Appendices

All appendices supporting the main report are outlined here.

Chapter overview

A. Project brief
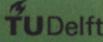
IDE Master Graduation Project
DESIGN FOR our future — TUDelft

Project team, procedural checks and Personal Project Brief

In this document the agreements made between student and supervisory team about the student's IDE Master Graduation Project are set out. This document may also include involvement of an external client, however does not cover any legal matters student and client (might) agree upon. Next to that, this document facilitates the required procedural checks:

- Student defines the team, what the student is going to do/deliver and how that will come about
- Chair of the supervisory team signs, to formally approve the project's setup / Project brief
- SSC E&SA (Shared Service Centre, Education & Student Affairs) report on the student's registration and study progress
- IDE's Board of Examiners confirms the proposed supervisory team on their eligibility, and whether the student is allowed to start the Graduation Project

STUDENT DATA & MASTER PROGRAMME
Complete all fields and indicate which master(s) you are in

Family name	Kaaijk	IDE master(s)	IPD ☐ DfI ✔ SPD ☐	
Initials	RFA	2nd non-IDE master		
Given name	Renske	Individual programme (date of approval)		
Student number	4799615	Medisign	☐	
		HPM	☐	

SUPERVISORY TEAM
Fill in the required information of supervisory team members. If applicable, company mentor is added as 2nd mentor

Chair	Arnold Vermeeren	dept./section	HICD
mentor	Marieke Sonneveld	dept./section	AED
2nd mentor			
client:	Stedelijk museum Schiedam		
city:	Schiedam	country:	The Netherlands
optional comments			

! Ensure a heterogeneous team. In case you wish to include team members from the same section, explain why.

! Chair should request the IDE Board of Examiners for approval when a non-IDE mentor is proposed. Include CV and motivation letter.

! 2nd mentor only applies when a client is involved.

APPROVAL OF CHAIR on PROJECT PROPOSAL / PROJECT BRIEF -> to be filled in by the Chair of the supervisory team

Sign for approval (Chair)

Name Arnold Vermeeren   Date 28 Nov 2023   Signature *Arnold Vermeeren*

CHECK ON STUDY PROGRESS
To be filled in by SSC E&SA (Shared Service Centre, Education & Student Affairs), after approval of the project brief by the chair.
The study progress will be checked for a 2nd time just before the green light meeting.

Master electives no. of EC accumulated in total	EC	X	YES	all 1st year master courses passed
Of which, taking conditional requirements into account, can be part of the exam programme	EC		NO	missing 1st year courses

Comments:

Sign for approval (SSC E&SA)

Name K. Veldman   Date 12-12-2023   Signature

APPROVAL OF BOARD OF EXAMINERS IDE on SUPERVISORY TEAM -> to be checked and filled in by IDE's Board of Examiners

Does the composition of the Supervisory Team comply with regulations?

YES	V	Supervisory Team approved
NO		Supervisory Team not approved

Comments:

Based on study progress, students is ...

V		ALLOWED to start the graduation project
		NOT allowed to start the graduation project

Comments:

Sign for approval (BoEx)

Name Monique von Morgen   Date 13/12/2023   Signature

TUDelft

Personal Project Brief – IDE Master Graduation Project

Name student Renske Kaaijk   **Student number** 4,799,615

PROJECT TITLE, INTRODUCTION, PROBLEM DEFINITION and ASSIGNMENT
Complete all fields, keep information clear, specific and concise

Project title Fostering a sense of belonging amongst elderly in Schiedam

Please state the title of your graduation project (above). Keep the title compact and simple. Do not use abbreviations. The remainder of this document allows you to define and clarify your graduation project.

Introduction

Describe the context of your project here; What is the domain in which your project takes place? Who are the main stakeholders and what interests are at stake? Describe the opportunities (and limitations) in this domain to better serve the stakeholder interests. (max 250 words)

Loneliness amongst elderly is a big problem worldwide, also in the Netherlands. Loneliness can severely impact mental and physical health. As the population in the Netherlands continues to age, this issue is becoming even more critical and requires attention. Several initatives have been taken to tackle loneliness. These initiatives focus on lowering the barriers for elderly to participate in society, e.g. ilness, loss of contact with friends. However there seem to be more underlying factors, like social fears, that need to be adressed in order for elderly to participate and feel a sense of belonging.

Heritage and art are subjects that can unite people, discussions and conversations can be starters for new relationships. Museums are places where society comes together to enjoy heritage and art. Therefore, museums offer a great opportunity to connect people. Examples are pop-up Migratiemuseum Heerlen[1] and Kunstkoppels from the Kunsthal[2].

An opportunity arises to foster a sense of belonging among elderly by establishing connections through shared heritage and art. Stedelijk museum Schiedam provides an outstanding opportunity for this. They are committed to attracting all kind of visitors, by making them feel at home and seen. They offer more than just a meeting space but also opportunities to develop oneself.

In order to foster a sense of belonging among the elderly in Schiedam, a degree of transformation is necceseary. The field of transformative experiences will be used as design approach. These transformations can not take place overnight, but the outcome of this project will make a contribution to this transformation.

1. https://migratiemuseumheerlen.nl/pop-up-museum/
2. https://www.kunsthal.nl/nl/plan-je-bezoek/activiteiten/kunstkoppels4oktober/

→ *space available for images / figures on next page*

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image / figure 1   Kunstkoppels at the Kunsthal

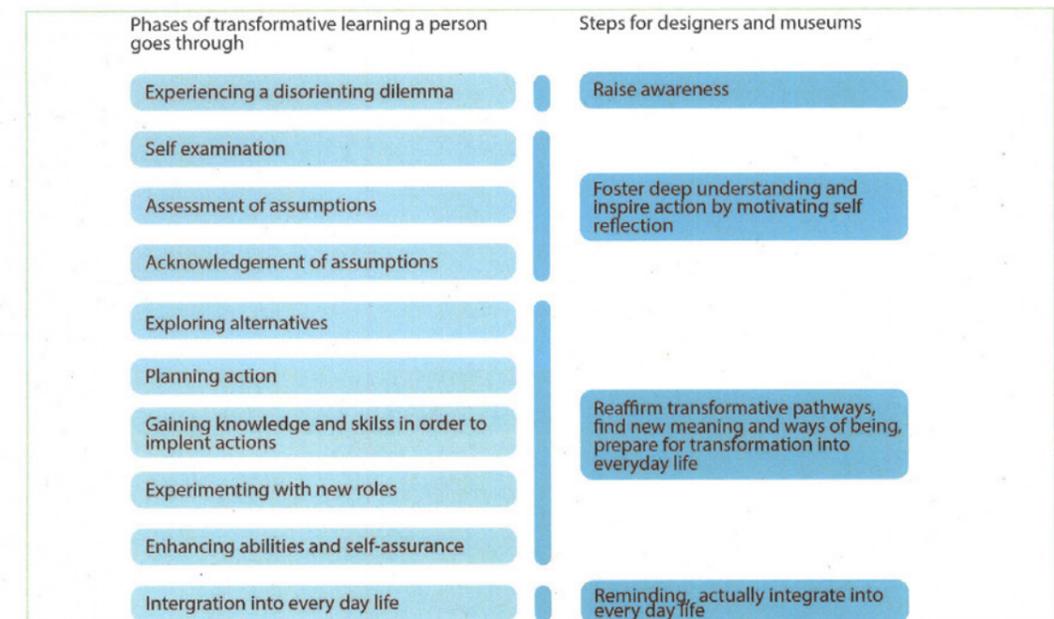| Phases of transformative learning a person goes through	Steps for designers and museums
Experiencing a disorienting dilemma	Raise awareness
Self examination	
Assessment of assumptions	Foster deep understanding and inspire action by motivating self reflection
Acknowledgement of assumptions	
Exploring alternatives	
Planning action	
Gaining knowledge and skilss in order to implent actions	Reaffirm transformative pathways, find new meaning and ways of being, prepare for transformation into everyday life
Experimenting with new roles	
Enhancing abilities and self-assurance	
Intergration into every day life	Reminding, actually integrate into every day life

image / figure 2   Framework transformative learning based on Jack Mezirow (1978) & Bergevin (2018)

Personal Project Brief – IDE Master Graduation Project

Problem Definition

What problem do you want to solve in the context described in the introduction, and within the available time frame of 100 working days? (= Master Graduation Project of 30 EC). What opportunities do you see to create added value for the described stakeholders? Substantiate your choice.
(max 200 words)

Stedelijk museum Schiedam aspires to establish a relevant and sustainable relationship with the elderly of Schiedam. This project studies how to reach and approach them, how the museum can play a role in this and how to nurture this relationship. The challenge will be to dive deeper into the feelings and behaviour of the target group. How do elderly in Schiedam feel and behave? How can the diversity within the group of elderly Schiedammers be adeptly addressed?

By researching the framework of transformative experiences (see figure 2), it can be determined which steps are useful and applicable in the context of this project. I will initially aim to initiate and support explorative steps towards transformation in everyday life, the third step. Additionally, the aim is to integrate the next step as well; integration into everyday life by reminding.

Other research questions relevant for this project are: How can art and heritage play a role in fostering belonging? What classifications of loneliness exist, and what are the underlying factors contributing to its manifestation? Which factors contributed to the effectifeness or ineffectiveness of previous interventions?

Assignment

This is the most important part of the project brief because it will give a clear direction of what you are heading for.
Formulate an assignment to yourself regarding what you expect to deliver as result at the end of your project. (1 sentence)
As you graduate as an industrial design engineer, your assignment will start with a verb (Design/Investigate/Validate/Create), and you may use the green text format:

Design an intervention to foster the feeling of belonging among elderly in Schiedam in an environment where heritage and art can be experienced.

Then explain your project approach to carrying out your graduation project and what research and design methods you plan to use to generate your design solution (max 150 words)

In the research phase, literature research will be conducted. Interaction with the target group will be pursued through generative research such as using diary studies or cultural probes combined with conducting interviews. Needs, interests, and desires will be mapped out with the results of thsi research

During the ideation phase, brainstorming will be conducted, and the involvement of the target group will be sought through a co-creation session to gather their input. Additionally, aspects of the design will be tested through small-scale experiments.

To evaluate the design, a final prototype will be build to test if the desired interaction and behaviour is accomplished or what would be needed to accomplish this for further recommendations.

Project planning and key moments

*To make visible how you plan to spend your time, you must make a planning for the full project. You are advised to use a Gantt chart format to show the different phases of your project, deliverables you have in mind, meetings and in-between deadlines. Keep in mind that all activities should fit within the given run time of 100 working days. Your planning should include a **kick-off meeting**, **mid-term evaluation meeting**, **green light meeting** and **graduation ceremony**. Please indicate periods of part-time activities and/or periods of not spending time on your graduation project, if any (for instance because of holidays or parallel course activities).*

Make sure to attach the full plan to this project brief.
The four key moment dates must be filled in below

Kick off meeting	21 nov 2023
Mid-term evaluation	15 feb 2024
Green light meeting	22 apr 2024
Graduation ceremony	4 juni 2024

In exceptional cases (part of) the Graduation Project may need to be scheduled part-time. Indicate here if such applies to your project

Part of project scheduled part-time	✔
For how many project weeks	25
Number of project days per week	4,0

Motivation and personal ambitions

Explain why you wish to start this project, what competencies you want to prove or develop (e.g. competencies acquired in your MSc programme, electives, extra-curricular activities or other).

Optionally, describe whether you have some personal learning ambitions which you explicitly want to address in this project, on top of the learning objectives of the Graduation Project itself. You might think of e.g. acquiring in depth knowledge on a specific subject, broadening your competencies or experimenting with a specific tool or methodology. Personal learning ambitions are limited to a maximum number of five.
(200 words max)

As a design for interaction students we are trained to dive into needs and interests of users. We can empathize with them and design solutions. I have chosen to do this project about the elderly because I am not able to completely put myself in their shoes. I have never been in their situation and therefor I need to use all the knowledge gained during the courses I have followed to understand what they are going through and to be able to design for them.

Since I do not have the experience of the target group involved in this project, I want to use co-design to get more insights from the target group. I have worked with this tool both during the DFI first year courses and during my semester abroad.

I enjoy user testing, during tests I often find myself surprised by the users reactions and interpretations. It is refreshing and gives new perspectives. However I am not particularly good at making high fidelity physical prototypes. It would be a nice challenge for myself to make a high fidelity prototype for this project and be able to test with it.

B. Initiatives mitigating loneliness in Schiedam

Figure X shows the locations of initiatives aimed at among other things, reducing loneliness. These locations were gathered based on the contacts Stedelijk Museum Schiedam maintains with key figures within these organisations. The majority of these initiatives concentrate in engaging individuals within the immediate neighbourhood.
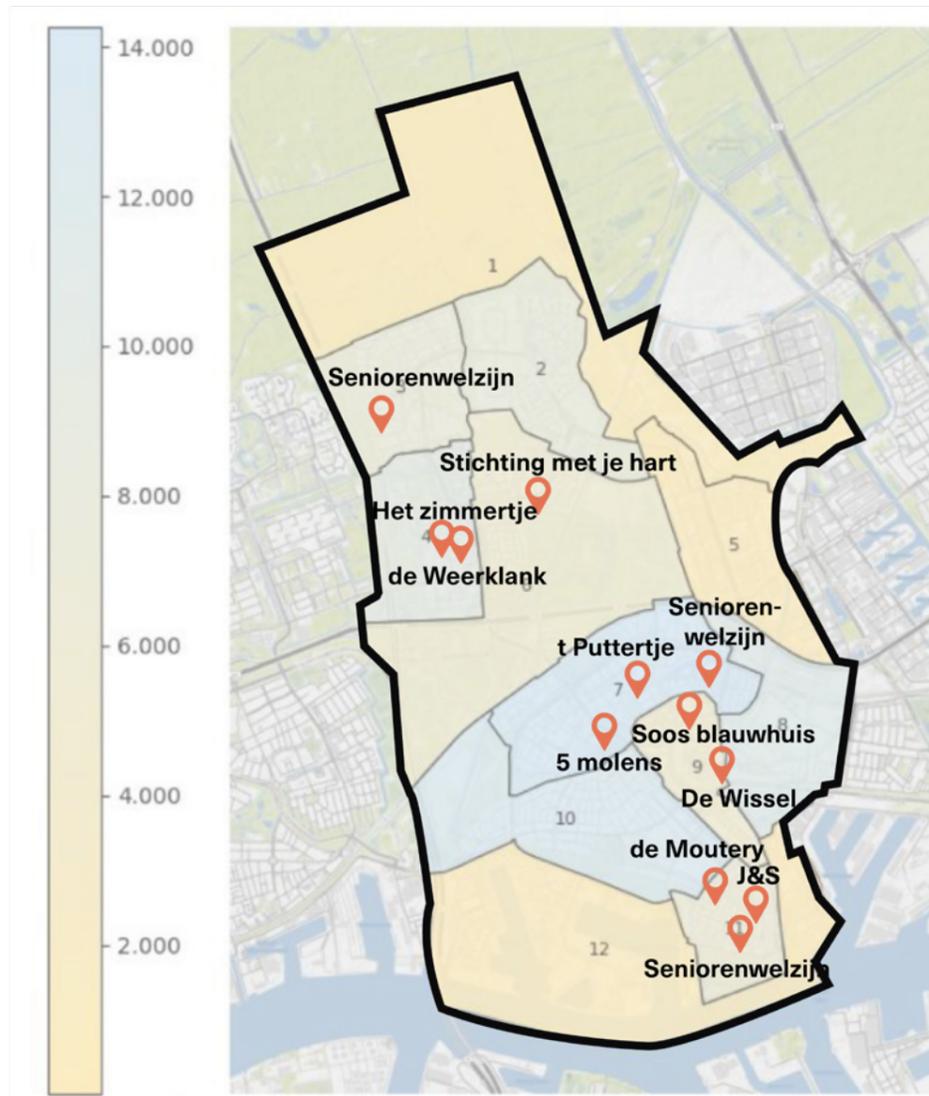

Figure X locations of initiatives to reduce loneliness among elderly in Schiedam adapted from (Gemeente Schiedam in Cijfers En Grafieken | AlleCijfers.nl, 2024)

C. Demographics Schiedam

Schiedam is characterised by its multitude of multicultural backgrounds, showcasing diversity as can be seen in Figure X.

The demographic composition of Schiedam reflects a pattern: incoming residents largely originate from outside the Netherlands, while those departing, primarily elderly individuals, are predominantly Dutch nationals. This dynamic contributes to a positive migration balance but also fosters a diversity in norms, values and beliefs among citizens. Particularly in neighbourhoods such as Oost, Nieuwland, and Groenoord, this diversity can sometimes lead to diminished social cohesion ("Samen Schiedam Thema's 2019-2020," 2018). Figure X illustrates the distribution of residents
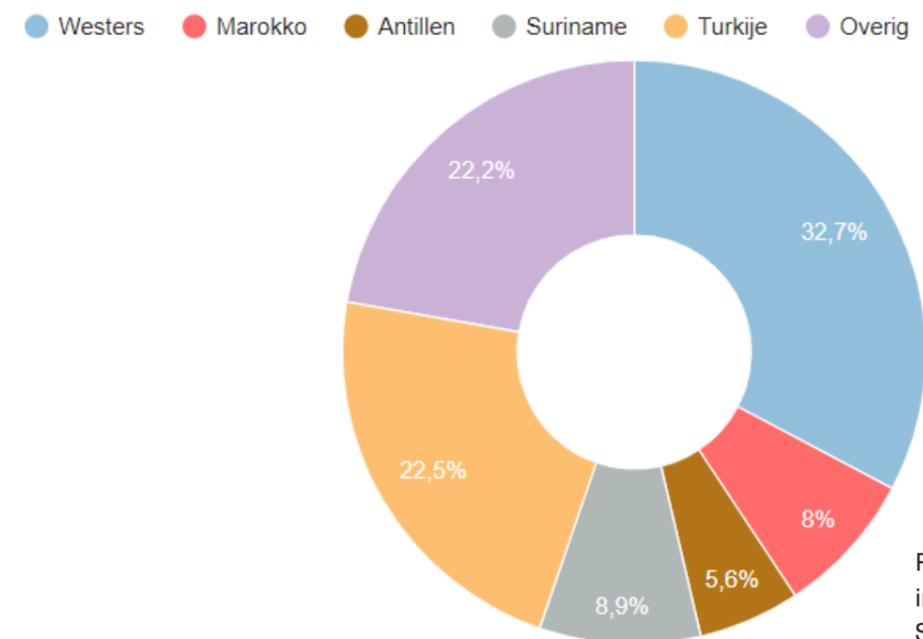

Figure X different backgrounds in Schiedam in 2022 (Gemeente Schiedam in Cijfers En Grafieken | AlleCijfers.nl, 2024)
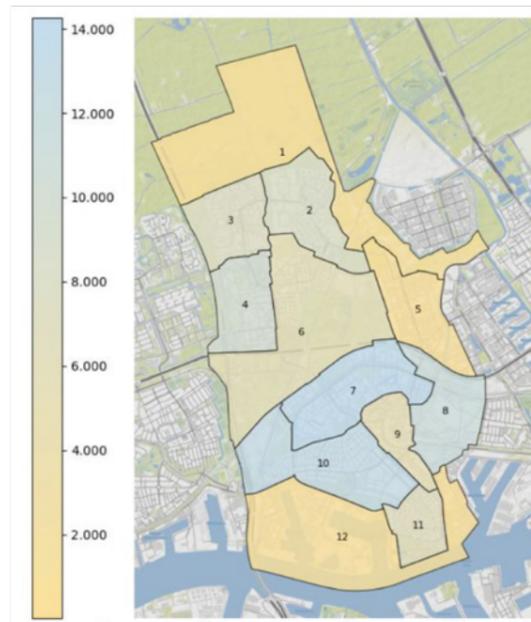
Bevolking in de gemeente Schiedam: inwoners met een migratieachtergrond worden onderverdeeld in Westers en enkele niet Westerse landen op grond van hun geboorteland of dat van hun ouders.

across these neighbourhoods, with colours indicating population density as detailed in the legend.

In the Netherlands, the term "elderly" is typically used for individuals who are 65 or older. There are three groups of elderly:, vital, vulnerable and care dependent elderly.. The biggest group contains vital elderly who feel healthy and happy. The vulnerable elderly have small physical and psychological problems that pile up which make them susceptible to more serious problems. This group contains over a quarter of the people over 65, most of them living independently at home. Biggest part of this group is in their 80s, they are mostly women and living alone (Ditzhuijzen et al., 2018). Furthermore, Figure X illustrates which neighbourhoods house the most elderly, Kethel (25,6%), Woudhoek (25%) and Groenoord

(24,7%) ("Ouder Worden in Schiedam; Handvatten Voor De Gemeenteraad," 2019), partially due to the presence of nursing homes in these areas.

Schiedam is an attractive destination for households and individuals with lower incomes from outside the city due to the availability of affordable housing, which can be ascertained by the WOZ value. Consequently, households relocating to Schiedam often include socioeconomically vulnerable groups. This demographic trend has adverse effects on the income levels of Schiedam residents. The disposable household income in Schiedam falls 11.6% below the national average. Furthermore, while income levels have been increasing in the Netherlands in recent years, the growth rate in Schiedam lags behind, as a consequence, Schiedam is falling further behind ("Samen Schiedam Thema's 2019-2020," 2018).

D. Analysis existing initiatives

Numerous initiatives are available to prevent or reduce loneliness. A quick scan on the internet with keywords being "elderly", "initiatives", "loneliness", "learning" and "contact", (used in Dutch, limited to initiatives in the Netherlands) provided an overview of these initiatives. It should be noted that while this overview provides an indication of available initiatives, it does not offer a comprehensive portrayal of all existing initiatives. Evaluating the foundations of these initiatives through the belonging framework introduced in chapter 2.3.6 and the previously established concepts related to loneliness; mattering, belonging and

feeling valued, yields table 1. A notable observation is that a majority of these initiatives centre around creating or offering opportunities for people to meet each other. This aligns with the idea of mitigating loneliness by enabling individuals to broaden their social networks. As the project progresses into the design phase, it becomes crucial to delve deeper. While there is an abundance of initiatives offering opportunities, there is a possibility to explore the additional components of the belonging framework, either in relation to these opportunities or on their own.

Figure X amount of citizens in different neighborhoods (Gemeente Schiedam in Cijfers En Grafieken| AlleCijfers.nl, 2024)
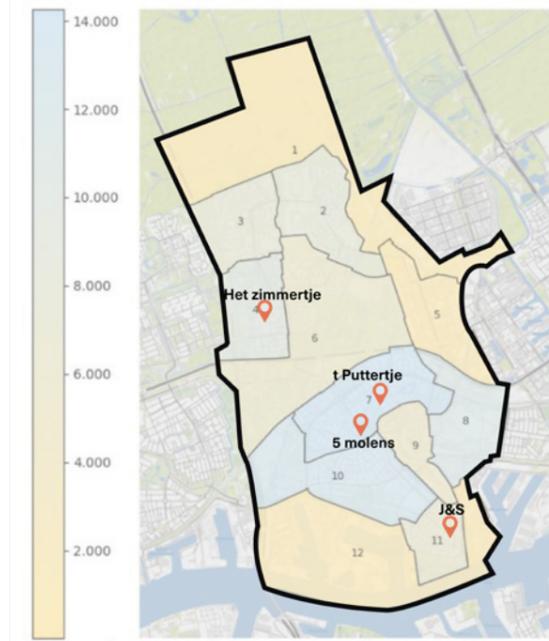

Figure X three neighbourhoods with the most elderly.

	Mattering	Belonging	Valued
Opportunities	Postmaatjes[1] Rondleiding van Gogh[2] Behoeftelijn[3]	Kunstkoppels[4] Ontmoetingscentra Hobby om de hoek[1]	Mag ik je omi noemen[1] Honden oppas[1] Studiekring
Motivations			
Competencies	Zin in vriendschap cursus[5]		
Perceptions	Welzijn op recept[6]		

1. (Initiatieven, n.d.)   2. (Museumbezoek Met Activiteiten (70+), n.d.)   3. (Senioren, 2023)
4. (KunstKoppels - Kunsthal, n.d.)   5. (Zin in Vriendschap, n.d.)   6. (Welzijn op Recept, 2023)

Table 1 evaluation of position of initiatives within the belonging framework and different feelings associated with loneliness

leading to a learned helplessness response that manifests as a reduced motivation to belong (Allen et al 2021). However, the first steps within the transformative learning process could also serve as a catalyst for motivation, prompting a shift and evoking motivation.

Ideally, completing the entire transformative process would also instil a sense of belonging within this context, encompassing all four aspects of the belonging framework within the transformative experience.

This section outlines how the belonging framework presented by Allen et al (2021) can be aligned with the trasnformative learning framework

When analysing both the belonging framework and the transformative learning frameworl, a connection can be made. This connection is demonstrated in a new figure, Figure X, where the phases of transformative learning correspond to the four segments of the belonging framework, collectively fostering a sense of belonging.

The perception segment within Allen et al.'s (2021) belonging framework delves into a person's subjective feelings and cognitions concerning their experiences, self-confidence, and desire for connection which can be influenced by past experiences. The first two phases of the transformative learning process entails becoming aware of assumptions and perceptions on oneself or the world, including the frames of references shaped by past experiences and therefore align with the perception segment of the belonging framework. This can be initiated by something that evokes emotion, such as a disorienting dilemma or an empowering event (Cranton 1994).

The next segment of the belonging framework pertains to competencies, encompassing the acquisition of skills and abilities essential for fostering connections and experiencing a sense of belonging. This entails social, emotional, and cultural skills, such as being aware of oneself and others, emotion and behaviour regulations, verbal and nonverbal communication, acknowledgement and alignment with social norms, understanding one's heritage and active listening. These skills are imperative or need to be cultivated to foster a sense of belonging (Allen et al 2021). In the third phase of transformative learning there is space to experiment with new roles within a secure environment, allowing for safe exploration of these competencies.

Opportunities refer to the availability of groups, people, places, time and space that enable belonging to occur (Allen et al. 2021). In the context of the elderly, initiatives mentioned earlier exemplify such environments, providing the necessary elements for fostering belonging. These opportunities are needed for integrating belonging into everyday life and maintaining engagement.

Motivation within the context of belonging signifies a desire or need to forge connections and seek social interactions (Allen et al 2021). Within the transformative learning related to belonging, sustained motivation is needed throughout the process to ensure its success. If individuals going through the transformative learning steps lack the motivation to transform in order to feel a sense of belonging, the process will likely be ineffective. The lack of this motivation may stem from recurrent rejection,
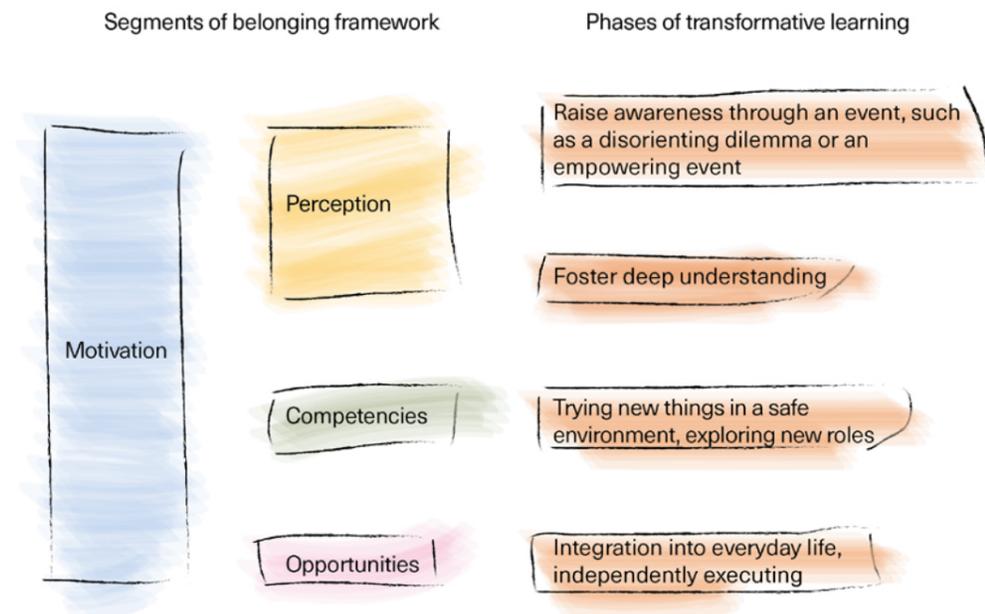

Figure X phases from transformative learning process combined with belonging framework

F. Detailed interview insights 3.2.1

G. Clustered interview insights

3.2.1 Solidarity and trust in society
The sense of solidarity and trust among the elderly is influenced by several factors, including generational gaps, trust issues, and the rise of individualism. However, these factors appear to have minimal impact on their sense of belonging in their neighbourhood.

Generation gap
During the initial interaction at the organised activities, two out of three groups of elderly engaged in conversation regarding the perceived lack of respect from the younger generation towards the elderly and authority figures, including their own parents and the police. This highlights a gap between these generations.

"How some children talk to adults, then I think how dare you?" - Annie
"People should have more patience for the elderly" - Nel

Trust
Another aspect is the elderly's cautiousness towards unfamiliar individuals approaching their homes. This caution is understandable given the rise in criminal incidents targeting elderly individuals at their doorsteps. For example, there have been reports of delivery personnel arriving with packages and requesting payment from the recipient at the door Radar, 2022).

"You can't trust everyone who comes to your

door" - Truus
"I always look who is at the door before opening it" - Sjaan

Individualistic
The elderly expressed concern about instances of hostility among society which they do not understand. The individualistic society contrasts with their upbringing, where leaving doors unlocked was a commonplace. The rise in individualisation is frequently cited as a societal factor contributing to feelings of loneliness. Neighbourly engagement is no longer inherent. Individuals must actively build and maintain social relationships themselves. Who copes with a lack of social skills, limited confidence or social fear are at a higher risk for social exclusion ("Wat Werkt-dossier: Wat Werkt Bij De Aanpak Van Eenzaamheid," 2016).

"There is so much hatred and envy in the world, people who don't get along and walk around with knives and guns" -Riet

Neighbourhood
Despite the concerns expressed by the interviewed elderly individuals, they do feel a sense of belonging in their neighbourhood. Nine out of ten elderly participants have resided in their current locations for a minimum of 15 years and have established social connections, feeling integrated within the neighbourhood.

"I feel like this is my neighbourhood as well" - Annie

This section presents the clustered interview insights. The interpretations of the quotes are shown, the quotes themselves have been left out due to privacy sensitivity

Kan goed omgaan met verlies

Kijkt naar de positieve dingen in het leven

Kan niet alles wat ze wil doen uitvoeren op een dag, daar is niet genoeg energie voor

Is zelf ondernemend

Kleine wereld door weinig mobiliteit

Besef dat het leven afbouwt

Wereld word kleiner

Er is weinig wat zelfstandig lukt en daardoor nemen de kleine dingen ook veel mentale capaciteit in

Heeft (nog) geen vrede met verliezen die komen door het ouder worden, zoals minder energie

Door de kleinere wereld blijft er weinig over om sensatie uit te beleven

Heeft het idee dat zijn leven niet zo veel meer waard is

Legt zich bij dingen neer omdat er geen andere keuze is

Heeft een bepaald beeld bij creatief zijn waar zij voor zichzelf niet aan voldoet

Heeft een bepaald beeld van musea wat niet leuk is maar er zijn heel veel verschillende soorten musea

Beeld van het begrip kunst wat te maken heeft met vormen creëren

73%

Gevoel ertoe te doen en waardering van andere mensen aan het lachen maken

Het is fijn om wat te kunnen beteken voor een ander

genereus, doet graag wat voor anderen

Heeft het gevoel ertoe te doen in de groep

Ergens naartoe gaan moet een doel hebben

Mensen thuis uitnodigen is te veel gedoe

Er is iets initiërends nodig om het museum te bezoeken

Als het niet voorgeschoteld wordt, wordt het niet gezier

Als het niet in het vaste weekritme zit worden er dingen vergeten

Iets waar echt haar interesse ligt, daarvoor zou ze nog wel wat verder van huis gaan als ze weet dat het er is

Bepaalde redenen om niet ergens naartoe te gaan worden overschreden door hoe gezellig en leuk het is

Redenen om het huis niet te verlaten kunnen verworpen worden als het voordeel groot genoeg is

Feeling dependent

Verbreekt contacten, bewust en onbewust

Vind het lastig om nee te zeggen / tegen te spreken

Wereld wordt kleiner door fysieke beperkingen

Wil andere mensen niet tot last zijn

Waardering en bewondering voor de buren

Wil niet afhankelijk zijn van anderen

Is bang om iets fout te doen

Activiteiten die georganiseerd worden op een andere plek dan gewend zijn onaantrekkelijker vanwege afstand

Bepaalde redenen om niet ergens naartoe te gaan worden overschreden door hoe gezellig en leuk het is bij het zimmertje

Mental

Physical

Energy

Maakt zich zorgen over erbij horen

Angst om er niet bij te horen weerhoud van drempel overkomen

Barriers yet to overcome

Stigma over tussen de vrouwen zitten

De drempel is hoger voor onzekere ouderen

Weet dat er een mentale kant is waar hij zich niet overheen kan zetten

Trust

Onbekenden kun je niet zomaar vertrouwen

Low solidarity

Heeft onbegrip voor andere culturen

Onbegrip voor andere generaties

Individualistic

Generation gap

Onbegrip voor gedrag jongere generaties

onbegrip voor mensen die elkaar wat aandoen

Plant niet vooruit, bekijkt alles dag per dag

vaste routine is vertrouwd en lastig vanaf te wijken

Wil niet te ver vooruit denken

Day to day planning

H. Persona's

The persona's created from interview insights are shown below

RIA

I just go out to be somewhere else, everyone I knew died

72 years old
Dutch, widow

Explorative, stubborn, content

Family
Ria has no contact with her son at all. She does not understand why but they have had a fall out.

Living situation
Lives alone in Schiedam in a one floor apartment in a flat

Mobility
She is very happy she is able to walk quite well, even though she has had a hip replacement and her knees are starting to get weaker.

Cooking
Ria is a real sweet tooth, she offers everyone store bought-brownies. She does not mind cooking for herself but sometimes finds it difficult to eat healthy.

Hobbies
Ria likes to meet up with her friend to go to have drinks.

Sometimes, she just gets on the tram and see where she ends up. Last week she went to The Hague.

She likes to watch television.

Technology
Ria once went to a computer course at the library. She did not understand and gave up on learning. Because she does not own a computer or smartphone, she keeps all kinds of cut outs of newspapers, telephone books and pictures.

JOOP

I don't just want to sit at home, I want to stay in touch a bit

81 years old
Dutch, single

Determined, resilient, hopeful

Family
Joop has two daughters who moved to Spain.

Pet
Joop has a cat that chases its own tail and meows loudly when it thinks it is not getting enough attention

Mobility
Recently, he decided to stop driving after a minor collision with a lamppost. This is a loss of freedom; he isn't very mobile, so he can't travel far by bike or on foot. But he booked a vacation by bus to visit his daughters in Spain, and he's looking forward to that.

Hobbies
Every first Saturday of the month Joop goes to the repair cafe in Schiedam. After helping people with their broken devices, he stays for a cup of coffee.

Joop is not the type to worry, he'll see how it goes. He enjoys making sudoku's and puzzles
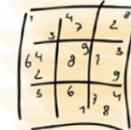
Food
His neighbour cooks for him for three nights a week, the other nights he either gets something to heat from the supermarket or cooks himself.

Living situation
Joop lives alone in Schiedam in a home where he rents one floor.

ANS

I tend to get bored, just waiting to see if somebody comes to visit me

86 years old
Dutch, widow

Discouraged, introverted, withdrawn

Hobbies
She always had an allotment garden, but she recently had to give it up because she can't maintain her balance so well. This loss is difficult; she struggles to look at the positive things.
She likes to play games on her IPad and make postcards.

Family
Her daughter lives in Brabant with her family. This is quite far away so she does not see them often. They speak on the phone quite a lot

Her daughter sometimes picks her up to stay with her family for a few days or to go to the beach which she loves.

Dependency
Ans does not want to depend on other people too much. Therefor she only asks family members to help her out, and only after they have had a cup of coffee first.

Mobility
Ans is not very mobile so she uses a scooter. With the scooter she visits the nearest supermarket every week.

Cooking
She does not like to cook so she orders ready - made meals which are delivered to her home and can be reheated.

Living situation
Lives alone in Schiedam in a one floor apartment in a flat

I. Possible themes

J. Movisie buurtreminiscentie

Ideas for themes in repetition of framework
Buildings for recreation
Sportfondsen swimming pool
Dance school (Sitton)
Musis Sacrum
Cinema's
Museums

Traditional crafts
Bonte Koe
Butchers
Bakeries
Zakkendragershuisje
Fishing
Jenever
Mills
Glass factory

Religious buildings
Church
Mosk
Synagogue

Historical events such as the mill fire can also be used as a theme

Traditions and parties such as the "Branders-feesten" could also be used although these are harder to visually recognize.

This project consists of three phases aimed at activating people, encouraging communication between neighbourhood residents, improving the quality of social relationships, and strengthening social cohesion. The phases are: learning reminiscence, where a safe and trusted environment is created to share memories based on triggers; learning exchange, where different groups are mixed; and sharing memories with the neighbourhood at various times and places to attract new participants and strengthen bonds within the entire community.

While the Movisie project focuses on the entire neighbourhood, this project aims specifically to connect elderly individuals. Therefore, it is unlikely there will be multiple groups per neighbourhood due to a smaller amount of respondents, making the second and third phase of the Movisie project less applicable. However the phased approach remains useful.

K. Brainstorm sessions

Brainstorm on design goal

Brainstorm on puzzle pieces

Ideeën eerste stap

MOET (fysiek)
→ mee naar huis te nemen

Nostalgische muziek — trekt aandacht

Herkenbaar maar opvallend
- valt uit de toon bij winkel

Heel random

Wat 'liat' ouderen?
- Nostalgie (oud speelgoed) — oude muziek (spelcis)
- verschillende lp's met oude songteksten
- kunst & cultuur uitnodiging
- de kerk → saai / polariserend
- kletsen met kopje thee
- BOEK lezen
- Muziekdoosje met uitnodiging
→ misschien iets dat uitnodigt om oude gebruiksvoorwerpen mee te nemen? Gezamenlijke herinneringen / Vlooienmarkt / kletsen
→ Schiedam van vroeger ??

Koppeling aan vast moment op de dag
- plantjes water geven
- waterkoker aan
- ei koken
- iets eten
- lezen
- rommelen in huis
→ misschien als afe kook timer automatisch aspect
LP's met info als placemat of onderzetter
2 APRIL → Scheurkalender met nostalgische producten / liedjes / verhaaltjes / foto's

Herhaling / vast moment op de dag
- bij de spiegel — uiterlijke verzorging — tanden poetsen
- telefoon — thee/ koffie drinken — iets op tafel
- keuken — keukenkastje
- ontbijten
- medicijnen — directe associatie
- naar de wc — kalender op wc (altijd even kijken)
- TV kijken
- lezen
- spelletjes op Ipad
- creatieve hobbies
- hobby — rommelen in huis → terug om oude spulletjes te vinden om mee te nemen / verhaal over te vertellen
- iets op de spiegel plakken

flyer → basic werkt niet → niet breekbaar — ter grootte van hand
3D halve bol / sneeuwbol
zo'n schijf net als in restaurants dat je moet wachten op je eten — met lichtjes → oplichten wanneer iets gebeurd (misschien schrikken ze daarvan)
foto's toevoegen — zelf plaatje/foto toevoegen — recepten
voorwerpen
HK] persoonlijke waarde toevoegen [FYSIEK]
soort delen van 'puzzelstukken'
samen een geheel vormen
voorbereiden ----- geruststellen
ergens opplakken — in boekje doen
HK] ouderen uitnodigen / drempel verlagen
meldingen sturen
herkenningspunten geven
niet authentiek / 3D printen
AI gebruiken
digitaal platform waar dat te zien is
al zien wat anderen hebben toegevoegd
dingen met knoppen
Hoe op het platform krijgen
op een fysieke en ouder vriendelijke manier

L. Iterations on prototypes

Some iterations on the prototypes are shown in this section

Breng uw herinnering tot leven! Waar doen de foto's op de theedoos u aan denken? Lees de vragen door en vertel het ons bij de bijeenkomst!

Lange Haven

Welke plekken aan de Lange Haven bezocht u graag? Waarom?

Monopole

Welke films kunt u zich herinneren die vroeger heel populair waren?

Lange Haven

Welke gevel aan de Lange Haven vind u het meest opvallend?

Monopole

Zijn er wel eens gekke dingen gebeurd toen u bij het Monopole was?

Benieuwd naar meer vragen? Kom uw herinneringen delen bij uw buurthuis. Bekijk het volgende kaartje

Monopole

Waar kocht u vroeger kaartjes voor de bioscoop?

Elke eerste maandag in de maand van 14:00 tot 16:00 gaan we herinneringen uitwisselen bij u in de buurt. Komt u ook? Wij zijn erg nieuwsgierig.

Wijkhuis Oost
Boerhaavelaan 79, 3112 LD Schiedam

Lange Haven

Hoe was het verkeer aan de Lange Haven in uw herinneringen?

Maandag 3 juni	14:00-16:00
Maandag 1 juli	14:00-16:00
Maandag 5 augustus	14:00-16:00
Maandag 2 september	14:00-16:00
Maandag 7 oktober	14:00-16:00
Maandag 4 november	14:00-16:00
Maandag 2 december	14:00-16:00

Onze herinneringen zijn speciaal en belangrijk, vol met momenten die ons maken wie we zijn. Wat wil jij meegeven aan anderen?

−Ruimte voor aantekeningen−

−Ruimte voor aantekeningen−
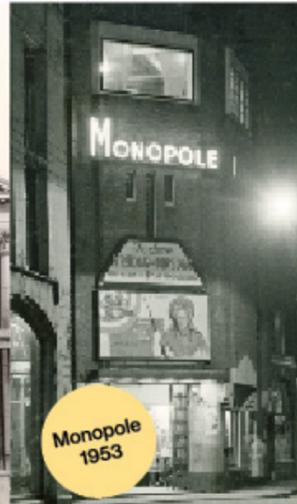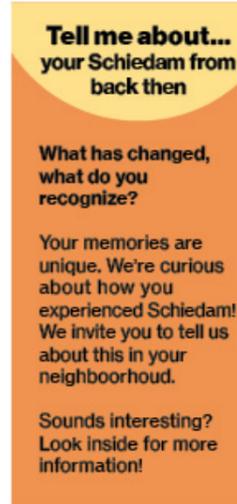
−Ruimte voor aantekeningen−

−Ruimte voor aantekeningen−

?

Breng uw verhalen tot leven!
Ontdek binnenin!
Thee met een verhaal

Stedelijk museum 1981

Lange Haven 1980

Monopole 1953

Europoort 1960

Tell me about...
your Schiedam from back then

Glass factory 1965

Stedelijk museum 1981

Monopole 1953

What has changed, what do you recognize?

Your memories are unique. We're curious about how you experienced Schiedam! We invite you to tell us about this in your neighboorhoud.

Sounds interesting? Look inside for more information!

Hi!
This is a prototype for my graduation project.
So unfortunately there are no real meetings yet to exchange memories. Enjoy the tea!

For questions: feel free to email renske@kaaijk.com

M. User environment + method

This section provides more details about the in context user tests

Test method test in store

Step 1: initial observation (answering research question 1, 3 and 3a)
Assessing initial customer reactions and interaction with display
Observe customer's behaviour regarding the display, including whether they look at the objects, ask questions or take a box
If a customer asks about the object, the employees are asked to provide a brief explanation about the invitation to exchange memories at the local community centre.
When a customer takes one of the boxes during an interaction with an employee, the employees are asked to direct the customer to me for a brief conversation about the object.

Step 2a: Customer engagement and feedback when a box is taken (answering research question 1, 2a, 2b and 4)
Engage with customers who interacted with the display:
"What prompted you to take one of the boxes?"
"What do you think it is?"
Provide a brief explanation if this question can not be answered
Show the question cards
"What goes through your head when you read these cards?"
"What do you think about these questions?"
"What do you think about this way of inviting people?"
"Would you be interested in joining such an activity?"
Step 2b: Customer engagement and feedback when there was no box taken (answering research questions 1, 2a, 2b and 4)
Approach customers who did not interact with

display
"What was the reason you did not interact with this if there was any specific reason?"

Step 3: Employee feedback (answering research question 5)
"How did you experience the interactions with the customers?"
The specific methodology to answer the research questions can be found in Appendix X consists of the following steps:

## Test method green puzzle piece at homes

Initial response: If you had received this box from someone saying, "I think this might be something for you", what would your response be and what would you do with the box?
Reaction observation : Trying out question cards and listening and watching reaction, observing initial reaction. To answer research question 2
Question cards evaluation: What do you think of the questions? What do they make you think of? How do you feel about sharing memories with others? What would you want to talk about? To answer research question 2
Information perception: What does the information evoke? Do you have any other questions? What goes through your mind when you read about this organised activity? What do you think of the activity? Would you want to go with the information you have now? To answer research question 1 and 3
Presentation feedback: What do you like about the way the information is presented? What do you not like? What would you do with this information? Which type of cards would you prefer? To answer research question 4 and 5
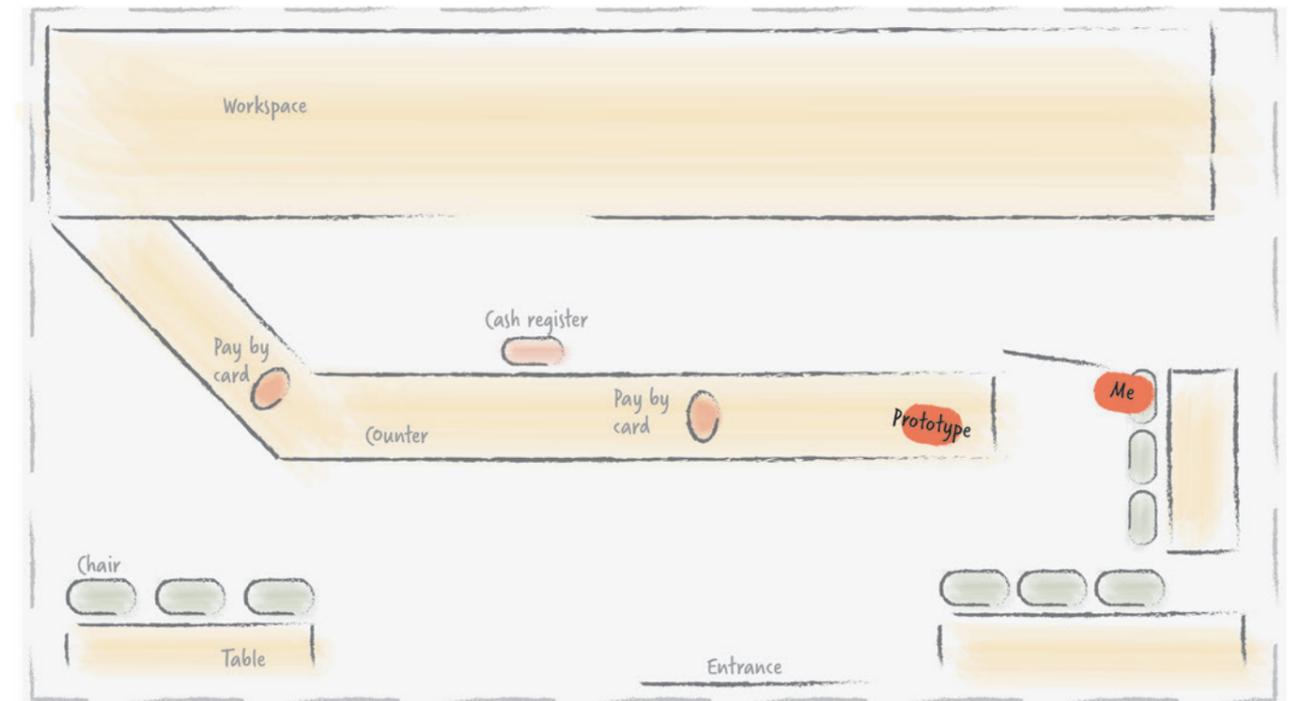
lay out of the store
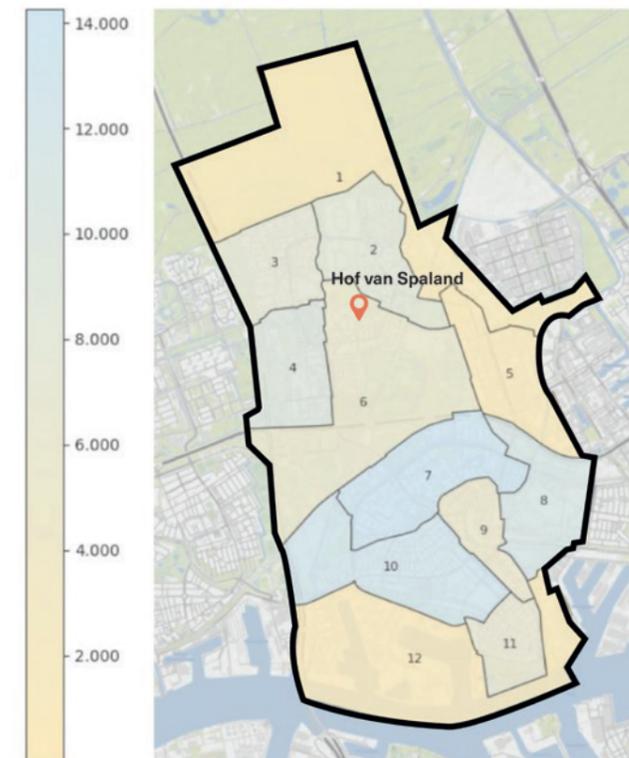
Shopping centre Spaland with Visgilde inside

N. Cards evaluation session elderly

This section shows some of the cards from the evaluation session of the yelloe puzzle piece

Wat is je favoriete vakantie besteming?	Heb je huisdieren? Zo ja, wat voor soort?	Wat is je favoriete boek of film?	Wat is je favoriete gerecht of eten?
Wat is je favoriete beziheid in je vrije tijd?	Waar ben je geboren en opggroeid?	Naar wat voor muziek luister je graag?	Welke talen spreek je?
Wat is een grappige of interessante ervaring die u heeft gehad?	Wat is je favoriete plek in Schiedam?	Welke reizen heb je gemaakt die je altijd bij zullen blijven?	Wat was je eerste baan en wat heb je daarvan geleerd?
Wat is een interessante plek die je hebt bezocht?	Wat is een talent of hobby waar u trots op bent?	Wat is het meest memorabele moment uit je jeugd?	Heb je broers of zussen?

Wat zijn enkele levenslessen die je hebt geleerd en graag zou doorgeven aan jongere generaties?

Wat zijn enkele van de grootste verschillen die je hebt opgemerkt tussen het opgroeien in jouw tijd en het opgroeien van jongeren vandaag de dag?

Wat zijn enkele van je favoriete boeken, film of muziekstukken?

Heb je ooit een belangrijke levensverandering doorgemaakt waar je van hebt geleerd?

Heb je hobby's of interesses die je in de loop der jaren hebt ontwikkeld?

Hoe heb je je partner ontmoet en wat zijn jullie beste herinneringen samen?

Welke gebeurtenissen hebben de meeste indruk op je gemaakt tijdens je leven?
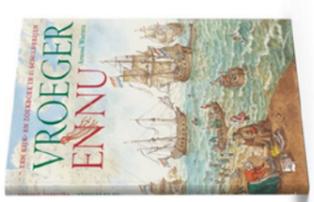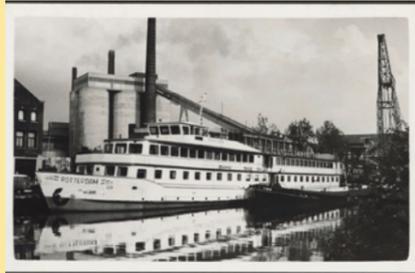
O. Complete guide

This sections shows the complete guide, changes made after the evaluations are highlighted in red

Some quotes from the evaluations in Dutch:

De visuals (storyboard) snap ik precies wat je bedoelt

Opzich vind ik het wel prima als het aan het begin nog een beetje onduidelijk is en daarna wat uitgebreider uitgelegd. Het maakt me nieuwsgierig naar meer

Het zijn duidelijke, concrete dingen die je meteen kan omzetten in actie

Schiedam Vertelt

I can keep myself busy at home but then I don't speak to anyone, staying in touch is important to me
~ interviewee

As the Dutch population ages, a growing number of elderly are experiencing loneliness and social isolation. As they grow older, elderly lose social connections. While they may desire to form new social connections, taking the first steps towards doing so and staying among the people can be challenging.

Stedelijk Museum Schiedam has the potential to address this issue, as it is an innovative museum striving to make social impact by working together with citizens.

In line with this mission, this guide was created for the implementation of the programme 'Schiedam Vertelt', which connects the elderly of Schiedam among each other and to Stedelijk Museum Schiedam through heritage and the exchange of memories. This guide is intended for programme creators, designers and others interested in implementing this programme. It is part of a graduation thesis, more information and detailed reasoning behind the statements made, can be found in the graduation report titled: *Connecting Schiedam's elderly through heritage: A programme for Stedelijk Museum Schiedam.*

The programme unfolds in five phases, illustrated on the next page. The larger circle in the images depicts the overall setting, while the smaller circle highlights the key action. The puzzle pieces symbolise physical objects. As this programme is intended to be repeated over the years, the physical objects can vary with each cycle, making the puzzle pieces a flexible representation of yet to be designed objects. These objects need to be developed by the one implementing the programme. Throughout the programme, these puzzle pieces get a different meaning for the participant when they interact with the objects and add their personal touch, indicated by changes in shape and color, as shown in the image below.

During each phase of the programme, the elderly receive additional information to help guide them to the next phase.

The remainder of this guide explains the five phases in detail and presents guidelines for each phase. These guidelines include directives and matters for future consideration, with the latter being relevant points that were not addressed in the research. As long as these guidelines are followed, the puzzle pieces fit together, allowing the process to work effectively.

A timeline of the entire programme is presented on the page after the next.

1 Inviting
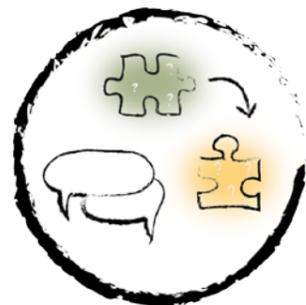Taking object home

2 Stimulating
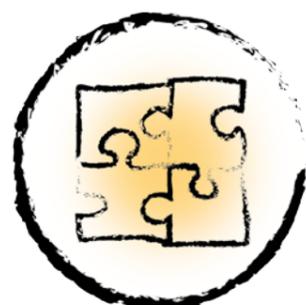Informing & recalling memories
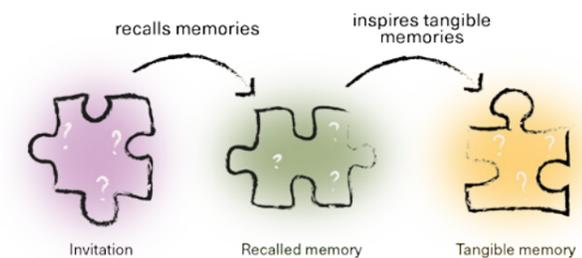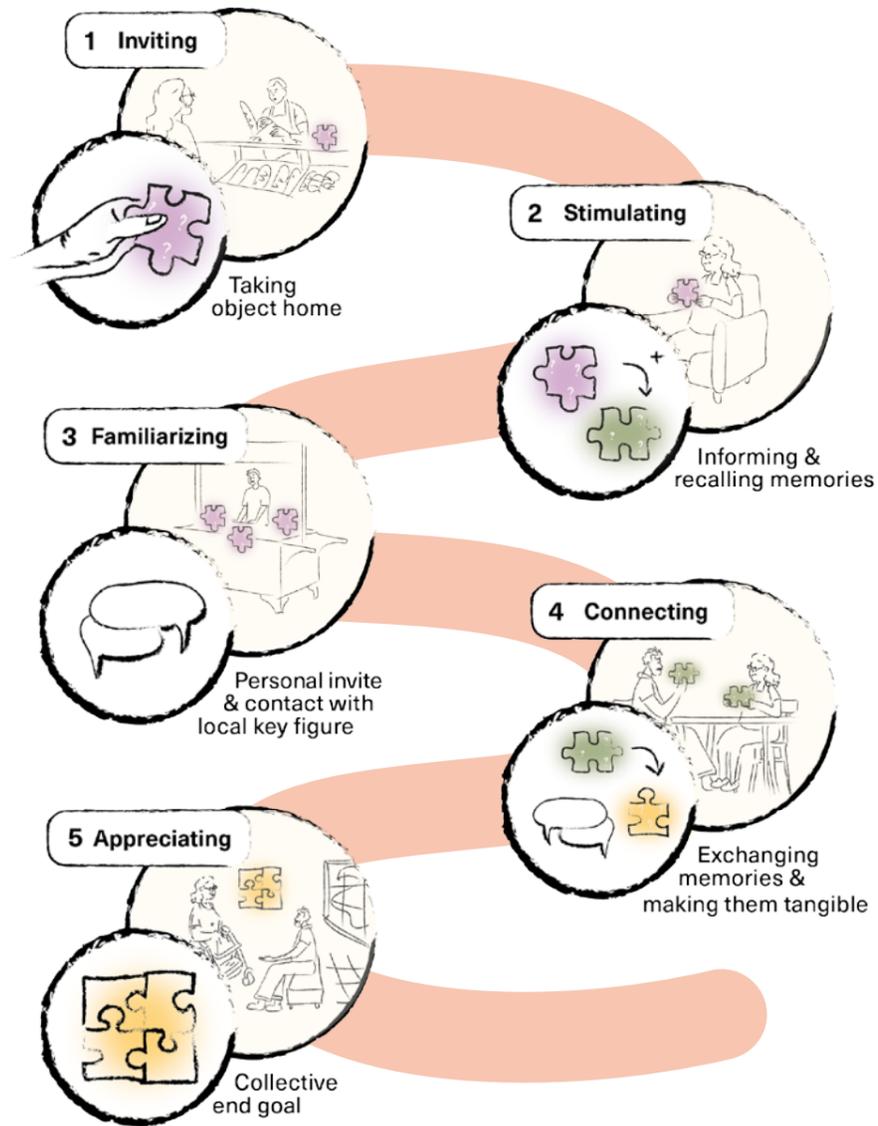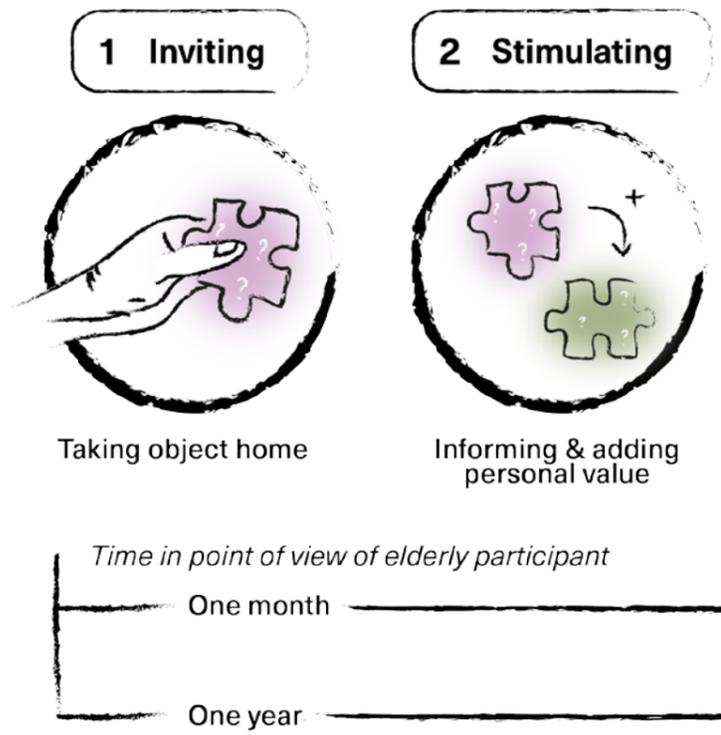
3 Familiarizing
Personal invite & contact with local key figure

4 Connecting
Exchanging memories & making them tangible

5 Appreciating
Collective end goal

Schiedam Vertelt

1 Inviting
Taking object home

2 Stimulating
Informing & adding personal value

Time in point of view of elderly participant
One month
One year

1. Inviting

Taking object home

Background

In Schiedam, numerous community centres already cater to the elderly, reaching out through methods like online ads and word-of-mouth, but for this outreach to be effective, it requires knowing the whereabouts of the elderly. The first phase of the 'Schiedam Vertelt' programme, 'Inviting,' adopts a different approach, targeting individuals who have not yet been reached and inviting them to sessions of exchanging memories at their local community centre. The target group consists of elderly individuals who are relatively mobile and live independently at home. This phase engages elderly individuals during their grocery shopping, seeing this as an opportunity for engagement. Interviews with store staff revealed smaller shops, like fishmongers and bakeries, offer more favourable environments for interaction and extending invitations for community activities.
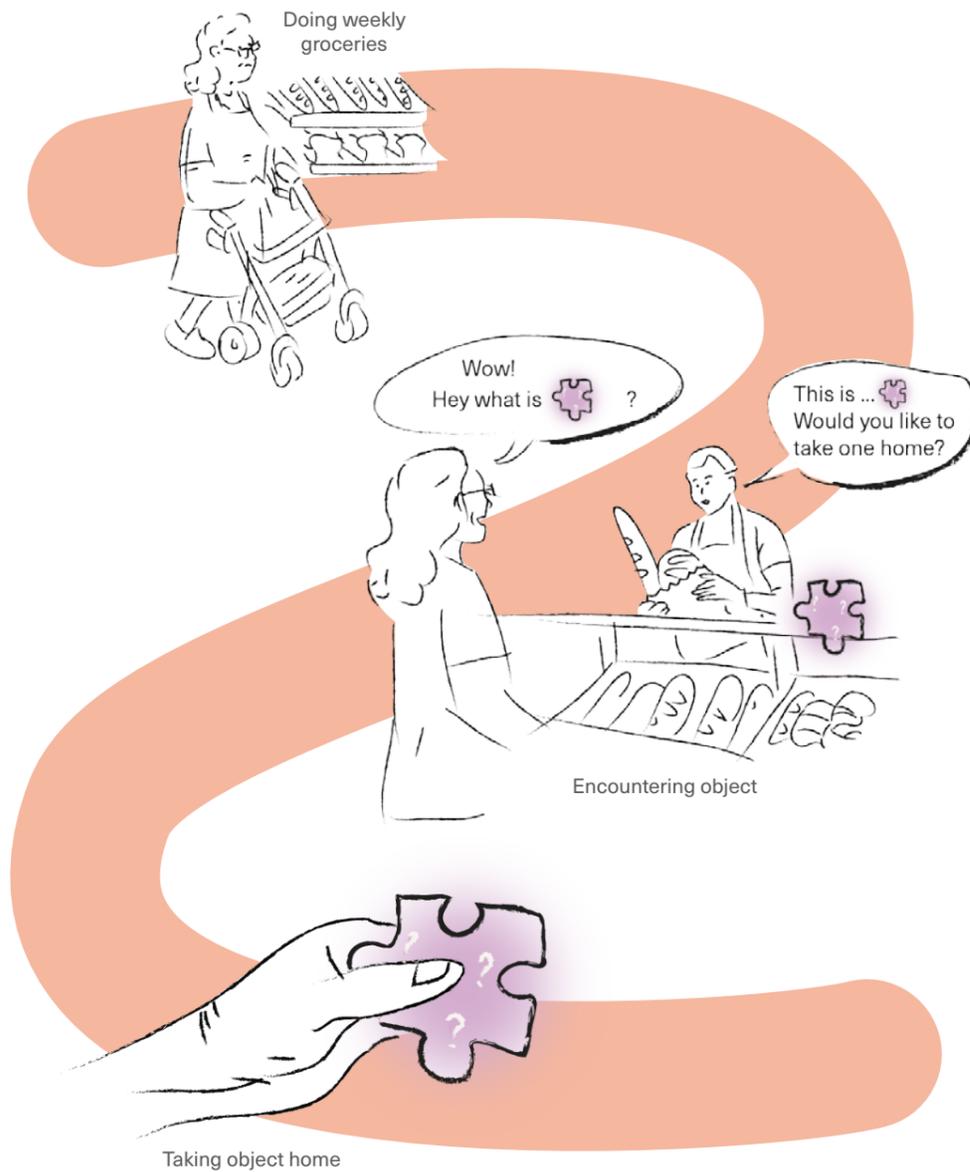
Goal of phase

In this phase, the elderly are introduced to the possibilty of sharing memories in their local neighbourhood centre. This is done by placing an object that serves as invitation in stores they frequently visit and can be taken home for free. This way of inviting is engaging and elicits positive associations. The design of this object is the responsibility of the one implementing the programme and can vary with each implementation.

This interaction is visualised on the next page. The bar below shows which information is gained in this phase.

Knowing there is a possibility to exchange memories

Doing weekly groceries

Wow! Hey what is [ ] ?

This is ... Would you like to take one home?

Encountering object

Taking object home

Subtitles were added to make it clearer what the phase entails in a quick glance

1. Inviting - guidelines

Taking object home

Experience

Curiosity: The wanted experience in this phase involves fostering intrigue and sparking curiosity.

Inviting: The object should be clear and inviting, ecouraging the customers to take it home.

Attention: 3-30-3, in 3 seconds attention needs to be grabbed, in 30 seconds the main goal of exchanging memories should be clear and in 3 minutes it should be clear you can take the object home and that it is an invitation.

Recognition: To capture attention, and effectively engage customers, something familiar and easily recognizable from Schiedam must be visually presented. This visual aspect needs to command attention within 3 seconds. For example, these could be historical images of well-known landmarks in Schiedam.

Effect

Taking object: The invitation object should spark interest in order for the customer to take the object home.

Matters for future consideration

Time span: How long should the invitational object stay in the stores to attract people? A suggestion could be for a month, this provides the opportunity to come across the invitation several times. It could also stay for longer than a month, overlapping with the later phases of the programme.

Quantity: In how many stores should the invitation be placed? As many as feasible and are willing to? Should different stores have different images?

Different images have the potential to appeal to a diverse range of people. While focusing on different neighborhoods, this approach could be beneficial for connecting with the residents of each specific area, but it necessitates significant research and design.

Content

Visual prompt: The visual presentation aimed at capturing attention should be appealing to a wide range of people. It's advisable to incorporate multiple images from Schiedam that are visible simultaneously in the stores. These images should evoke associations and memories of the city across different cultures and backgrounds. Using images from various time periods is also suggested since not everyone has the same connection to Schiedam from birth. If feasible within constraints of time and production, the visual prompts could be tailored to the specific targeted neighbourhood. An abstract example of the purple piece is shown at the bottom right of the page.

Repetition: It is recommended to choose an object that will be frequently looked at, such as a package for food or drinks. If these packages are being kept, it could ensure repeated engagement and attention when taken home.

Clarity of purpose: The purpose of the object, which is to encourage the sharing of memories, should be clear. It should also be evident that it serves as an invitation. Both of these aspects need to be clearly communicated in text that is directly visible, for example, on a display.

Additional information space: There should be enough room to provide additional information, possibly within the the object itself, to provide further details that may not be readily apparent in the store environment.

Usability

Accessibility: All information presented on the object should be easily readable for elderly individuals. Guidelines on specific fonts, sizes and framing can be found in the resources provided by the National Institute on Aging.

Convenience: The object should be quite small and light, it needs to be easy to take home while doing groceries.

Placement in store: Ideally, the object should be positioned where staff-customer interactions commonly occur, for instance on or near the checkout counter. This placement ensures visibility. However, several store owners expressed that this placements is not ideal for them. It's not overly concerning if the object is not located near the check-out, as a previous test showed that customers still take notice of it. Details of this test are available in the report.
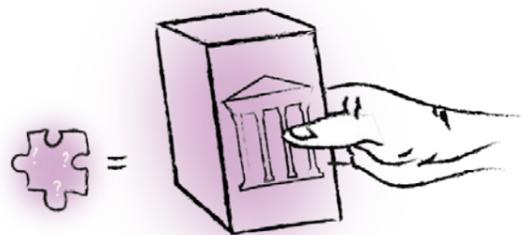
Abstract example of puzzle piece

2. Stimulating

Informing & recalling memories

Background

Upon bringing the invitation object home, the next phase begins. The object is meant to spark excitement and prompt the elderly to share their memories through interactive engagement. However, interviews with the elderly revealed that they have diverse interests, varying skill levels, and may face challenges with fine motor skills. Consequently, their motivation to engage with the object can vary. To maximize participation, the interaction must be engaging yet simple and easy to understand.
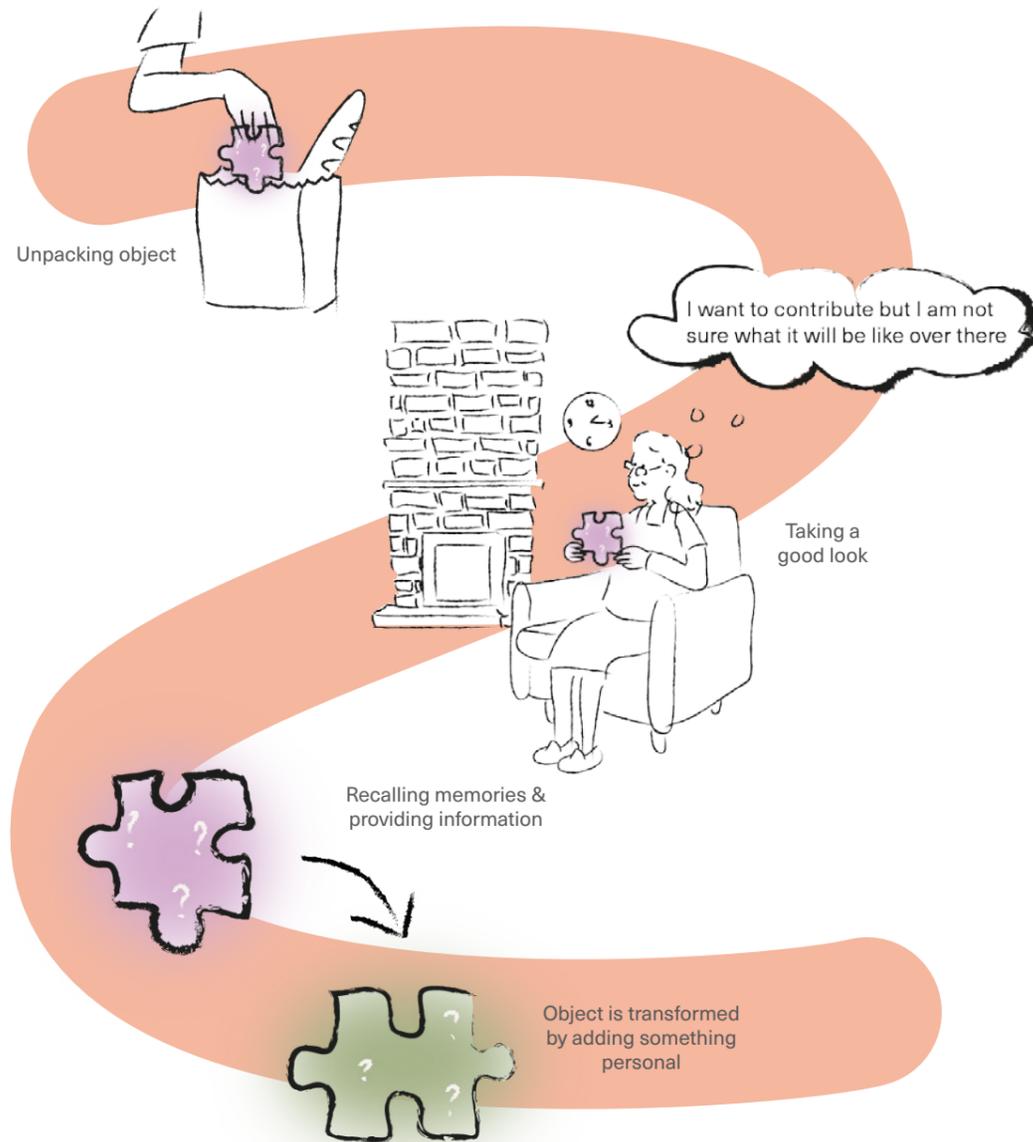
Goal of phase

At home, more details are revealed about the invitation, alongside engaging stimuli meant to evoke vivid memories, ideally sparking excitement and prompting the elderly to share their memories. The design of the stimuli is the responsibility of the one implementing the programme and can vary with each implementation.

This interaction is visualised on the next page. The bar on the right shows which information is gained in this phase.

Knowing the details about the meeting opporuntities, knowing Stedelijk Museum Schiedam is involved

Knowing there is a possibility to exchange memories

Unpacking object

I want to contribute but I am not sure what it will be like over there

Taking a good look

Recalling memories & providing information

Object is transformed by adding something personal

2. Stimulating - guidelines

Informing & recalling memories

Experience

Empowerment: Interacting with the object should instil a sense of empowerment and capability within the elderly, fostering confidence in their ability to engage with the provided information and participate in community activities.

Excitement: The overall experience should be positive and rewarding, eliciting feelings of excitement and anticipation.

Effect

Lively memories: The object should recall lively memories, serving as a catalyst for reminiscence and storytelling.

Inspire sharing: It should inspire the target group to share their own memories with others.

Diversity: The object should facilitate memory-sharing among individuals with diverse interests and backgrounds.

Matters for future consideration

Specifity: Specific triggers can facilitate memory recall, but they may not resonate with everyone. The dilemma lies between effectively recalling memories for some or engaging a broader audience. However, if the triggers are too generalized to evoke memories, the programme risks failing to reach anyone effectively. Achieving the right balance between effective memory recall and broader engagement will be a trial-and-error process. Findings from an initial test can be found in the graduation report.
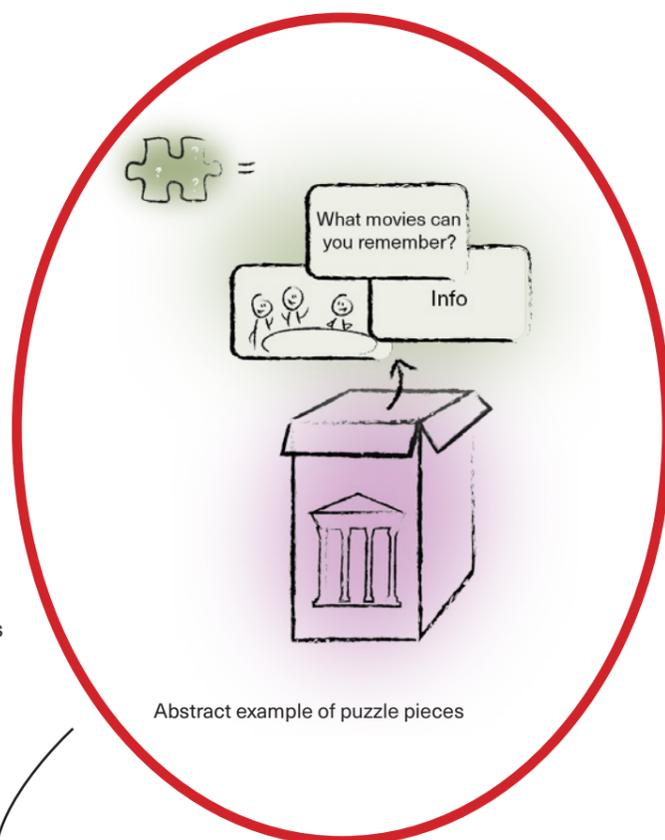
Content

Inform: The object should inform elderly individuals of the specifics about the organised sessions at the community centre including dates, times, location, and what will occur during the activity. This includes the role of Stedeliijk Museum Schiedam, which will be explained later in the handout. Furhermore, pictures of the location, interior and exterior, are appreciated by the elderly.

Memory recalling: The content should recall lively memories, which necessitate triggers that can appeal to a diverse audience. *To effectively evoke lively memories, it is recommended to use visual or textual interactive elements as triggers for recalling memories, rather than activities requiring intricate manual tasks.* Images and questions have proven to be effective in evoking memories. This approach can be combined with the visual prompts from the first phase. An abstract example is shown on the right. Careful crafting of this interaction is essential to ensure it does not overwhelm participants and accommodates varying levels of motivation and ability, facilitating ease of interaction for all individuals.

Specifity: This phase proves to be very challenging as specific triggers are most effective for recalling memories, but not everyone is triggered by the same. When repeating the programme, this could be partially solved by incorporating different themes with each implementation.

Usability

Accessibility: The invitation object should be user-friendly, with intuitive navigation and clear instructions, ensuring that elderly individuals can easily comprehend and interact with the object.

Abstract example of puzzle pieces

To provide a clearer understanding of what the puzzle pieces could be, drawings were included for the first two phases where the designer/programme maker needs to design an object. While adding pictures of the prototypes was considered, drawings offer more space for personal interpretation and creative freedom in design.

3. Familiarizing

Personal invite & contact with local key figure

Background

Once the information is received, elderly might still experience a threshold to take the step towards the sessions. During interviews, it was established that personal invitations prove most effective in persuading individuals to participate. This phase not only involves extending personal invitations but also provides an opportunity for the elderly to have their questions addressed. A physical setting near the stores the elderly visit is needed to provide the interaction as desired. This physical setting can be rotated between different neighbourhoods.

Goal of phase

In the familiarization phase, a key figure from the neighbourhood extends a personal invitation. This aims to establish familiarity and mitigate any feelings of unease or hesitation associated with joining the activity.
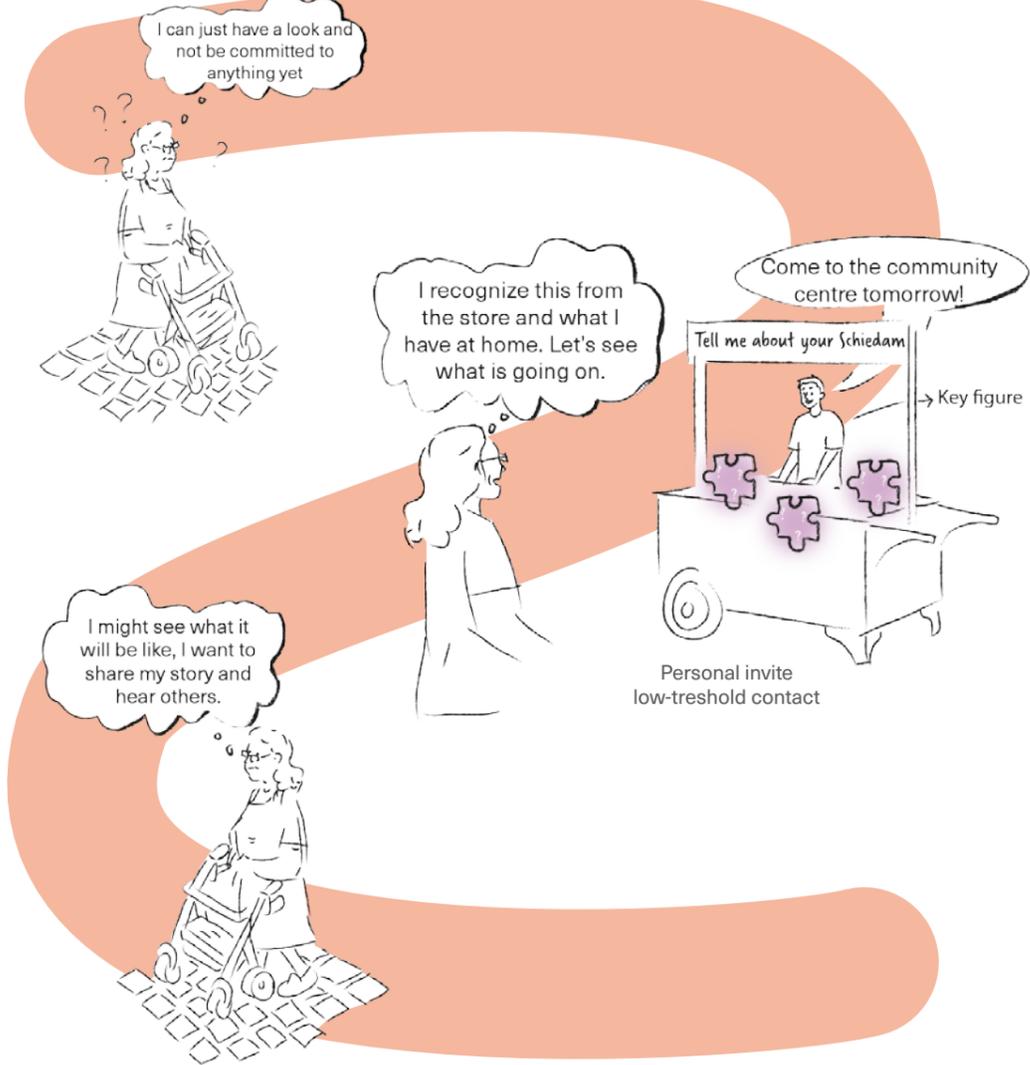
This interaction is visualised on the next page. The bar on the right shows which information is gained in this phase.

Getting a personal invitation, possibility to clear doubts

Knowing the details about the meeting opportuntities, knowing Stedelijk Museum Schiedam is involved

Knowing there is a possibility to exchange memories

3. Familiarizing - guidelines

Personal invite & contact with local key figure

Experience

Personal: A personal (extra) invitation is extended to make the elderly individual feel valued and welcome.

Relaxed: The possibility for a conversation should be fostered in a relaxed atmosphere.

Autonomy: Voluntary exploration should be facilitated, ensuring individuals have the autonomy to withdraw when they choose to.

Location: The location chosen for inviting the elderly should be in close proximity to the stores where they initially obtained the physical object. This strategic positioning increases the likelihood of their return for groceries, therefore enhancing their visibility to have a conversation.

Effect

Familiarity: Entrusting key figures to start these conversations fosters trust and enhances the likelihood of the elderly actually joining the sessions

Clarifying doubts: The elderly have the opportunity to ask questions to resolve any uncertainties they may have about the activity, the space, or any other concerns.

Contact: Collecting contact information from elderly individuals may facilitate effective communication and opportunities to remind them. Contacting them can serve as an extra trigger.

Matters for future consideration

Timing: When is the optimal time for this interaction? Given that the key figures do not have limitless availability, selecting a specific moment when elderly individuals typically engage in grocery shopping can be useful. Furthermore, a good timing could be close before the sessions takes place, such as a week prior.

Communication: Should it be communicated when the key figures will be there so the elderly could plan a visit?

Frequency: How many times should the key figure be on the street to be available for the elderly? Once might not be satisfactory, as someone might miss the specific opportunity.

Scope: In how many neighbourhoods can this phase be implemented? How many key figures have the time?

Content

Clear purpose: It is important that the purpose of the physical setting is clear and recognizable, with consistent visual cues maintained from the first phase of the narrative.

Usability

As this phase does not involve a physical object in the key interactions, there are fewer guidelines regarding content and usability.

4. Connecting

Exchanging memories & making them tangible

Background

Once the elderly are convinced to join and respond to the invitation, the next phase takes place at the community centre. The sessions at the community centre will consist of the exchange of memories. Sharing memories and experiencing active listening from others can help the elderly feel valued, reinforcing that their memories and experiences are significant.
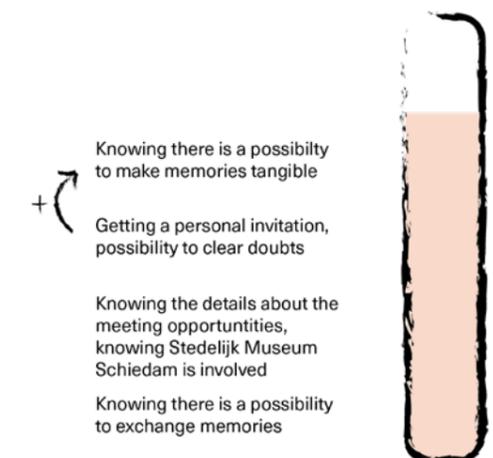
This phase is structured in three seperate parts. Each part can consist of one or multiple meetings. The three parts are:
1. Getting to know each other and creating a safe environment.
2. Exchanging personal memories and linking them to historical artifacts using the Visual Thinking Strategy, which is also used during the museum's guided tours. In this approach, participants collaboratively observe an artwork or object and uncover stories together, drawing from memories and associations. The museum educator acts as the discussion leader. This method is highly engaging, promotes interaction, and enables participants to recognize the value of their own narrative while discovering new insights together.
3. Making memories tangible with hands-on activities. The museum educators can facilitate workshops to make memories into a tangible aspect, hereby working towards a common end goal which can strengthen group cohesion.

Goal of phase

This approach fosters connections, engagement, strengthens group cohesion, and enhances the museum's relevance to the elderly in Schiedam. Additionally, an introduction to the community centre is facilitated, aiming to make it easier for participants to join other activities in the future.

This interaction is visualised on the next page. The bar below shows which information is gained in this phase.

Knowing there is a possibilty to make memories tangible

Getting a personal invitation, possibility to clear doubts

Knowing the details about the meeting opportuntities, knowing Stedelijk Museum Schiedam is involved

Knowing there is a possibility to exchange memories

Going to community centre

I want to share my memories with others. It is still a bit scary to go to the community centre on my own but at least I have seen the volunteer

This is less scary then I thought. I feel safe, nothing is mandatory. I can just see how it goes.

Exhcanging memories, people from community centre and museum educators are present

When the group wants to, the memories can be made tangible

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4. Connecting - guidelines

Exchanging memories & making them tangible

Experience

Exchanging memories: The main focus of this phase is to facilitate the exchanging of memories among elderly participants. This process aims to foster recognition and connection as they share and listen to each other's stories. By doing so, individuals feel heard and valued, enhancing their sense of belonging and community.

Common end goal: The sessions should aim for a common end goal by making memories tangible, which can strengthen group cohesion.

Welcoming environment: Participating in the session can be anxiety-inducing for elderly individuals. It's important that the environment and group are welcoming. Thus, pre-grouping participants should be minimized to ensure everyone feels included and at ease.

Effect

Feeling recognition and valued: This phase aims to foster recognition and connection as they share and listen to each other's stories.

Group cohesion: Working towards a common end goal can strengthen the feeling of a group.

Matters for future consideration

Frequency: How frequent and within what timeframe should the sessions be held? How many sessions would foster engagement among the elderly and help them become familiar with each other and the community centre? Is oncce a month enough?

Different interests: How can the differences in preferences for hands-on activities and verbal memory exchange be facilitated?

Facilitation of first phase: How is the getting to know each other phase going to be facilitated?

Introducing tangible aspect workshop: It's recommended to avoid mentioning the possibility of creating tangible memories in the initial invitation, as this might intimidate potential participants. They should be guided gradually through small steps. How would the introduction of the option to create tangible items in a new phase affect participants? Would they feel misled?
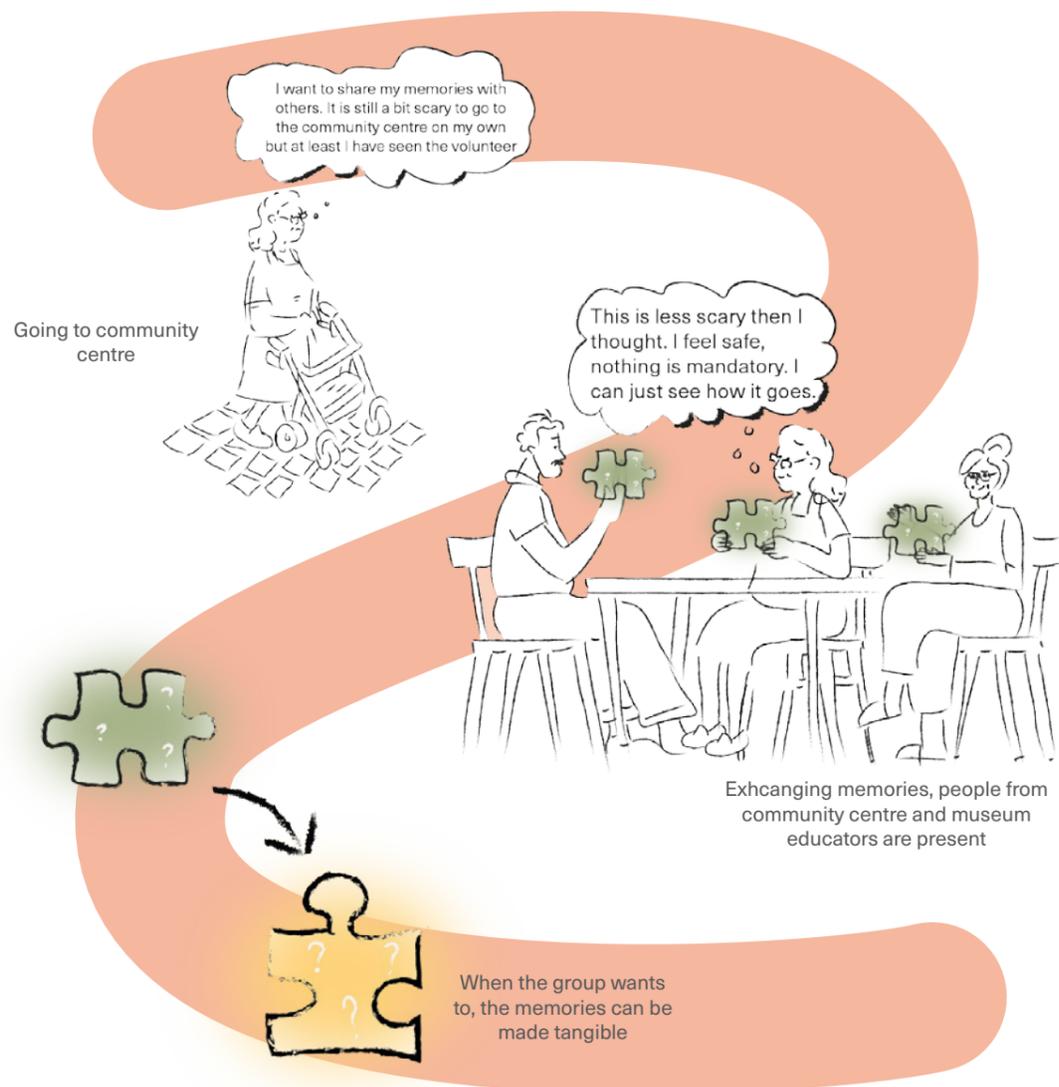
Content

Topics: Basic topics can be selected in collaboration with the curator of urban history at the museum. By using a theme in the visual prompts, a topic for the conversations can be determined. Predetermined topics provide structure to the group, however there should also be a possibility to submit topics if the predetermined themes are not of interest to the participants.

Museum involvement: The museum can utilize its expertise by having a museum educator attend the sessions.
   Second phase: connecting participants' memories to artifacts and heritage, and providing guidance during conversations in the second phase. This approach not only enhances the participant experience but also articulates the museum's valuable knowledge and resources.
   Third phase: In the third phase, the museum educators can organise hands-on workshops when this is desired to make memories tangible. The primary focus should remain on exchanging memories with a possibility to make these tangible, but not forced upon the participants as this might be experienced as a barrier. When a group is not keen to engage in hands-on activities at all, the second phase can be extended. As common goal, the group could visit the Panorama Schiedam exhibition, which presents a timeline of Schiedam, triggering additional memories.

Usability

Mobility: Mobility is an issue for the target group, therefore it is important to arrange the meetings at the local community centres. Introducing them to this activity in the community centre allows them to become familiar with the environment, thereby encouraging more frequent participation.

Sign-up: It is recommended to not have a sign-up requirement, as this can form an additional barrier. The elderly should be able to join as they feel comfortable. It is recommended however to join in the first out of three phases of the programme, as this is where the participants get to know each other. If someone needs a bit more time to decide whether to want to join or are sick the first time, this should not immediately exclude them from the whole programme.

Time: Elderly have indicated a reluctance to go out after dark. Therefore it is recommended that the activity be scheduled during the day.

Group size: The group should be kept to a size that allows each person to share memories and receive individualised attention from the facilitator and the group. Groups up to fifteen participants are recommended.
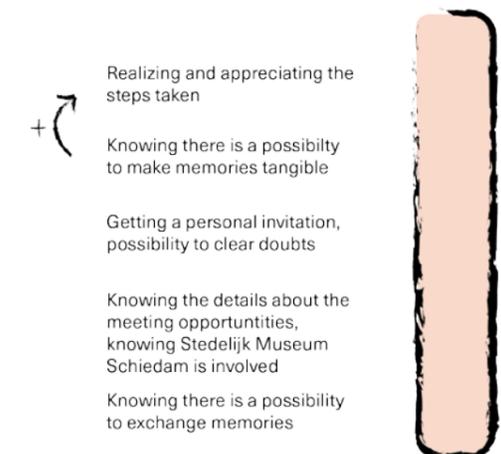
5. Appreciating
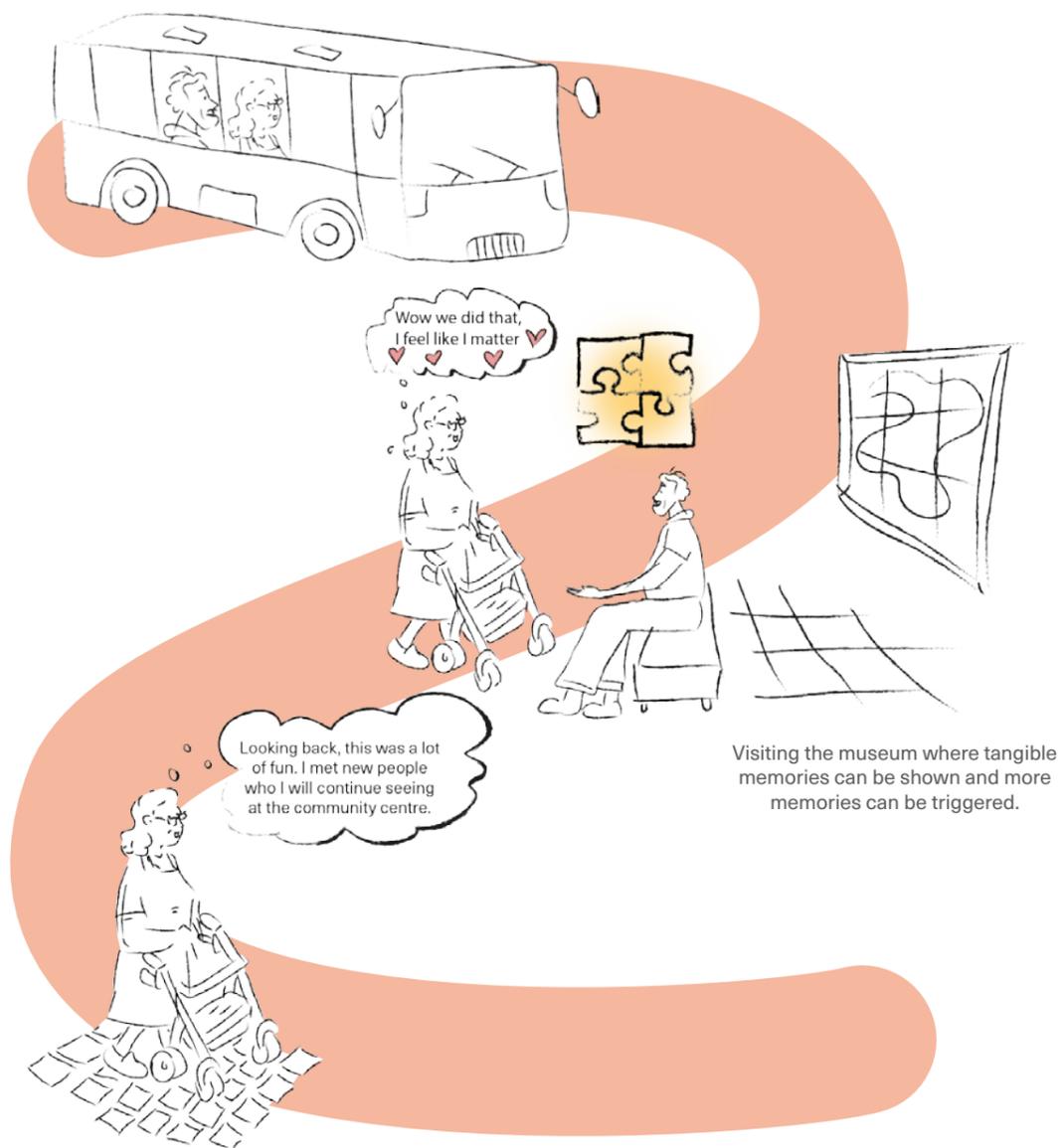*Collective end goal*

Background

This phase invites the participants to the museum to cherish and celebrate their endeavours after the sessions have been completed. There are numerous ways for the elderly to be invited and involved with the museum. When there is an enthusiastic group interested in making their stories tangible, these items could be showcased during events like the "Wijken Welkom" evening at the museum. During these evenings, neighbourhoods host performances and bring traditional food, providing a fitting context for presenting stories from the same community. Alternatively, future exhibitions featuring these tangible items could be organized at Stedelijk Museum Schiedam, reinforcing its role as a museum that collaborates with its citizens.

Goal of phase

The primary objective is for the elderly to reflect on their accomplishments, realizing they had meaningful experiences worth cherishing and overcoming barriers for.

This interaction is visualised on the next page. The bar on the right shows which information is gained in this phase.

Realizing and appreciating the steps taken

Knowing there is a possibilty to make memories tangible

Getting a personal invitation, possibility to clear doubts

Knowing the details about the meeting opportuntities, knowing Stedelijk Museum Schiedam is involved

Knowing there is a possibility to exchange memories

Visiting the museum where tangible memories can be shown and more memories can be triggered.

5. Appreciating - guidelines

Collective end goal

Experience

Exchanging memories: In this phase, the elderly reflect on their time together and ideally recognize that they had a positive experience. Those who ventured out of their homes or participated in activities for the first time hopefully now feel confident enough to continue visiting the community centre and have formed new connections they will maintain.

Organic cooperation: The possibility of an exhibition should arise organically from the participants and the museum, this is something that can not be forced.

Effect

Collective goal: Efforts should be directed towards establishing a collective end goal to cultivate a strong sense of connection.

Introduction: This phase serves as an introduction to the museum.

Matters for future consideration

Willingness: How does the willingness of a participant to make something tangible affect the connection with the group?

Content

Collective end goal: The collective end goal is to, as a group, create a tangible translation of memories to show in the museum. The focus should be on encouraging participants to utilise their unique strengths to support one another. However, in cases where some are hesitant to engage in making a tangible creation, arranging a visit to the Panorama in Stedelijk Museum Schiedam can serve as a catalyst for triggering additional memories and reinforcing the collective goal of this interaction.

Facilitating reflection: To help participants recognize their accomplishments and appreciate that their memories are worth sharing, a reflective conversation should be facilitated. This conversation should emphasize the positive impacts of their journey, fostering an understanding of their value and helping them integrate social connections into their daily lives.
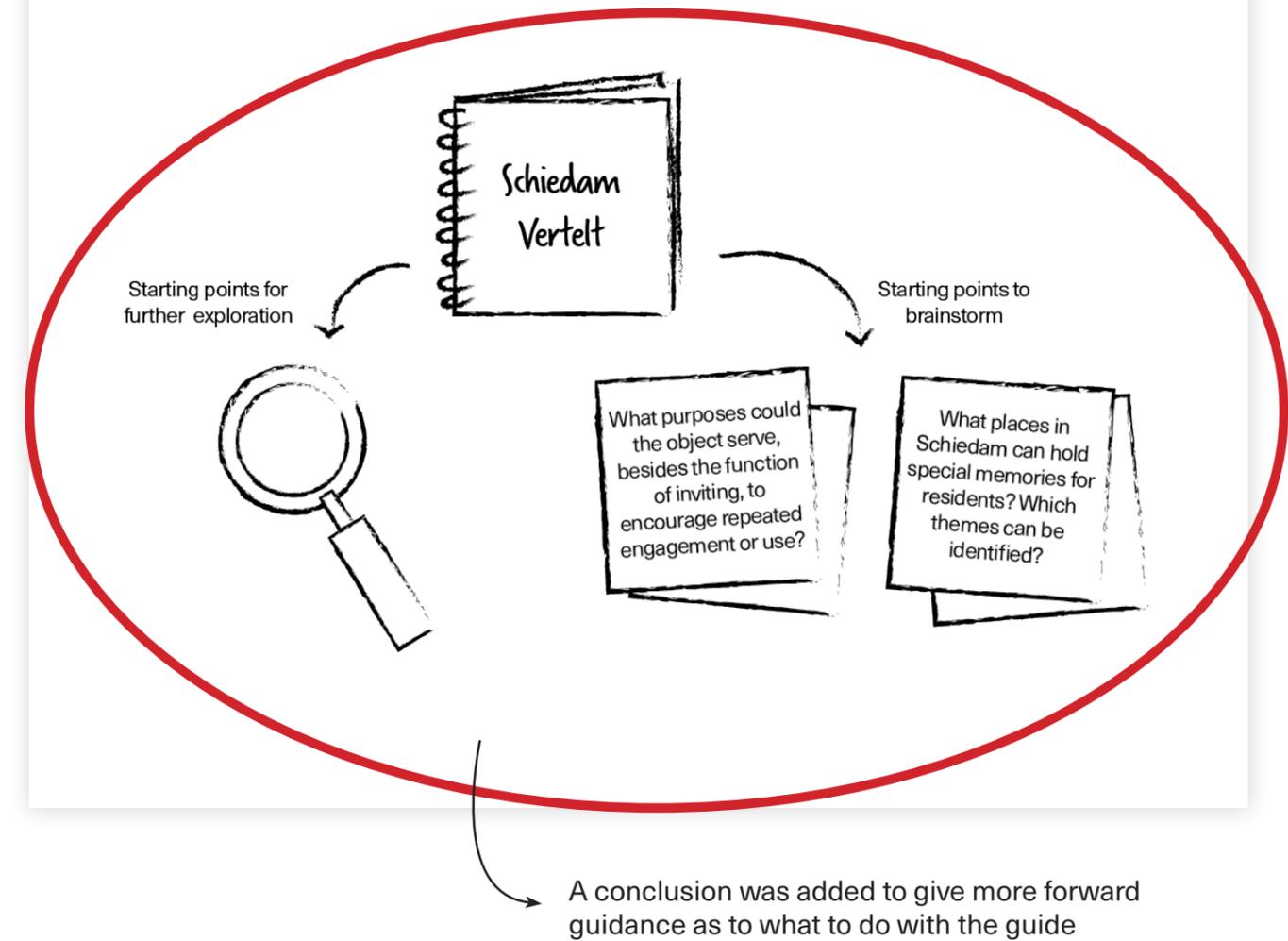
Usability

Transportation: When visiting the museum, the museum should arrange transportation as the target group is not very mobile.

Concluding

What now?

This guide can serve as a starting point for exploration on how to implement the programme. Some of the guidelines from the first two phases, which involve designing a physical object, can be used as starting points for brainstorming sessions.

Schiedam Vertelt

Starting points for further exploration

Starting points to brainstorm

What purposes could the object serve, besides the function of inviting, to encourage repeated engagement or use?

What places in Schiedam can hold special memories for residents? Which themes can be identified?

A conclusion was added to give more forward guidance as to what to do with the guide

Learning by implementing

As mentioned, some parts of this programme have already been tested on a small scale, with findings detailed in the report: *Connecting Schiedam's elderly though heritage: a programme for Stedelijk Museum Schiedam*. However, the programme has not yet been fully implemented. It is anticipated that through its complete implementation, new insights will be gained, allowing the programme to be adapted through the years based on these findings.