



STORY 2

*Remember*

PROGRAMME HANDBOOK



Erasmus+

Training programme using creative drama and storytelling, targeting health and social care professionals for a better support for older people with dementia.

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# Section 1

INTRODUCTION

## ABOUT THE PROGRAMME

Story2Remember Programme is an educational and training programme designed to be used by health and social care professionals in care settings, with people with Alzheimer's disease and/or dementia'.

The Training Handbook is one of a number of resources developed by the Story2Remember project funded by Erasmus + and involving organisations from Romania, Greece, Ireland, Bulgaria and UK.

Information about the Story2Remember Project can be found on <https://story2remember.eu/>. The Booklet – “Creative drama and storytelling in dementia care: Information for practitioners” integrates theory and practice in the partner countries. We recommend that you read the Booklet prior to delivering the programme. The booklet can be down- loaded from the above website.

### 1.1 THE OBJECTIVES OF STORY2REMEMBER HANDBOOK

- To improve health and social care professionals' competences working in the care field through an educational program involving creative drama and storytelling
- To improve communication with people with dementia
- To improve the quality of life of persons with dementia
- To deliver a programme that provides engaging opportunities for people with dementia
- To deliver this programme through the creation of experiential workshops using storytelling and creative drama techniques to engage participants
- To provide nursing homes, residential and day care centres with an opportunity to enhance communication and interaction

## 1.2 WHAT IS IN THE STORY2REMEMBER TRAINING HANDBOOK?

The programme aims to build necessary skills in care staff to deal with the complex care needs of people with dementia.

Creative drama and storytelling can act as a means for expressing oneself, which can help support people with dementia to ease the agitation/anxiety feelings due to memory loss.

In tandem with the Booklet – “Creative drama and storytelling in dementia care: Information for practitioners” this handbook is designed to equip facilitators with all the necessary information, skills and materials to guide the delivery of the Story2Remember programme in care settings.

The Story2Remember programme is aimed at people with dementia, health and social care professionals and care providers.



## 1.3 RECOMMENDATION FOR IMPLEMENTATION

It is recommended that a facilitator or a representative from the organisation promoting and coordinating the Story2Remember programme will approach individual care settings and ask if they would be interested in finding out more about the Story2Remember Programme.

In areas with a high number of nursing homes, residential and day care settings, the facilitator could organise an information evening in a community venue and invite management from the various care settings in the area to attend.

Objectives:

- To familiarise management in care settings about the programme
- Promote uptake of programme
- To gain a commitment to implement the objectives from the programme
- To allow the coordinator and/or facilitator to learn about the care setting
- To communicate with the management on the programme requirements and set up

## OPTIONAL

### 1.4 PRE AND POST WORKSHOP EVALUATION ASSESSMENT; Canterbury Wellbeing Scales (© 2015 Canterbury Christ Church University) See Appendix 1

For the purpose of the Story2Remember project development partners used a series of evaluations to assess whether the project outcomes and objectives were achieved, and the extent to which they were successful. One of the evaluation assessments was taken from the Canterbury Wellbeing Scales (© 2015 Canterbury Christ Church University).

The purpose of this exercise was to record participant's well-being so that the project could confirm if the programme has met with the objectives. The survey as per Appendix 1 can be used by facilitators only for research purposes. It's not a necessary tool for the programme implementation and can only assist in addressing research objectives. Each participating organization must take into account ethical considerations in engaging with evaluation tools, the capacity and the ability of the participants to gain their consent.

## 1.5 STORY2REMEMBER, BENEFITS FOR FACILITATORS

The programme has been first tested in Ireland in one of the Health Service Executive centres in May 2019. After the Train the Trainer workshop the trainers conducted piloting workshops with professionals and PwD from UK, Greece, Romania and Bulgaria. Based on the findings from testing, implementation and training some of the benefits for facilitators of S2R are here:



- Greater appreciation of new tools to support someone affected by the condition at both home and in care facilities (such as hospitals and care homes)
- Better understanding for the need to focus on the PERSON
- Greater understanding of how people can communicate their sense of 'self' and identity through their actions and bodily movements
- A more simplistic, illustrative means in order to deliver better care and support to people with dementia.

## 1.6 TELL ME MORE ABOUT STORY2REMEMBER HANDBOOK

This Handbook comprises of five workshops :

### WORKSHOP ONE

#### A SENSE OF STORY: SENSORY OBJECT POETRY

It's an experiential workshop that uses storytelling techniques to empower and engage participants in a meaningful way.

##### Benefits:

- creating connections between participants
- having fun
- improving self-confidence

### WORKSHOP TWO

#### A SENSE OF PLACE: GROUP STORY THROUGH IMAGES

An experiential workshop using storytelling to engage participants in exploring reflective techniques.

##### Benefits:

- improving social interaction
- supporting creativity
- team bonding

## WORKSHOP THREE

### A SENSE OF CHARACTER

This workshop provides an opportunity for the participants to explore their sense of belonging and inclusion. The session focuses on expanding on the group story through the perspective of one character.

#### Benefits:

- improving well-being
- improving self-esteem
- learning new things
- feeling relaxed

## WORKSHOP FOUR

### A SENSE OF SELF, WHAT I ADMIRE IN OTHER'S, I CAN FIND IN MY-SELF

The workshop is designed to boost the energy and enhance the self-esteem and self-confidence of the participants.

#### Benefits:

- feeling of being motivated to read and write
- creating memorable experiences
- improving well-being

## WORKSHOP FIVE

### A SENSE OF ACHIEVEMENT : CREATIVE DRAMA WORKSHOP

This workshop uses creative drama approaches for the purpose of creative exploration of the stories. The workshop links the participant's story and poetry to embodiment and dramatic story-telling techniques.

## 1.7 STORY2REMEMBER PROGRAMME AIMS

To develop a positive social environment for people with Alzheimer's Disease and Dementia in a safe space promoting:

- Well being
- Meaningful engagement
- Social Inclusion
- Enhancement of self-esteem/self-confidence
- Empowerment





## Section 2

STORY2REMEMBER  
WORKSHOPS 1-5

Optional see paragraph 1.4 PRE AND POST WORKSHOP EVALUATION ASSESSMENT for further details

## Section 2

NOTE: If facilitators are planning to use the Evaluation Assessment as per Canterbury Wellbeing Scales (© 2015 Canterbury Christ Church University, see the Paragraph 1.4) please follow the below steps.

Before the workshop begins, ask participants to place their buttons or jelly beans on the assessment sheets. Each participant should have a different colour or type of counter to the other participants eg. Participant 1 has 4 blue buttons/jelly beans to use on the different sheets, participant 2 has 4 green buttons/jelly beans etc. See Appendix 1 with worksheets.

### WORKSHOP ONE

#### A SENSE OF STORY: SENSORY OBJECT POETRY

**Participants:** A minimum of 3 to a maximum of 6 older adults receiving formal care in a residential or day care setting. The number of participants should be guided by the appropriateness of the space and specific requirements of the group. Please see the recommendations in relation to the set up.

**Facilitators:** 1 person will be required to deliver this workshop. For a group of 6, an extra person may be required to assist.

**Time required:** 1 hour or as facilitator decides is appropriate

**Setting:** An appropriate room for the numbers attending, with particular attention given to wheelchair and mobility needs. Comfortable seating is important. This workshop will be experiential, but, not necessarily physical due to mobility restrictions.

# WORKSHOP ONE

## Materials:

- Ball of Wool,
- 6x balloons,
- Scissors,
- Paper clips/ staples,
- Pens,
- Large sheet of paper,
- Evaluation assessment sheets and buttons/jellybeans (Appendix 1)
- Story2Remember Box (Appendix 4)
- 6 x cotton/linen pouches and sensory items. Each pouch contains an item eg. Coffee beans, lavender, herbs, soap, buttons, silky scarf, wool, tea bags (Appendix 2).
- Sense paper strips from A4 paper (Appendix 3)

**Preparation:** Blow up balloons.

## Objectives:

- Well being
- Meaningful engagement
- Social Inclusion
- Enhancement of self-esteem/self-confidence
- Empowerment

## STEP 1: INTRODUCTION

Facilitator introduces themselves if they are not known to the group. Facilitator explains to the group that they are going to partake in group activities which will involve sharing ideas, storytelling and having fun. They can participate in whatever way they feel comfortable; even if it is just to be there and listen and be present.

## STEP 2: EXERCISE

Opening Ritual: to be repeated at the beginning of every workshop  
Pass String- How are you today? & Name

NOTE: This exercise can be done at the workshop table or can begin in a larger space near the table to allow for more movement.

If the group are in the space away from the table, sitting or standing, the facilitator can share the string around participants more randomly, giving a criss-cross effect.

### Group circle

The group is in a circle and begins by passing a ball of wool around from participant to participant. When each participant receives a length of the wool, it can be looped around their thumb/finger and they can reveal their name and how they are feeling today.

The facilitator cuts the string after the final person. Gather the string and place on the workshop table in a circle.

Explain that this links all the participants today as a group.

## STEP 3: EXERCISE

### Balloons

NOTE: This exercise can take place at the workshop table or the space separate to the table.

In the group circle, hit some balloons into the air.

Encourage the group to keep them up in the air.

Afterwards, play with just one balloon and the group must work as a team to keep it up and in the circle.

## STEP 4: EXERCISE

### Sensory Pouches - Stimulating the senses

Sit at the main workshop table.

Introduce the Story2Remember Box (see Appendix 4)

Note: Story2Remember Box (see Appendix 4) This is what you will be working from for each workshop.

1. Take out the cotton/linen sensory pouches- Each pouch contains an item eg. Coffee beans, lavender, fresh herbs, soap, buttons, silky scarf, wool, tea bags
2. Give each participant one bag to investigate in silence. Encourage the participants to touch the item first, then smell, then listen to and finally to look at the contents.
3. When the facilitator says "pass", each person passes their bag to the person on their left.
4. When everyone has received and investigated all of the bags, pause the exercise.
5. Ask each participant in turn to reveal what is in their bag and what they know/ feel/ think about the contents.

**Group discussion** - The rest of the group can also discuss the item ie. What are the memories connected with them? What knowledge around the contents do we have about? What connection do you have with the contents?

Repeat this exercise for each bag.

## STEP 5: EXERCISE

### Sense strips

1. Explain to the participants that you are all going to write a poem together about "Summer" (or another season theme) but first they will work on their own with their own sense strips.

NOTE: The facilitator can present one of the examples from the Appendix



2. Tell the participants that there is no right or wrong way and not to worry about spelling. If participants are unable to read/ write; the facilitator or assistant can write and read the lines for them or participants can also draw pictures.

3. If the participant only writes one word, the facilitator can encourage them to expand on it creating a sentence.

4. Give each participant a "Taste" sense paper strip (see Appendix 3) and ask them to write down a line about a taste that reminds them of "Summer" eg.

Taste.... the taste of chilled wine on the back porch.

5. Now do this for " Smell" eg.

Smell... the smell of cut grass

6. Continue with the other strips. Give each sense strip out one by one and then move onto the next.

See.. the roses in the garden

Hear.... the ducks quacking in the park pond

Touch.. the feeling of a light breeze by the sea

7. Each participant in turn now reads out their 5 sense lines and places them on the table in front of them.

## STEP 6: EXERCISE

### Group Sensory Poem

1. Explain to the group that they are all going to create a group poem together using the sense lines they have just written.

2. Choose a sense first eg. taste and then gather and place all the taste sense lines on the inside of the Story2Remember box lid, using it as a tray.

3. As a group, decide on the sequence of lines to create the "Taste" verse of the Sensory Poem. Place the lines on the large sheet accordingly.

4. Do this for the rest of the sense lines.

NOTE: The facilitator and group may choose to create verses based on themes instead. If there are obvious themes arising, you can create the park verse, the sea verse, the food verse etc. Each verse may contain random senses then.

5. A Participant(s) or Facilitator reads the poem aloud.
6. Give the poem a title
7. Gather the strips in order and staple/ paper clip together.
8. Everyone sign one or two extra blank strips.
9. Take a photo of the poem on the table (it can be typed up later. When it is typed up staple the signatures to the page).

## TO END

Congratulate the group on a job well done as they have created a group poem through their group collaboration.

## Closing Ritual

Put everything in the Story2Remember box and tie it up with the string.

## Optional see paragraph 1.4 PRE AND POST WORKSHOP EVALUATION ASSESSMENT for further details

NOTE: If facilitators are planning to use the Evaluation Assessment as per Canterbury Wellbeing Scales (© 2015 Canterbury Christ Church University, see the Paragraph 1.4) please follow the below steps.

Before the workshop ends, ask participants to place their buttons or jelly beans on the assessment sheets. Each participant should have a different colour or type of counter to the other participants eg. Participant 1 has 4 blue buttons/jelly beans to use on the different sheets, participant 2 has 4 green buttons/jelly beans etc. See Appendix 1 with worksheets.

## WORKSHOP TWO

### A SENSE OF PLACE: GROUP STORY THROUGH IMAGES

# Section 2

**Participants:** A minimum of 3 to a maximum of 6 older adults receiving formal care in a residential or day care setting. The number of participants should be guided by the appropriateness of the space and specific requirements of the group. Please see the recommendations in relation to the set up.

**Facilitators:** 1 person will be required to deliver this workshop. For a group of 6 , an extra person may be required to assist.

**Time required:** 1 hour or as facilitator decides is appropriate

**Setting:** An appropriate room for the numbers attending, with particular attention given to wheelchair and mobility needs. Comfortable seating is important. This workshop will be experiential, but, not necessarily physical due to mobility restrictions. (See recommendations from workshop one).

#### Materials:

- Story2Remember Box (as per workshop 1)
- Postcards
- Ball of wool
- Pens,
- Sensory poem and materials from previous session ie. wool, sensory pouches, balloons,
- Optional: Evaluation assessment sheets as per workshop 1

**Preparation:** Set up the table with the typed up sensory poem with signatures attached and poem strips, sensory items etc from previous workshop, on a large sheet, visible in the middle of the table. Put the Story2Remember box in the middle. Blow up balloons.

#### Objectives:

- Well being
- Meaningful engagement
- Social Inclusion
- Enhancement of self-esteem/self-confidence
- Empowerment

# WORKSHOP TWO

## STEP 1: INTRODUCTION

Facilitator introduces themselves if they are not known to the group. Explain to the group that they are going to partake in group activities which will involve sharing ideas, storytelling and having fun. They can participate in whatever way they feel comfortable; even if it is to just be there and listen and be present.

## STEP 2: EXERCISE

### Opening Ritual

### Pass String- How are you today? & Name

(As per workshop 1)

## STEP 3: EXERCISE

### Balloons

(As per workshop 1)

## STEP 4: EXERCISE

### Recap and Reflect

Reflect on what the group did in the previous workshop. Read the poem and honour their achievement.

Materials ie. Sensory bag items and poem have already been placed on the table. Reflect briefly.

## STEP 5: EXERCISE

### Postcard-Pick

1. Pour postcards from The Story2Remember Box onto the table.

NOTE: Postcards are pictures of landscapes, ports, airports, countryside and town/ cities. Include some photos with people in them. Choose vintage postcards eg. From the 1950's/ 60's/ 70's. Choose photos which are relevant to own country.

2. Ask the participants to choose and look at different pictures. Give them some time to do this. Facilitator can share the postcards around the table.

Now each participant chooses one postcard.

In turn each participant reveals their thoughts/ connections about or to their postcard and why they chose it.

Other participants can add their thoughts too.

## STEP 6: EXERCISE

### Pass-the-Picture Story

1. Facilitator explains that as a group they will now create a story based on a picture they will choose.

2. As a group, pick one postcard; a postcard with a person or people in it.

**NOTE:** Remember to emphasise to the group that this is an original story created from fiction and that it is not a story based on reminiscence or personal history.

A. Ask one participant to hold the picture and begin telling the story of the picture using one sentence. The postcard is passed onto the next participant and so on to complete one round of the table.

B. Allow the participants to create their section/sentence of the story.

3. Instruct the participants that for the first round they will create only the beginning of the story.

1st round = Beginning

2nd round = Middle

3rd round = End

During/ After a re-cap of the story, the facilitator can quickly write the story down. The story can be added to at any time until the participants are happy with the outcome.

## STEP 7: EXERCISE

### Postcard Story

The facilitator writes the main point of the beginning/ middle/ end of story on the back of the postcard (to refer to in future workshop)

## TO END

1. Congratulate the group on a job well done and remind them that they have now created a summer poem in the last workshop and a postcard story today.

2. Closing Ritual: Put everything into the Story2Remember box and tie it up with the string.

## WORKSHOP THREE

### A SENSE OF CHARACTER

# Section 2

**Participants:** A minimum of 3 to a maximum of 6 older adults receiving formal care in a residential or day care setting. The number of participants should be guided by the appropriateness of the space and specific requirements of the group. Please see the recommendations in relation to the set up.

**Facilitators:** 1 person will be required to deliver this workshop. For a group of 6 , an extra person may be required to assist.

**Time required:** 1 hour or as facilitator decides is appropriate

**Setting:** An appropriate room for the numbers attending, with particular attention given to wheelchair and mobility needs. Comfortable seating is important. This workshop will be experiential, but, not necessarily physical due to mobility restrictions.

#### Materials:

- String,
- Balloons,
- Items and creative pieces created in previous workshops,
- Postcards,
- Story2Remember box,
- Optional: Evaluation assessment sheets as per workshop 1

**Preparation:** Set up the table with the creative pieces from previous workshops, sensory items etc in the middle of the table. Blow up balloons.

# WORKSHOP THREE

## STEP 1: INTRODUCTION

(As per workshop 1)

## STEP 2: EXERCISE

### Pass String- How are you today? & Name

(As per workshop 1)

## STEP 3: EXERCISE

### Balloons

(As per workshop 1)

REFLECT on what the group did in previous workshops. Materials ie. Sensory bag items, poem, postcards and postcard story have been placed on the table. Reflect briefly (with no emphasis on any participant having to remember details).

## STEP 4: EXERCISE

### Hand Rhythm Exercise

In a circle at the table, each person pats table in turn with both hands ie.

Facilitator starts- Left hand- pat table, right hand- pat table

1st participant- Left hand- pat table, right hand- pat table

2nd participant- Left hand- pat table, right hand- pat table.... and so on around the table to create a rhythm.



## STEP 5: EXERCISE

### Call and Response Clap

1. Facilitator does a simple rhythm pat on table with a few beats.
2. All copy.
3. Repeat a few times. Include hand clapping eg. Pat pat pat, clap clap, pat.
4. Ask each participant to do their own pat rhythm in turn individually, with everyone else copying.

NOTE: Encourage the participants to have fun, create their own rhythms and not worry about getting it right.

## STEP 6: EXERCISE

### Call and Response Rhyme

1. Facilitator tells the group that they are now going to add words to a rhythm.
2. Facilitator says the rhyme first, with hands patting on the table.
3. The following rhyme, or a similar well-known rhyme that the group knows is recited by the facilitator.
4. Allow the group to listen and observe.

One, two,  
Buckle my shoe;  
Three, four,  
Knock at the door;  
Five, six,  
Pick up sticks;  
Seven, eight,  
Lay them straight:  
Nine, ten,  
A big fat hen;  
Eleven, twelve,  
Dig and delve.

Now, the facilitator says the same rhyme again, incorporating actions, clapping, pats etc. with the group copying.

NOTE: The facilitator can choose to have the group echo each line first ( call and response ) before they say it all together or just go straight to saying it as a group together.

## STEP 7: EXERCISE

### Call and Response Poem

1. Facilitator now reads the following poem to the group once. The facilitator can again add hand pats on the table to show the rhythm.

NOTE: The facilitator may choose to use a substitute poem incorporating a similar style, humour and rhythm.

### The Glass Eye by Patricia A Stephens

The Joke was very funny  
She laughed a lot of tears  
When suddenly her eye fell out  
And landed in her beer

She fished around  
with her pudding spoon  
But it just stared back  
Through the beery gloom

She tried again  
with her fountain pen  
but she only saw it  
Now and then

What to do  
She tired to decide  
Pondered and pondered  
Sighed and sighed

In a fit of madness  
She downed her drink  
Swallowed her eye  
With not even a blink

I believe she's still waiting  
It's playing hide and seek  
So she's had to buy another eye  
To see her through the week.

2. The facilitator now reads each line of the poem again as the group echoes/ chants each line back as per previous exercise.

3. This can be repeated, adding actions, claps, expressions etc. ( Encouraging storytelling and drama)

## STEP 8: EXERCISE

### Group Poem

1. Read and remind the group of the postcard story they created from the previous session.

2. Inform the group that they will now create a poem about something that happens to a character from the postcard story above. (see Appendix 5 for example poems from previous participating groups. These examples are as a reference point for the facilitator not as a standard to be met.)

It can be something funny/ silly, similar to the poem they have just recited. There is a theme of mischief.

- Have general discussion first about the event/ incident that happens in the postcard story
- Decide the event
- Decide character name
- Give a title to the poem based on name and event eg. "Scarlet- The day she fell into the pigsty"

Now use the following prompts to write the character poem as a group:

1. Describe the day
2. Introduce and describe physical appearance of the character eg, red hair, yellow dress
3. Describe the personality of the character eg. Kind, funny
4. Describe feelings of the character
5. What happens eg. She fell into the pigsty
6. What happened after. /The end.

NOTE: Rhythm is encouraged but is not a necessity in writing the poem.

3. Facilitator reads the poem out, line by line as the group chant back the lines as above.

## TO END

Congratulate the group on a job well-done having created another piece of storytelling and writing.

Closing Ritual: Put everything in the Story2Remember box and tie it up with the string.



## WORKSHOP FOUR

### A SENSE OF SELF, WHAT I ADMIRE IN OTHER'S, I CAN FIND IN MYSELF

**Participants:** A minimum of 3 to a maximum of 6 older adults receiving formal care in a residential or day care setting. The number of participants should be guided by the appropriateness of the space and specific requirements of the group. Please see the recommendations in relation to the set up.

**Facilitators:** 1 person will be required to deliver this workshop. For a group of 6, an extra person may be required to assist.

**Time required:** 1 hour or as facilitator decides is appropriate

**Setting:** An appropriate room for the numbers attending, with particular attention given to wheelchair and mobility needs. Comfortable seating is important. This workshop will be experiential, but, not necessarily physical due to mobility restrictions.

#### Materials:

- String,
- Balloons,
- Items and creative pieces created in previous workshops,
- Postcards,
- Famous people postcards,
- Camera (or previously taken group photo),
- Story2Remember Box
- Optional: Evaluation assessment sheets as per workshop 1

**Preparation:** Set up the table with the creative pieces, sensory items. Blow up balloons. Keep the postcards from the previous session in the box.

**Objectives:** To develop a positive social environment for older adults with Alzheimer's Disease and Dementia in a safe space promoting:

- Well being
- Meaningful engagement
- Social Inclusion
- Empowerment

## STEP 1: INTRODUCTION

(As per workshop 1)

## STEP 2: EXERCISE

### Opening Ritual

### Pass String- How are you today? & Name

(As per workshop 1)

## STEP 3: EXERCISE

### Balloons

(As per workshop 1)

## STEP 4: EXERCISE

### Recap and Reflect as per previous workshops

Facilitator recaps workshops so far and shows and/or reads creative products: sensory poem, postcard story and character poem.

## STEP 5: EXERCISE

### Story2Remember Box - Famous People Pictures and Cultural reference pictures.

1. Place pictures from the box onto the table
2. All participants take their time to look at them. Pass them around to others etc.
3. Each participant chooses one they like/ are drawn to.
4. In turn, each participant explains what famous person they chose, why they picked them, why they admire them etc
5. Other participants can add their knowledge about that person too. All participants are now sharing their knowledge/ thoughts/ memories about that famous person.

DISCUSSION: As a group discuss what makes these picture people special, famous or heroes - They are ordinary people who did extraordinary/ admiral things.

## STEP 6: EXERCISE

### Being Our Own Hero

DISCUSSION: Facilitator acknowledges with the group how we all have a hero inside us with different strengths, qualities and actions that make us special.

1. Ask each participant in turn to tell the group something about themselves that makes them a hero or strong in character etc. Alternatively, a participant can choose to highlight qualities and strengths they see in other members of the group.
2. Facilitator celebrates and discusses these strengths and says how ordinary people show strength every day in good times and bad, rising to challenges etc.

3. Take a group photo on phone or camera (or have a previously taken group photo).
4. Place the camera or photo on the Story2Remember box in the middle of the table.
5. Refer to all the famous people photos on the table and say "Now look at the heroes in the middle of the table who are joining them. They are the real heroes in this room." (Facilitator indicates and refers to the participants).
6. Discuss further with the group – what we admire in others we find in ourselves.

## TO END

### Closing Ritual:

Pack up the Story2Remember Box including and acknowledging the poems, stories, postcards, and photos created during all the sessions.

Tie up the box with the string.

Inform the group the contents are there anytime to be looked at with all their stories, creativity and characters and that they can access their creativity and imagination again at any stage. Maybe even come up with another story or poem – we all have the power within us to be creative and spontaneous. We just have to allow it to happen. The power lies within.

Congratulate the group on a job well-done.





## A SENSE OF ACHIEVEMENT : CREATIVE DRAMA WORKSHOP

This creative drama workshop that can be delivered in two parts or as a whole.

**Participants:** A minimum of 3 to a maximum of 6 older adults receiving formal care in a residential or day care setting. The number of participants should be guided by the appropriateness of the space and specific requirements of the group. Please see the recommendations in relation to the set up.

**Facilitators:** 1 person will be required to deliver this workshop. For a group of 6 , an extra person may be required to assist.

**Time required:** 1 hour or as facilitator decides is appropriate

**Setting:** An appropriate room for the numbers attending, with particular attention given to wheelchair and mobility needs. Comfortable seating is important. This workshop will be experiential, but, not necessarily physical due to mobility restrictions.

### Materials:

- The S2R Box (as a reference point to previous workshops)
- All group's previously written material – The Sensory Poem, Short story and Character Poem .

**Aim:** To link the participants' stories and written work to potential story-telling techniques for dramatic play and expression, using physical embodiment techniques; tableau/image making, narration, monologues and duologues, voice, movement and dramatic role play.

## Objectives:

- Non-verbal communication
- Well-being
- Meaningful engagement
- Social Inclusion and a celebration of the group's storytelling work
- Enhancing self-esteem & Confidence
- Empowerment

## STEP 1

### General Tableau/Physical Enactment Work

Using bodies gently to express ideas and emotions.

#### A. Breathing Exercise – mindful breathing

Start by breathing in and out slowly. Breathe in through your nose and out through your mouth, letting your breath flow effortlessly in and out of your body. Let go of your thoughts. Repeat as required.

B. **Mini Physical Warm-up (Optional)** – Gently bringing attention to various body parts, starting from the feet up to the head.

Sitting down, take a nice deep breath, in through the nose and out through the mouth. Feel the mind in the body more present, more aware, more focused. Notice how the body feels, ask participants to hold and release.

## STEP 2

A. **Emotional Imagery** – with eyes closed (or open if the group find closing their eyes difficult) encourage the group to respond physically (using their bodies or just hands to express some feelings/thoughts and ideas).

In turn, mention some emotional states – Happy, sad, angry, fear, suspicious etc. Ask participants to respond physically.

Now ask participants to call out emotions and the group will respond. Emphasise the fun element of the exercise.

## B. Emotional Freeze

Use a count in to start each freeze or image e.g. 1,2,3 Happy, 1,2,3 Sad and then relax. Encourage the fun element. There is no right or wrong.

1. Start by using facial expressions
2. Then add, encourage body expression to compliment the emotion.

**NOTE: SPEND AS MUCH TIME AS THE GROUP REQUIRES TO EXPAND AND DEVELOP THE GAME.**

**C. Physically Acting Out an Imaginary Situation**– Individual or to each other. Give situations to be physically acted out.

The facilitator gives a guided narration encouraging the participants to respond physically and emotionally at the same time as the narration.

Example: Opening a drawer and finding a winning lottery ticket

**D. Guided Narration** - You are sitting in front of a bureau or table, open the drawer, look inside, rummage around, suddenly you find an old lottery ticket, it has yesterday's winning lotto numbers on it. Do you shout for joy or hide it away in your pocket?

Other Guided narration examples (Use as many as you like)

- Waiting for a delayed bus – showing the frustration and annoyance at waiting.
- Finding money in an article of clothing – trousers, cardigan etc.
- Waiting at the Dentists/Podiatrists – emphasising the atmosphere in the waiting room
- Chewing your favourite sweet – What's your favourite sweet?
- Smelling your favourite flower – Pick a favourite flower and smell it.

NOTE: Ask participants to describe their experience after each situation. What did they smell or taste? What's their favourite sweet? Always encourage the fun elements of the games.

E. **Guess what situation**– encourage participants to create their own situations while the rest of the group try and guess what the emotion or the situation might be. Allow the group to do this all at the same time and once they have practiced it the participants are encouraged to do this one by one as the others watch. Encourage them to interpret what they see. **IF YOU BELIEVE IT, WE BELIEVE IT.**

NOTE: THE FACILITATOR CAN CREATE THESE INSTEAD AND ASK THE PARTICIPANTS TO GUESS/INTERPRET. THERE IS NO RIGHT OR WRONG. ENCOURAGE THE FUN ELEMENTS.

## STEP 3

### Developing a script

Definitions of some playwriting terms:

**Monologue** – A character speaking their thoughts aloud to an audience or another person.

**Dialogue** – Conversations between two or more characters in the story

**Narrator** – One person informs the audience of the events of the story as the other players act this out.

THE PLAYSRIPT CAN COMBINE ALL THE ABOVE ELEMENTS

### Group Story Tableau and Character Development

1. Explain that we are going to create a group script from the story we created from the post-cards in Workshop 2.
2. Recap on the group story

3. Ask the group to identify strong or memorable images from the story. List these examples for further development later.
4. Decide on the climax/turning point of the story.
5. Pick one image and ask the whole group or volunteers to recreate this image as done before in previous exercises – physicalising the situation and the emotion. Ask the volunteers to show this frozen image to the rest of the group. This image becomes the MIDDLE section of your group story as mentioned in steps 7 & 8 below.
6. **Thought Tracking Tableau** – using the frozen image from the last exercise step no. 5.

Inform the group that this time when the facilitator taps each person in the frozen image on the shoulder they must respond in voicing what the character they are portraying is thinking/feeling in this given moment within the context of the group story.

#### THOUGHT TRACKING EXERCISE EXPLAINED

Thought tracking is a natural follow-up to still images and freeze frames/TABLEAU. Once the participants have made an image, explain that when you tap them on the shoulder you would like them to speak the thoughts or feelings of the character they are playing in the picture aloud. At the beginning this may just be one or two words but participants will soon gain confidence to express themselves in longer sentences. Thought-track each character in the group image so that you reveal a wide range of attitudes and feelings from different characters. You can ask characters specific questions such as what they feel about another character, what they are dreaming or what they want to do next.

7. Discuss what may have happened before or after this image in the group story. Make a list of suggestions.
8. The group decide on the preceding and post image and create them - Beginning/Middle/End. (B/M/E)
9. Create and Thought Track these images as in the previous step.

**NOW THE GROUP HAVE A FROZEN TABLEAU B/M/E OF THEIR GROUP STORY**

## STEP 4

### Writing a script

- What do these characters want to say to each other in each tableaux.

### Example of Middle Tableau

**Maureen:** What are you doing here?

**Patrick:** This is my house, what are you doing here?

**Narrator:** Suddenly the long lost siblings recognised each other and embraced.

- Now repeat the above exercise for the remaining middle and end picture freezes/images – developing a script through bringing the story to life through the Thought Tracking Technique and dialogue created between the characters. Write or record these character interactions. This will become the foundation of your script.

**THE GROUP ARE NOW DEVELOPING AND WRITING SCENES THAT CAN BE ADDED TOGETHER TO CREATE A WHOLE PLAYSRIPT OF THEIR SHORT STORY.**

## PHASE 2

**EMPOWERING- ASPECTS OF THE GROUP'S WORK; SENSORY POEM, SHORT STORY, CHARACTER POEM AND SCRIPT WORK CAN BE COMBINED TO DELIVER A GROUP SHOWCASE OF THEIR COLLECTIVE WORK.**

-Each important/key scene of the story created can be teased out and elaborated on using previous steps above

-They can then be combined and rehearsed to create a performance for an invited audience or just for themselves. It is also an option to have a 'Rehearsed Reading' type of event where people are invited to come and hear the story script read aloud and acted out verbally rather than physically.

10/5  
Appendices 25,



# Appendices

# APPENDIX 1

Canterbury Wellbeing Scales (© 2015 Canterbury Christ Church University)

NOTE: If facilitators are planning to use the Evaluation Assessment as per Canterbury Wellbeing Scales (© 2015 Canterbury Christ Church University, see the Paragraph 1.4) please follow the below steps.

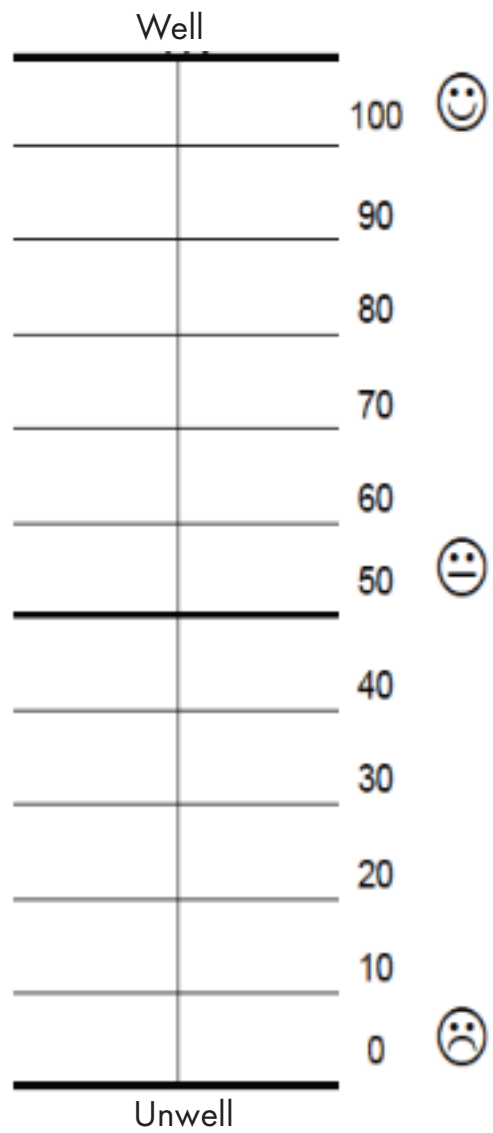
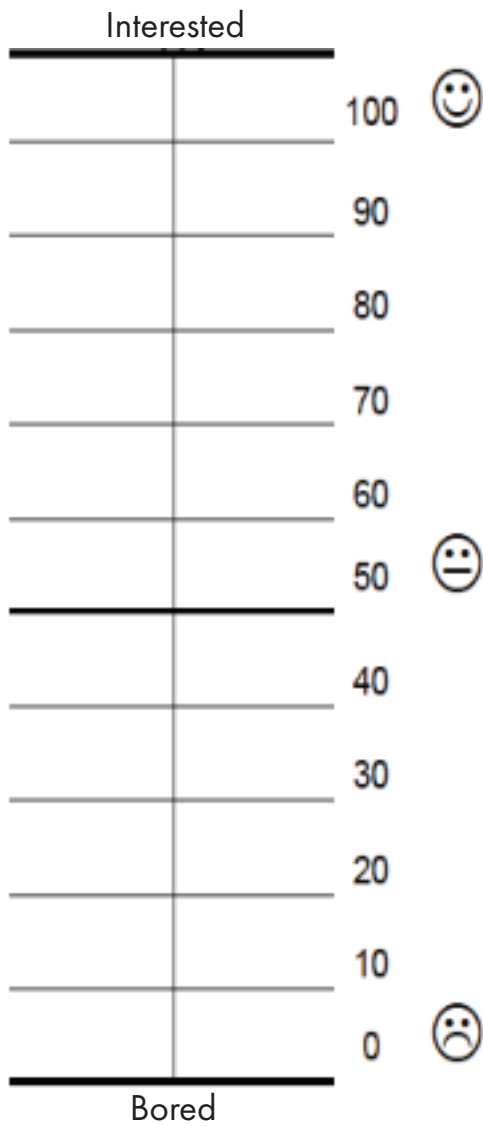
Before the workshop begins, ask participants to place their buttons or jelly beans on the assessment sheets. Each participant should have a different colour or type of counter to the other participants eg. Participant 1 has 4 blue buttons/jelly beans to use on the different sheets, participant 2 has 4 green buttons/jelly beans etc. See Appendix 1 with worksheets.

Please make a mark on these scales to show how you are feeling at the present moment. Use jelly beans or buttons for marking.





Please make a mark on these scales to show how you are feeling at the present moment. Use jelly beans or buttons for marking.



## APPENDIX 2

6 x cotton/linen pouches and sensory items (Each pouch contains an item eg. Coffee beans, lavender, herbs, soap, buttons, silky scarf, wool, tea bags). Example as per below image.



## APPENDIX 3

Sense paper strips- Cut into individual Blank strips

6 participants = 6 taste strips

6 participants = 6 smell strips etc.

**Taste....**

**Smell...**

**See..**

**Hear....**

**Touch..**

## APPENDIX 4

### Story2Remember Box



Workshop	One	Two	Three	Four	Five
	<ul style="list-style-type: none"> <li>• sense strips</li> <li>• bag/ pouches with sensory objects</li> <li>• pens</li> <li>• scissors etc.</li> </ul>	<ul style="list-style-type: none"> <li>• postcards (landscape, airports, streets etc, some with people in them)</li> </ul>	<p>postcards from workshop 2</p> <p>the postcards with beginning/middle/end on its reverse from workshop 2</p>	<ul style="list-style-type: none"> <li>• famous people postcards</li> <li>• camera or previously taken group photo</li> </ul>	<ul style="list-style-type: none"> <li>• S2R Box with all creative materials eg. poems, postcards, story etc.</li> </ul>

## APPENDIX 5

Examples of poems written by Story2Remember participants from Romania, Greece, UK, Bulgaria and Ireland

### Greece - Character poem (Workshop 3)

#### Mirto and the Fountain

On a sunny day Little John and Mirto headed for a walk to Thermaikos

With a blue dress and golden yellow hair cheerful Mirto accompanied by little John

Arrived at the fountain to watch the backwaters

Mirto suddenly falls into Fountain waters and little John heads to catch his mama

For all this disaster Mirto started laughing loudly and they both get out of the Fountain wet

### Bulgaria- Sensory Poem (Workshop 1)

Autumn is yellow. Autumn is red.

Fading green shades expand and unfold.

Sometimes it's warmish, others it's cold.

A dry leaf fell off and into my hand.

It smells of the autumn, it crumbles to bits.

Autumn is splendid, though doesn't taste sweet.

## Romania- Sensory Poem (Workshop 1)

### SYMPHONY OF SENSES

Huge chains of wheat that cradle in the breeze  
I see the waves of the sea moving smoothly ...  
Swinging by vacation  
A lot of greenery, flowers, perfume.  
It is bright, sunny and smells of flowers.  
Lots of light, cheerful people, children playing, in one-word life.

The roar of the crickets  
The murmur of the waves whispers to me stories,  
From morning to evening,  
I hear the chirping, the singing of many birds  
And the wind that bends lightly.

Summer is a wonderful season.  
There are many flowers everywhere. You get dazzled with their smell.  
Finally, the smell of blooming linden dazzles us.  
Summer smells of flowers, watermelon and many other wonders of life.  
Delicate is the smell emanating from the queen of the night.  
The breeze of summer wind  
It brings me a fragrance of  
Sea, summer, flower.

In the open air you can feel the wonderful taste of the grilled dishes  
The taste of summer is the taste of fresh fruits, vegetables, sweets and  
... many others.  
The aroma of peaches surrounds me ...  
And the wild raspberry sweet.

The stings left by the harvested chains, when you go barefoot  
The sun warms us and touches us with its beneficial rays  
The touch of the rose petals shivers me  
It's wonderful when you feel the touch of the sun, the wind.

## Ireland - Sensory Poem (Workshop 1)

### St. Anne's Park, Bull Island and the Horses

Walk around St. Anne's Park

The Roses

The Flowers in St. Anne's Park and the trees

The taste of chicken

The German Shepherds

The blackbirds and their whistle

The taste of lamb's liver

The sea and the salt

The sun

The seagulls and the sun

Swimming

At the forty foot

The flowers

Bull Island

The exercise- you get more than in the winter

All the gardens look great

Means work in the country

The stroking of the horses

Smelling the flowers and the horses

The feel of the hay

The Bóirín

People sitting around the bandstand

Doing anything at all

The softness of the kimberely biscuits

Hearing the birds whistling

Meat and the taste of corned beef

Tasting the fish and the salmon

The taste of honey

.

## UK- Sensory Poem (Workshop 1)

IT'S SUMMERTIME AND THE LIVING IS EASY

We can see the blue skies, I hope.  
The sunshine, flowers, children playing.  
Frogs jumping about in the grass and the flying insects.

Bare flesh, lovely legs and sunsets.  
The sweet and lovely smells of sunshine.  
Wonderful smells in the garden:  
Dandelions, lavender, roses, chrysants,

Flowers and grass.  
The outdoor smells of sea and BBQ.  
And what about the weeds?!

The touch of flowers, rose buds and fresh grass.

The makings of daisy chains.  
The sunshine and flowers coming to life.  
The touch of lighter clothes and sand on my skin.  
I love to hear the sound of birds.

We often hear the wedding bells from summer weddings.  
More summer birds, woodpeckers and airplanes.

Sweet sound of the cuckoo...  
The taste of summer berries,  
Raspberries, strawberries and cream,  
Lots of ice-cream! I like all of those...  
BBQs, burgers and shandy...  
I can see the wait's coming on.



# STORY 2

## *Remember*



[story2remember.eu](http://story2remember.eu)