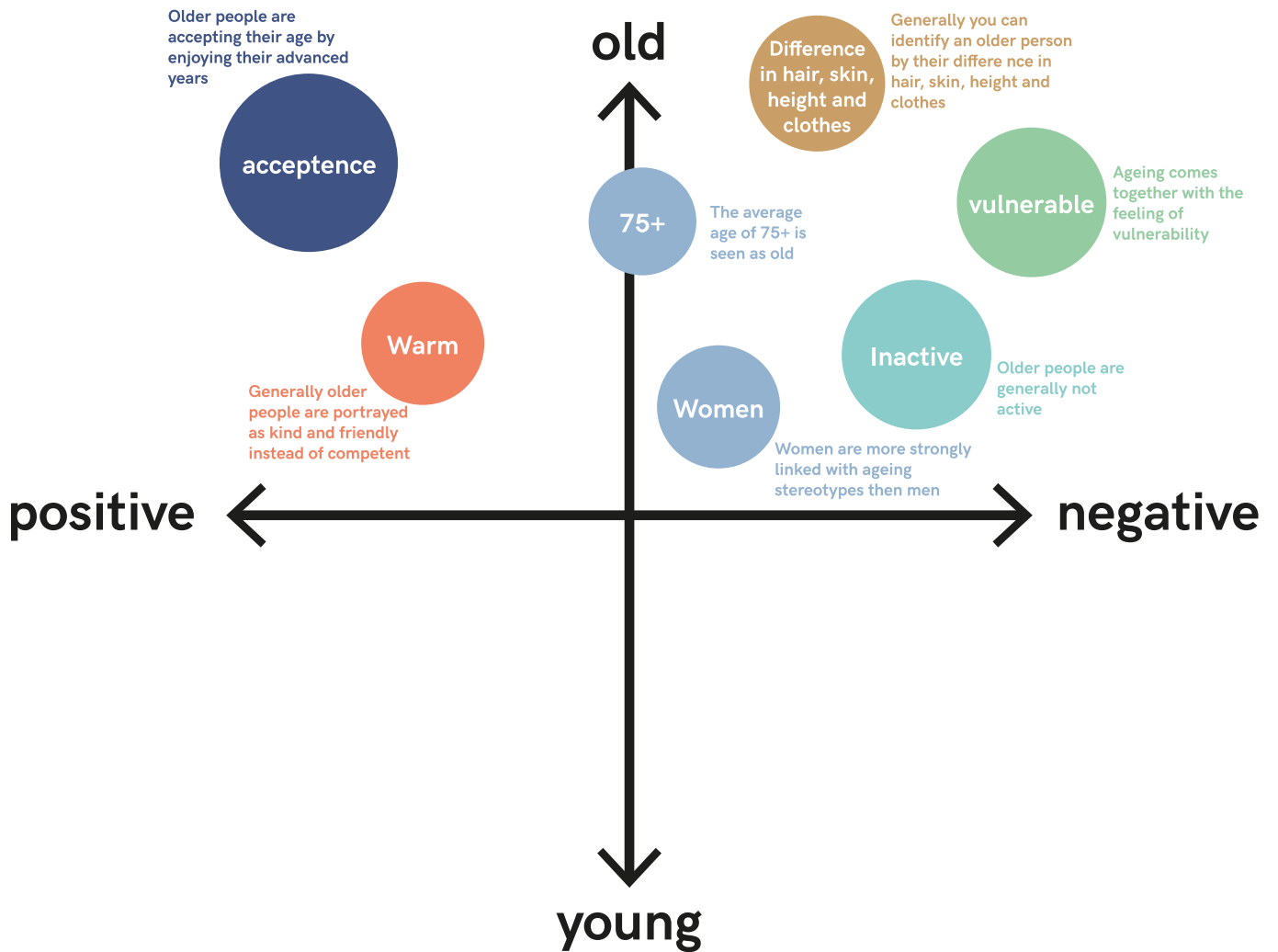


Boo
Female, age 14

Grandpa J
Male, age 14

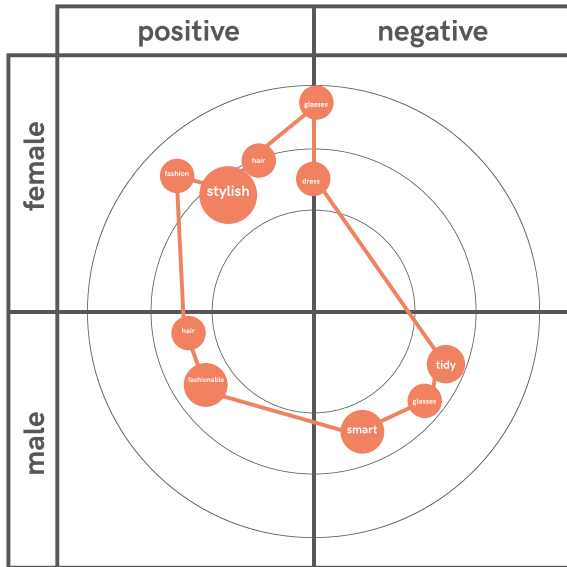
age 14

A TYPICAL OLDER PERSON



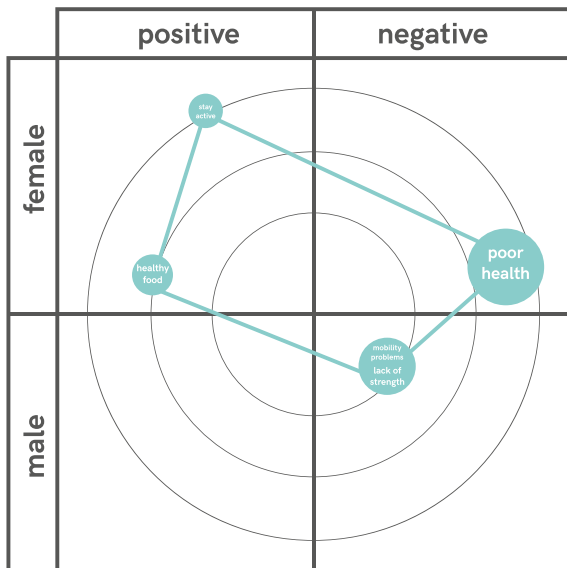
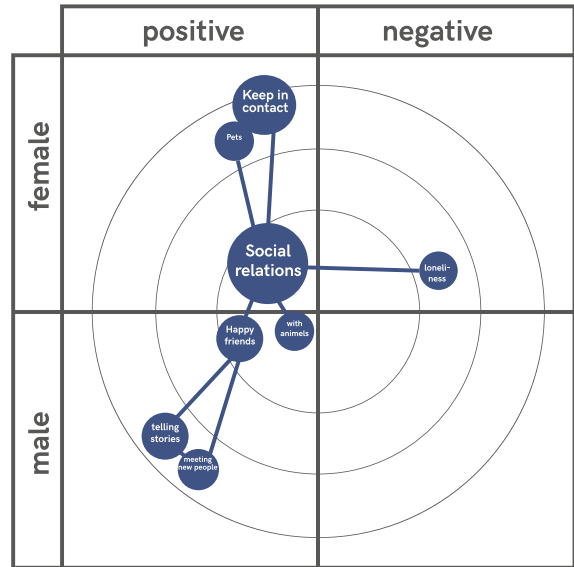
Looks

Style and fashion are seen as positive for both men and women.



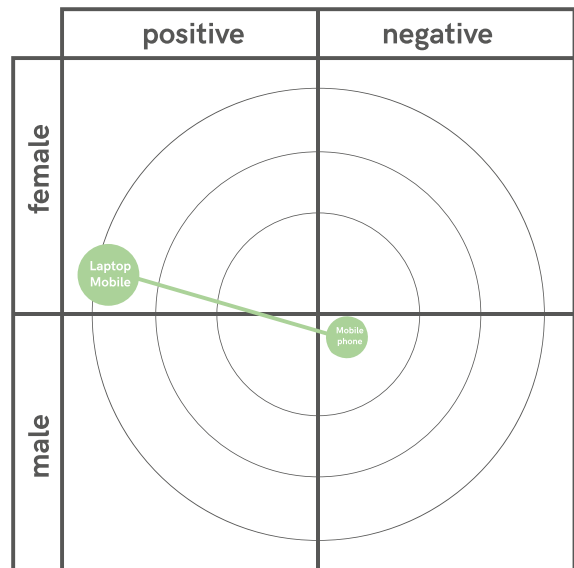
Social relations

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.

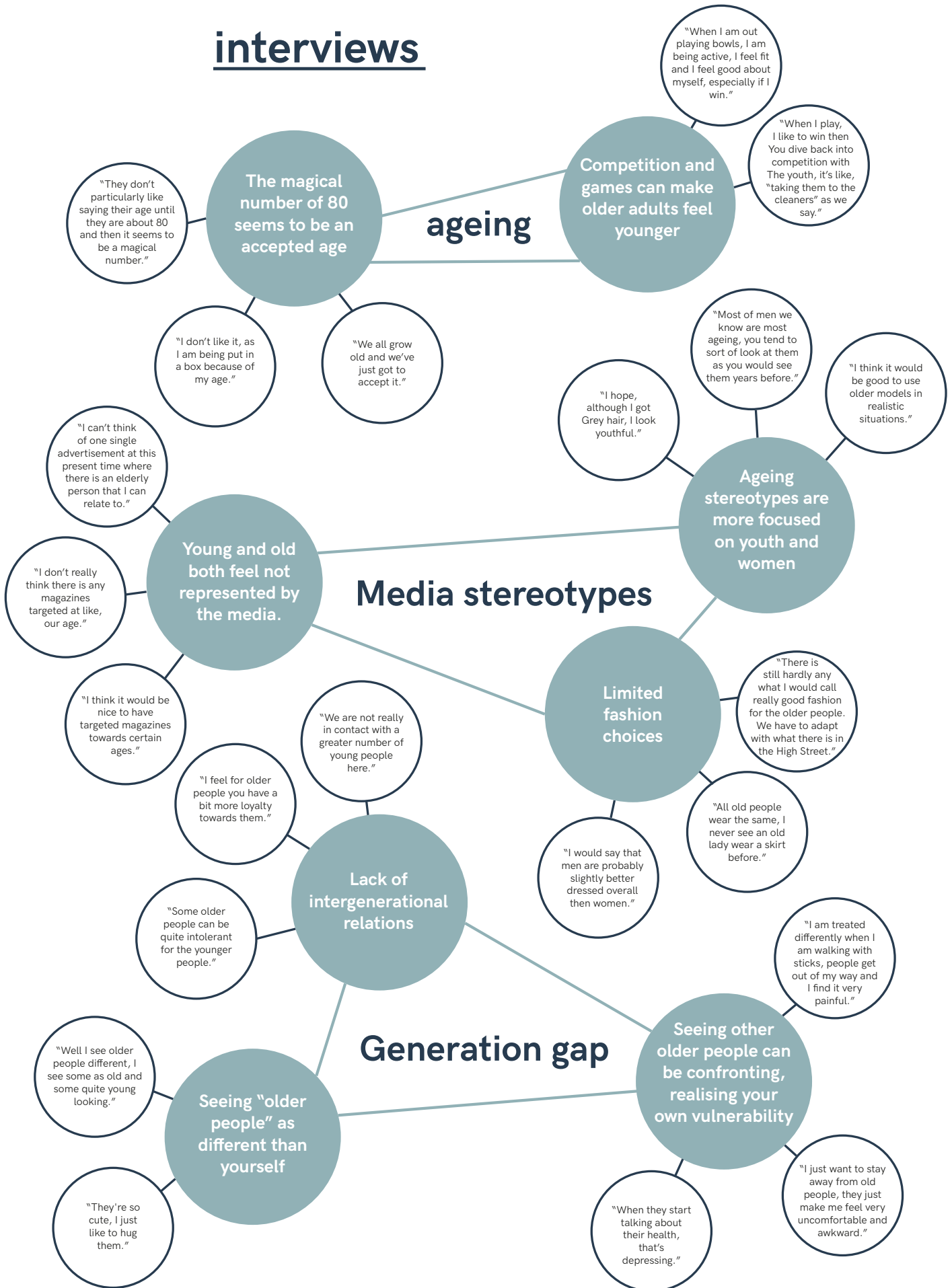
Summary memos visual data

Younger and older perspectives on themselves.	Active and youthful	Older people are keeping active and youthful by keeping an interest in others.
	Being different	Showing your vulnerability while ageing is experienced as being “different” and feeling excluded.
	Changing body image	Ageing comes with changes but for older people it is important to stay in control about your own life.
	Happy	Young people describe themselves generally more happy and excitable than older people.
	Uncomfortable	Seeing older people can be confronting and uncomfortable for younger people.
	Misrepresentation	Both young and old don't feel represented by the media.

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

Younger and older participants identifying their future self.	Unbalanced perceptions about ageing	There are more positive descriptions of ageing which implicate that it is hard to identify negative aspects of ageing.
	Style	Style and fashion is 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 women and men.
	Activities	Doing things are seen as a positive experience.
	Digital media	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.
	Thinking old	Negative perceptions towards older people do exist and is related with not feeling appreciated, the lack of patience and being bullied.

interviews



Analysis: Memos conversational data

<i>Memo</i>	<i>Data collection</i>	<i>Line number</i>	<i>Personal experiences</i>	<i>Code</i>
The number of being old: being old is not linked to a number but to the state of the person	Interview Ginty (81)	260	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.	Being old
	Interview Boo (14) and Grandpa J (14)	254	BO: I would have said 70, I don't really think that 60 is old, well it depends on how they are.	Being old
	Participatory workshop	1096	BO: I put 40 and everybody else put like 90 or 80. TE: That's because your much younger than us [laughing] 40 To you is old. GI: Not much hope for me then [laughing].	Being old
	Participatory workshop	1565	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.	Thinking old

<i>Memo</i>	<i>Data collection</i>	<i>Line number</i>	<i>Personal experiences</i>	<i>Code</i>
Levels of experience: accepting your ageing self by seeing growing older as levels of achievements	Interview Ginty (81)	286	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.	Proud
	Interview Ginty (81)	93	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.	Acceptance
	Interview Dudu (80) and Pw (83)	749	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..	Relief
	Interview Dudu (80) and Pw (83)	931	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."	Acceptance
	Interview Boo (14) and Grandpa J (14)	260	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.	Achievement
	Interview Boo (14) and Grandpa J (14)	363	GJ: 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.	Acceptance
	Participatory workshop	1911	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."	Proud
	Participatory workshop	1883	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.	Achievement
	Participatory workshop	1885	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.	Sharing stories

<i>Memo</i>	<i>Data collection</i>	<i>Line numbers</i>	<i>Personal experiences</i>	<i>Code</i>
Fear of growing older: imagining yourself as an older person feels uncomfortable	Interview Boo (14) and Grandpa J (14)	482	BO: I put 'uncomfortable' because like, they might start to get worried about the future.	Uncomfortable
	Participatory workshop	242	DU: I love watching all of these younger ones because they have a real future.	Real future
	Participatory workshop	764	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.	Uncomfortable

<i>Memo</i>	<i>Data collection</i>	<i>Line numbers</i>	<i>Personal experiences</i>	<i>Code</i>
Although the UK warning signs for seniors are very general and negative it gives older people a physical voice in the street	Interview Ginty (81)	329	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.	Old folk aren't like that
	Interview Dudu (80) and Pw (83)	916	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.	Sign has to be general
	Interview Dudu (80) and Pw (83)	879	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.	Geriatric pick pockets
	Participatory workshop	1163	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.	Importance of having signs

<i>Memo</i>	<i>Data collection</i>	<i>Line numbers</i>	<i>Personal experiences</i>	<i>Code</i>
Changing body: being old is predominantly seen as a decline in physical health	Interview Ginty (81)	642	GI: Quite a lot of them would say, "I was awfully stiff this morning when I woke up."	Stiff
	Interview Ginty (81)	166	GI: They look older. A lot of them are slower.	Slower
	Interview Dudu (80) and Pw (83)	422	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.	Mirror
	Interview Dudu (80) and Pw (83)	431	DU: Your lack of muscles". You see yourself as, I mean, half the person you were. You have shrunk four inches.	Shrunk
	Interview Dudu (80) and Pw (83)	522	DU: Shuffling walk" because a lot of people do, "not so steady with their balance.	Slower
	Interview Dudu (80) and Pw (83)	884	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.	Being different
	Interview Dudu (80) and Pw (83)	1453	PW: I have to go and get my glasses.	Glasses
	Interview Dudu (80) and Pw (83)	1346	DU: That is a short sign of an elderly person's house, when you have a grabber... In every room.	Grabber
	Interview Boo (14) and Grandpa J (14)	288	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.	Skin / height / hair
	Interview Boo (14) and Grandpa J (14)	304	GJ: I suppose they have scarves because they lived longer then you so probably have more wounds, more cuts and stuff that leave little scarves.	Skin
	Participatory workshop	83	GI: I think I often look okay but I told sometimes "oh your looking tired.	Tired
	Participatory workshop	93	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.	Lack of strength
	Participatory workshop	1562	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.	Poor health
	Participatory workshop	1786	DU: You should be proud in having wrinkles, because it's a short sign... GI: ...To have some experience.	Wrinkles
Participatory workshop	1755	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.	Old is ugly	

<i>Memo</i>	<i>Data collection</i>	<i>Line number</i>	<i>Personal experiences</i>	<i>Code</i>
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.	Interview Ginty (81)	175	GI: I would say generally their appearance is like modern.	Modern
	Interview Ginty (81)	482	GI: 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 "right you are retired at sixty that's you, you're finished, your life is finished."	Bright colours
	Interview Dudu (80) and Pw (83)	545	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, uhm, 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.	Dressed youthful is seen as inappropriate
	Interview Dudu (80) and Pw (83)	1678	DU: There is still hardly any what I would call really good <i>fashion</i> for the older people [...] We have to <i>adapt</i> with what there is in the High Street.	Limited fashion choices
	Interview Boo (14) and Grandpa J (14)	241	GI: 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.	Practical clothes
	Interview Boo (14) and Grandpa J (14)	313	GI: When you have a stereotypical older person would be beige, you thinking like beige trousers, beige cardigan, knitted.	Beige colours
	Interview Boo (14) and Grandpa J (14)	328	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... GI: Like curtain pattern.	Skirt
	Participatory workshop	1797	DU: By showing them in magazines not dressed as GI 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 "yes I won't mind growing old if I'm looking like that" rather than prevent themselves from getting old.	Young fashion
	Participatory workshop	1855	GI: 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. GI: 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?" GI: 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. GI: 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. GI: Beige. DU: Oh yes. GI: Grey and black and that was it, you know, but nowadays you do get the opportunity to wear colours.	Colourful fashion
	Participatory workshop	1142	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.	Fear of being stereotyped

<i>Memo</i>	<i>Data collection</i>	<i>Line numbers</i>	<i>Personal experiences</i>	<i>Code</i>
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 than 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	GJ: 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

<i>Memo</i>	<i>Data collection</i>	<i>Line numbers</i>	<i>Personal experiences</i>	<i>Code</i>
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	GJ: 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	TE: 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

<i>Memo</i>	<i>Data collection</i>	<i>Line numbers</i>	<i>Personal experiences</i>	<i>Code</i>
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. GJ: It's true, I agree. BO: No I agree [laughing]. GJ: 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	

<i>Memo</i>	<i>Data collection</i>	<i>Line numbers</i>	<i>Personal experiences</i>	<i>Code</i>
Regular contact with older people and finding a common ground between generations will provide a better understanding of growing older	Interview Dudu (80) and Pw (83)	1092	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.	Better understanding
	Interview Boo (14) and Grandpa J (14)	653	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. BO: I think they are so much differently, yeah.	Hard to understand
	Interview Boo (14) and Grandpa J (14)	694	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.	Don't show it in a very good way
	Participatory workshop	687	DU: I mean it is very true... there is... I mean young people tend to forget that old people were young once [laughing] if you know what I mean.	Young once
	Participatory workshop	702	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.	Close to me
	Participatory workshop	1476	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.	Suddenly see a difference
	Participatory workshop	2236	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.	Role models

<i>Memo</i>	<i>Data collection</i>	<i>Line number</i>	<i>Personal experiences</i>	<i>Code</i>
Games can be a vehicle for stimulating meaningful conversations between younger and older generations	Interview Ginty (81)	624	GI: When the young and the old getting together and exchanging... thoughts and ideas, that's important too I think.	Exchanging
	Interview Ginty (81)	520	GI: 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.	Being active
	Interview Dudu (80) and Pw (83)	984	DU: We don't have any grandchildren living up in here and we don't have, and we are not really in contact with a greater number of young people here.	Contact with younger people
	Interview Dudu (80) and Pw (83)	1422	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.	Competition
	Participatory workshop	1448	GJ: 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.	Different perspectives
	Participatory workshop	1265	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."	Intergenerational game
	Participatory workshop	2006	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, uhm 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. GJ: Yeah, with conversations and things yeah.	Involving all age groups
	Participatory workshop	2021	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.	Mixing age groups
Participatory workshop	2124	DU: And that's why the interaction in teams, perhaps the very young children, young children normally are cute you know. GJ: 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.	Meaningful conversations	
Participatory workshop	2656	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.	Forced contact	

<i>Memo</i>	<i>Data collection</i>	<i>Line number</i>	<i>Personal experiences</i>	<i>Code</i>
Design briefs	Participatory workshop	2430	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".	Old and fab
	Participatory workshop	2444	GI: We took the age gap and the perception of the age gap 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 mainly 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.	Live and learn
	Participatory workshop	2462	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."	You're never too old

<i>Memo</i>	<i>Data collection</i>	<i>Line number</i>	<i>Personal experiences</i>	<i>Code</i>
Working with the visual persona canvas invites participants to be self-directed during the sessions and stimulates engagement	Interview Dudu (80) and Pw (83)	19	DU: This looks absolutely intriguing.	Intriguing
	Interview Dudu (80) and Pw (83)	96	DU: So we start here by reading these, do you?	Self-directed
	Interview Dudu (80) and Pw (83)	81	DU: do you mind if we bring it a fraction to ours.	Inviting
	Interview Boo (14) and Grandpa J (14)	1072	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	Engaging
	Participatory workshop	346	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 from the negative or positive side? PW: we can go clockwise? GJ: Yeah	Self directed
	Participatory workshop	455	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 pup it in.	Passing on tools
	Participatory workshop	2479	DU: I actually quite enjoyed it much to my surprise. YO: Yeah? 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 uhm, 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. GI: 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.	Positively surprised
	Participatory workshop	2514	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.	Different approach
Participatory workshop	2531	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.	Visual prompts	

<i>Memo</i>	<i>Data collection</i>	<i>Line number</i>	<i>Personal experiences</i>	<i>Code</i>
The visual persona canvas shows a direct visual result of the conversation and allows the participants to directly reflect on it	Interview Ginty (81)	663	GI: Yes it was alright.. it makes you think.	Makes you think
	Interview Dudu (80) and Pw (83)	1439	DU: I hate to tell you but your lovely things are hardly big enough.	Too small
	Interview Dudu (80) and Pw (83)	1724	YO: So this is the result of our conversation. I hope you liked it? DU: well, it's very, colourful.	Colourful
	Interview Boo (14) and Grandpa J (14)	36	BO: It's like evaluating yourself... I probably spelled that wrong. GJ: You just poke it in? YO: Yeah. BO: Where? YO: In here (points out on middle circle on canvas) GJ: oohh cool.	Evaluating yourself
	Participatory workshop	663	DU: You notice that the ladies have much more difficulty in deciding. GJ: [laughing]. DU: I mean that is absolutely part of the course ... I think we've done very well. GJ: I think so, yeah it looks good.	Accomplishment
	Participatory workshop	1222	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.	Thinking positively
	Participatory workshop	1673	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) GJ: 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.	Male more negative then women

Second coding: Conversational data

Perspectives of ageing

Keep involved
Active
Independent
Healthy
Involved
Quieter
Accepting
In control

Vulnerable
Uncomfortable
Unhealthy
Restricted
Lonely
Inactive
Dependent
Humour

Thinking old

Accepting incapacities
Jokes around ageing
Expectations
not competent
Self stereotyping
Being different
Restrictions

Growing older

Imposing age
Fear of ageing
Proud
Achievements
Confronting
Awkward
Anxious

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 gab

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

Age integration

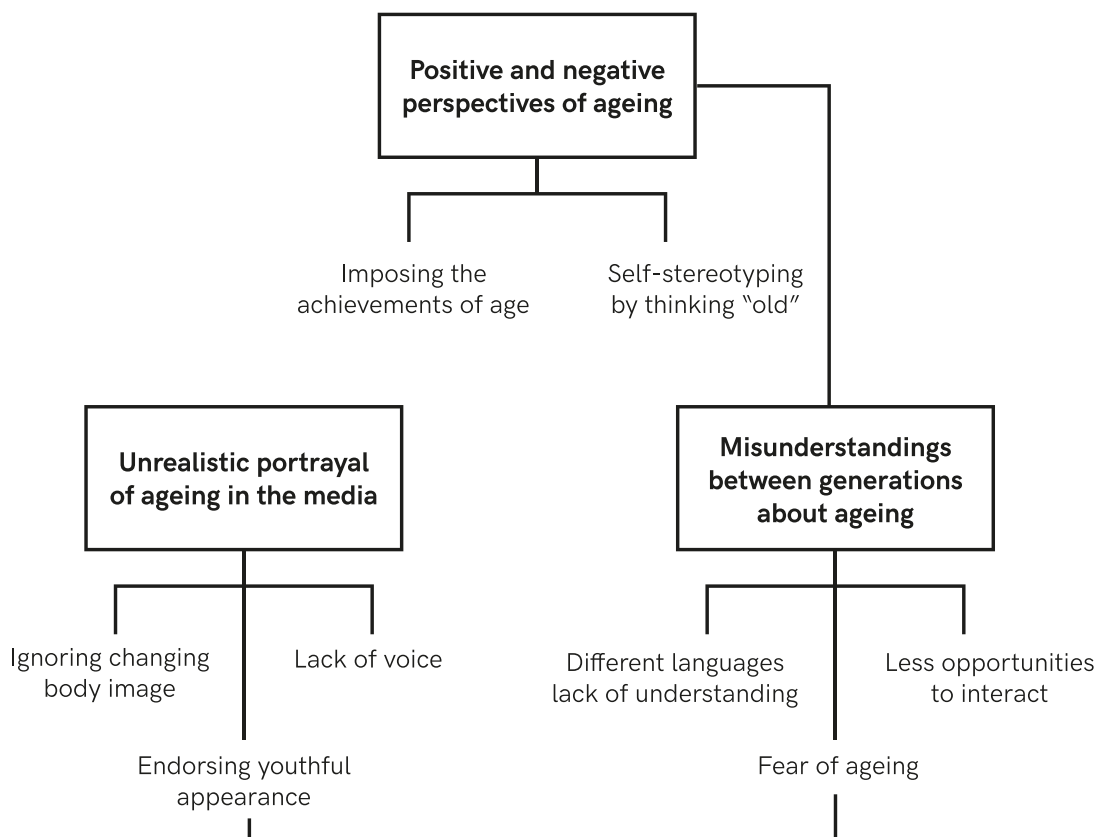
Valuing grandparents
Close contact
Role models
Personal stories
Digital media
Exchanging

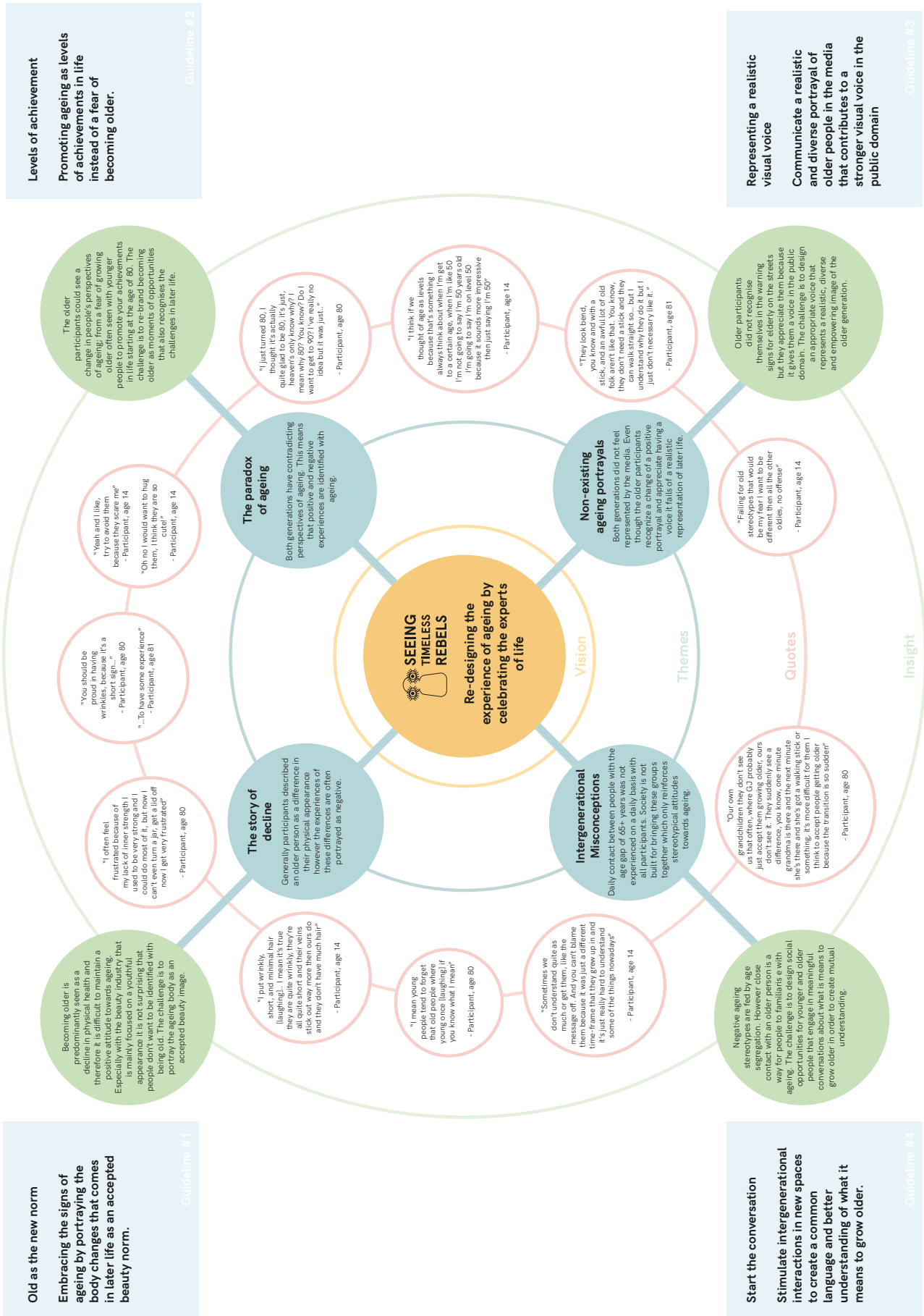
Misrepresentation

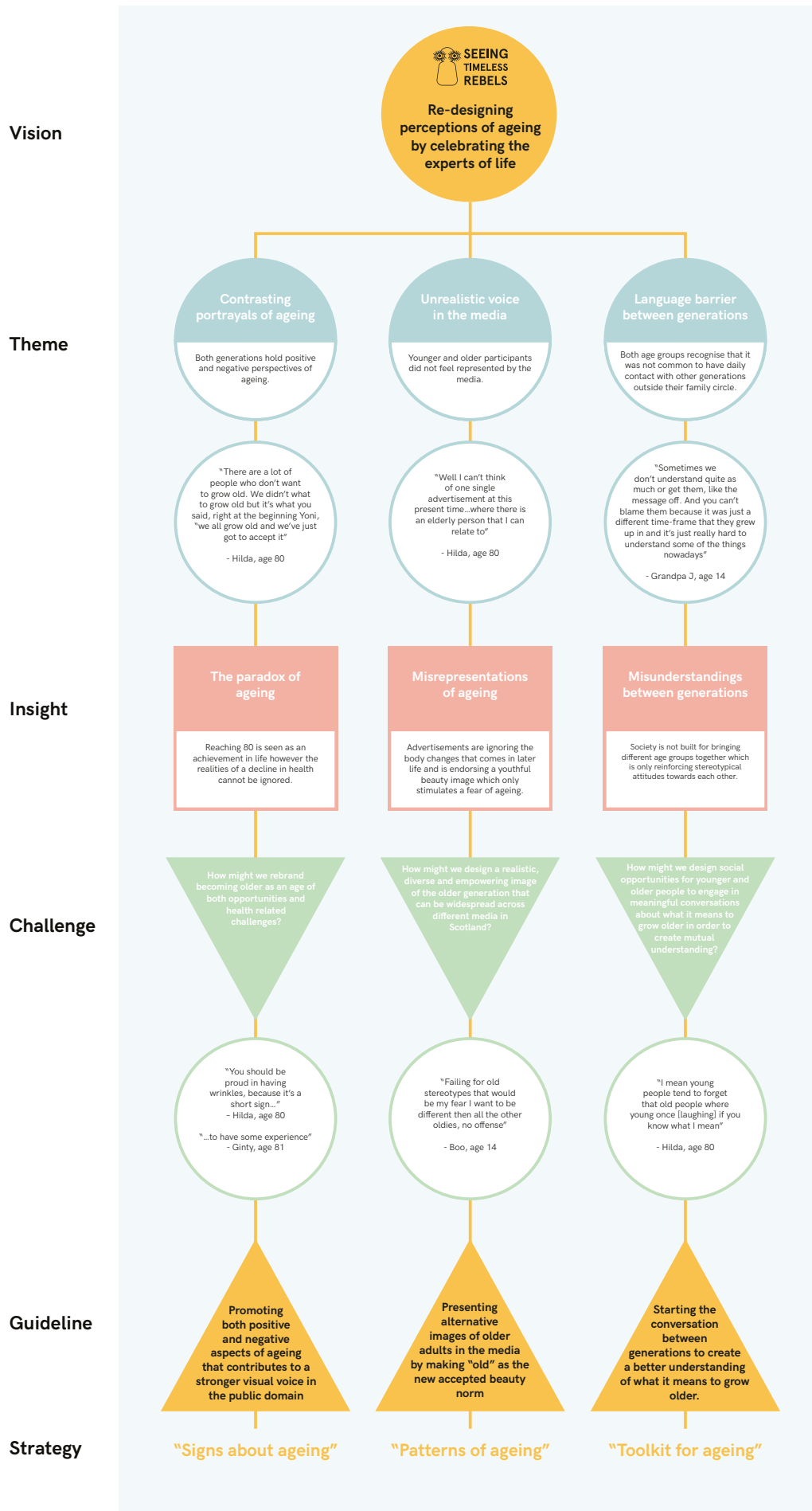
Unrealistic
Lack of voice
Generalising
Gender differences
Encouraging
Ignoring adverbs
Being different

Fashion

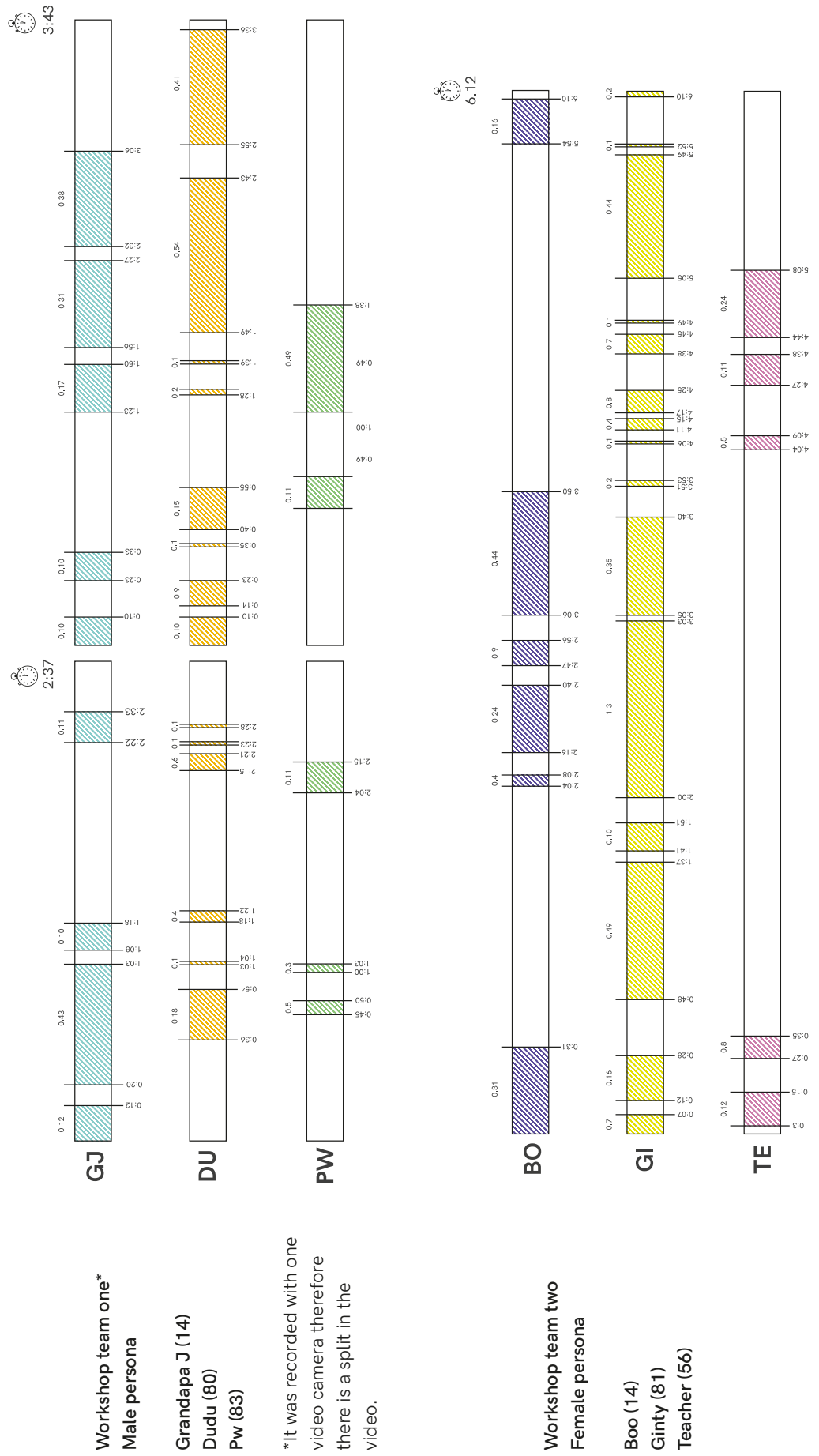
Youth orientated
Innapropriate
Colourless
Practical
Tidy















Frequency of touching or holding the design tools



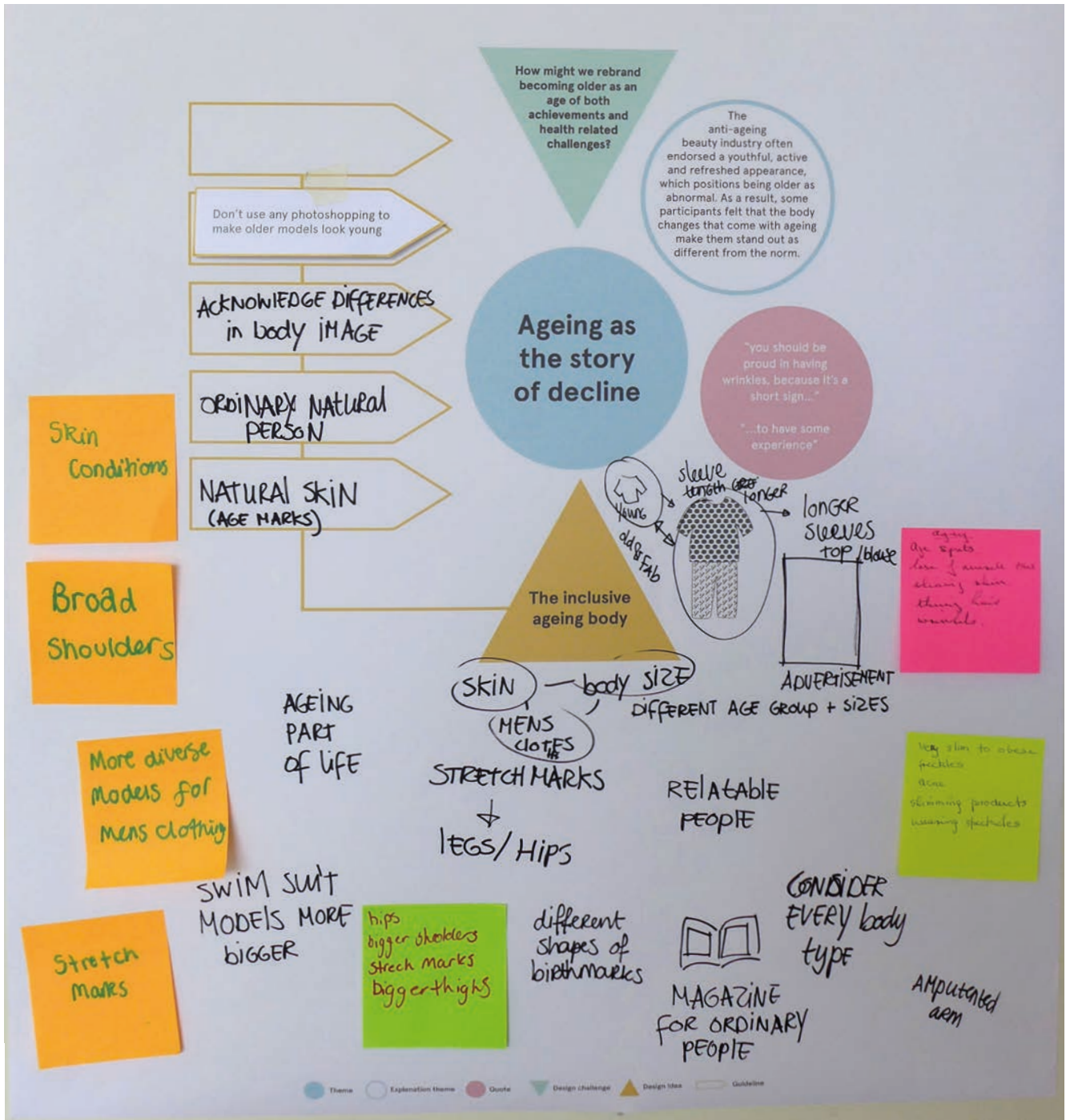
Workshop team one*
Male persona

	Total time	6 minutes 20 seconds (6.2)	100%
	Total time GJ:	3 minutes 20 seconds (3.20)	53%
	Total time DU:	2 minutes 54 seconds (2.54)	46%
	Total time PW:	1 minutes 29 seconds (1.29)	23%

Workshop team two
Female persona

	Total time	6 minutes 12 seconds (6.12)	100%
	Total time BO:	1 minutes 36 seconds (1.36)	26%
	Total time GI:	4 minutes 10 seconds (4.10)	67%
	Total time TE:	1 minutes 0 seconds (1.00)	16%







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 plays in your daily life?