

Home Front 2

Evaluation Report

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May 2020

This was a great project with which to be involved. It was very moving to hear the personal wartime accounts of local people. I learnt a lot about the stoicism and grit of the wartime generation and was also very humbled to learn how much many of them empathise with those facing conflict and hardship in countries around the world today.
(Partner Organisation)

SUMMARY

Digital Drama's Home Front Film Project (Phase 2) used rarely seen WW2 Home Front archive film footage in reminiscence sessions to talk about WW2 childhoods with older residents in six London boroughs. It worked with project partners at London's Screen Archive (LSA), four new partners from the Heritage and Archives departments of Camden, Ealing, Hounslow, Kingston, and two established partners from Croydon and Merton.

The reminiscence sessions offered opportunity for older people (both in care homes and the wider community) a great opportunity to participate in informal sessions that enabled them to remember and share. The data shows that most of the participants felt a positive effect in terms of wellbeing, and enjoyed seeing the films and handling the objects.

It was also clear that staff from across the organisations, and volunteers, enjoyed the reminiscence sessions. Both also reported that the initial training was useful and helped in developing practical skills and knowledge of how to organise reminiscence activity.

Four new films will be available to be viewed via the London's Screen Archives website. The films will also be part of the digital education packs made available to the secondary schools of each of the partner London boroughs.

Key factors for success of the reminiscence sessions included;

- An informal and friendly approach used by the session leaders,
- The support of staff in the home as well as volunteers and others,
- The change in pace – responding to need,
- Enough enablers to support conversation, sharing of objects etc.

Key factors for overall success of the project were;

- Commitment to training those involved in developing their practical skills to develop and support reminiscence in sessions with the elder,
- Building relationships with partner organisations that has used the experiences and knowledge of all those involved. Partner staff also reported positively on developing relationships with other organisations – both with Digital Drama and local care homes/community groups. There is an intent to continue to develop partnerships,
- Well-being amongst those participating in reminiscence work improved due to the well planned but friendly sessions.
- New relationships formed between young volunteers of the Shine Project and local older residents living in their area

Challenges and the Future

There were the usual logistical challenges of working across organisations and of course Covid-19 impacted on the later-half of the project; thankfully after the reminiscence sessions had been completed.

Digital Drama will be in contact with project partners in the future to discuss how the films can be shared in the different boroughs, especially as VE Day commemorations will be postponed due to Covid-19. Digital Drama are particularly keen to continue working with the Clarion Group within their residences and have already delivered a separate project with them focusing on being a teenager during the 1950s and 1960s.

It is planned that all the care homes involved will be sent a link or memory stick of the 4 films to be able to show their residents. Impact on schools will not be known until they have been received and used, which is likely to be autumn 2020, when they will be delivered to the different boroughs and be available on Digital Drama's website.

1.0 Introduction

The project

Home Front Film 2 used rarely seen WW2 Home Front archive film footage in reminiscence sessions to talk about WW2 childhoods with older residents in six London boroughs. It worked with project partners at London's Screen Archive (LSA), four new partners from the Heritage and Archives departments of Camden, Ealing, Hounslow, Kingston, and two established partners from the boroughs of Croydon and Merton who participated in Digital Drama's recent Home Front Film pilot project, as supported by the NLHF.

1.1 The project aims in relation to the people who will benefit:

- Train 35 volunteers in delivering reminiscence and recording workshops.
- Facilitate workshops for the recording of 90 memories of older residents which, edited together with the archive footage, will create 4 new films themed Digging for Victory, Bombs & the Blitz, Evacuation, and VE/VJ Day.
- These will be hosted on the LSA website and screenings were planned to tour to audiences across London in their Kino Van to coincide with the VE Day commemorations in May 2020 and also on their website. [NB Due to Covid-19 this will now not happen until later.]
- Education packs for each borough will accompany the films to be distributed by project partners to KS4 schools in the 6 partner boroughs.

The project aimed to widen the of range of people involved in heritage in the 6 partner London boroughs including:

- 90 older participants (aged 75+, many who will be disabled and have access needs).
- 35 volunteers from a variety of locations, ethnicity, and age, will be taking part in this project. In particular, 20 of the volunteers will be aged 14-25 and will be from Mitcham, a part in the east of the borough of Merton that has most ethnically diversity.
- It is planned to work with young people in particular from the Phipps Bridge estate (managed by Clarion Housing Group). Volunteers will also be recruited from Creative Youth in Kingston and the Youth Forum at Gunnersbury Park Museum (for young people aged 14-19 living in the boroughs of Hounslow and Ealing).
- In addition to this, the 90 audio reminiscence recordings will be given to the Archive Service of each borough for general access.

Project outcomes

After the project ends:

- 4 new films will be available to be viewed via the London's Screen Archives website.

- They will also be part of the digital education packs made available to the secondary schools of each of the London boroughs' partners.
- Digital Drama plans to screen the films at the Museums and Heritage Show or similar event after Covid19 limitations of movement/social gathering have ceased – as an example of partnership working and Heritage Fund supported projects. The films will also be submitted to the IWM Short Film Festival or similar.
- The audio recordings of interviews with the older participants about their childhood memories will be given to and stored in the archives of the heritage centres for each of the partner boroughs.

1.2 The evaluation aims are:

- Review current information and pilot project, and using this develop relevant tools for data collection across Home Front Film 2 in relation to its project aims. These tools will include using wellbeing scores (developed by Thompson and Chatterjee) to help assess impact on the participants of the reminiscence sessions.
- Gather feedback from staff, volunteers, and partner organisations.
- Review in person one of the reminiscence sessions (Hounslow).

2.0 OUTCOMES OF THE PROJECT

2.1 A wider range of people will be involved in heritage

It was incredibly rewarding to see how much the participants enjoyed the reminiscence sessions and how keen they were to pass on their wartime experiences to younger generations. It was a really positive and people-focused project and I was very pleased to have been a part of it. (Volunteer)

Digital Drama worked across a range of London boroughs, and care homes and day centres enabling Home Front Film 2 to work with different communities. Participating boroughs included Hounslow and Ealing, Merton, Croydon, Camden, and Kingston. Volunteers were from a variety of backgrounds and recruited from across the boroughs involved. Some had worked with Digital Drama previously.

- The project engaged with 108 older people during the workshops, not all with access needs but many had dementia and thus could not necessarily remember their childhoods. The high percentage of those with dementia or other illnesses meant they were unable to take part in the final recordings, but 40 interviews were recorded.
- The project worked with 39 volunteers, including the 8 SHINE peer mentors (who were from Mitcham). In the end it was younger KS3 students via SHINE who were the volunteers - they go to a Saturday school and are referred there by their different schools in the borough of Mitcham. Of those, 80% were of BAME background, 20% White British and White European and 20% with additional needs.
- Clarion Housing Group in the end were able to source more older participants, but struggled themselves to engage with 19 to 21 year olds' and despite advertising, there was no take up in that age group for volunteers.

2.2 Heritage will be in better condition

As an extension of Home Front Film 2 the following films have been scanned and graded by R3Store Studios in an in-kind package worth £6,000 as part of the project for London's Screen Archives;

- *VE Street Party, Service of Thanksgiving, Lampton Park, May 1945* (Hounslow: <https://www.londonsscreenarchives.org.uk/title/421/>),
- *ARP Film* <https://www.londonsscreenarchives.org.uk/title/420/>),
- *All on a Winter's Day*,
- *War-damaged buildings (Richmond) 1941:* <https://www.londonsscreenarchives.org.uk/title/636/>,
- *Proud Heritage* <https://www.londonsscreenarchives.org.uk/title/20611/>),
- *Wartime Activities: Forestry in Kent 1942, 1945 Forestry Cark [in] Cartmell, Girls Fruit Picking [reel shows different title, same as 2017:0018:09]* New scan of previously non-digitised material (only 2017.18.11 and 2017.18.13; 12 has been scanned),
- *Cricket Practice, Pupils Mock Wedding, Classroom Scene 1938, Greek Dances, Staff Matches, 1940 Forestry Rhyader, 1950 Harvest Camp, Sussex*,
- *1938 Greek Dances, staff matches; 1940 Forestry Rhyader, 1950 Harvest Camp, Sussex.*

2.3 Heritage will be identified and better explained

The films and materials generated by the project will be an invaluable resource for the local Heritage Service. They will not only enable us to share the recorded reminiscences, using them to trigger further discussion amongst members of the wartime generation – they will also put flesh on the bones of Merton’s wartime history for younger people. The project has also helped to develop reminiscence skills amongst a number of Merton’s library staff and volunteers – something which will benefit future projects.

(Partner Organisation)

Each of the restored films are now accompanied by participant memories from the interviews (following on from reminiscence sessions), bringing the silent images alive. Memories were diverse and stimulated by the films and handling objects brought to the reminiscence sessions. Conversations developed including, for example, discussion about different air-raid shelters, evacuation, and growing food.

2.4 People will have developed skills

Tips on how to approach running a reminiscence session, creating ice-breakers and how to deal with emotive recollection in a sensitive way – also tips on how to involve everyone in a session, rather than letting one person dominate. I have put these approaches into practice in other projects involving reminiscence. (Partner Organisation)

Table 1: Summary of key aims in relation to people developing skills¹

<p>Six staff from 6 London boroughs and 35 volunteers will gain and build on skills in reminiscence and recording workshops facilitation, including introduction to relevant archives, handling material and using film as a means to start reminiscence conversations.</p>	<p>Full feedback from London borough staff is included in Appendix D.</p> <p>All reported that they had developed skills in relation to reminiscence work and oral history in general.</p> <p><i>Understanding how to create a friendly and supportive environment in which people can reminisce; understanding the use of artefacts and AV in prompting people's memories and providing a springboard for reminiscence. (Borough staff feedback)</i></p>
<p>Training to run as two sessions in each of the partner boroughs.</p>	<p>In the event one joint session was run on Friday 25th October from 10.30 until 13.00 (venue Waterloo Action Centre, 14 Baylis Rd, South Waterloo). All boroughs were represented except Merton.</p>

¹ Full feedback can be found in Appendix D

<p>35 volunteers will develop skills in blog writing & photography for the project's web pages.</p>	<p>4 blogs are being written by different volunteers, and 2 volunteers were in charge of taking portraits of contributors in their boroughs of Croydon and Ealing and used in the new films.</p>
<p>Participants will feel more confident in planning a reminiscence workshop and conducting interviews</p>	<p>Feedback showed that participants from partner organisations also felt more confident and stated that they had learnt more about how to:</p> <p><i>Take a more sensitive approach when talking to the participants.</i></p> <p><i>Use film to find questions to use to stimulate sharing of stories.</i></p> <p><i>Plan reminiscence sessions - How to break reminiscence session into various activities and deliver them in specific order to maximise participants engagement.</i></p>

2.4.1 Partner Organisation Staff feedback

All partner staff reported in feedback forms the importance of developing skills including:

- using archives as a starting point for a conversation,
- ability to help run reminiscence sessions,
- helping undertake and record interviews.

One partner also reported she had learnt specific skills;

Tips on how to approach running a reminiscence session, creating ice-breakers and how to deal with emotive recollection in a sensitive way – also tips on how to involve everyone in a session, rather than letting one person dominate. I have put these approaches into practice in other projects involving reminiscence sessions and have also cascaded some of the reminiscence techniques to heritage volunteers.

Another partner also commented;

It has been great to be involved in this project, in both the pilot and the larger second phase. Being part of an externally funded project allows us to engage in work that we would not otherwise be able to do and to network with other volunteers and organisations to share best practice.

2.4.2 Volunteer skill development

Volunteers reported the development of relevant skills including;

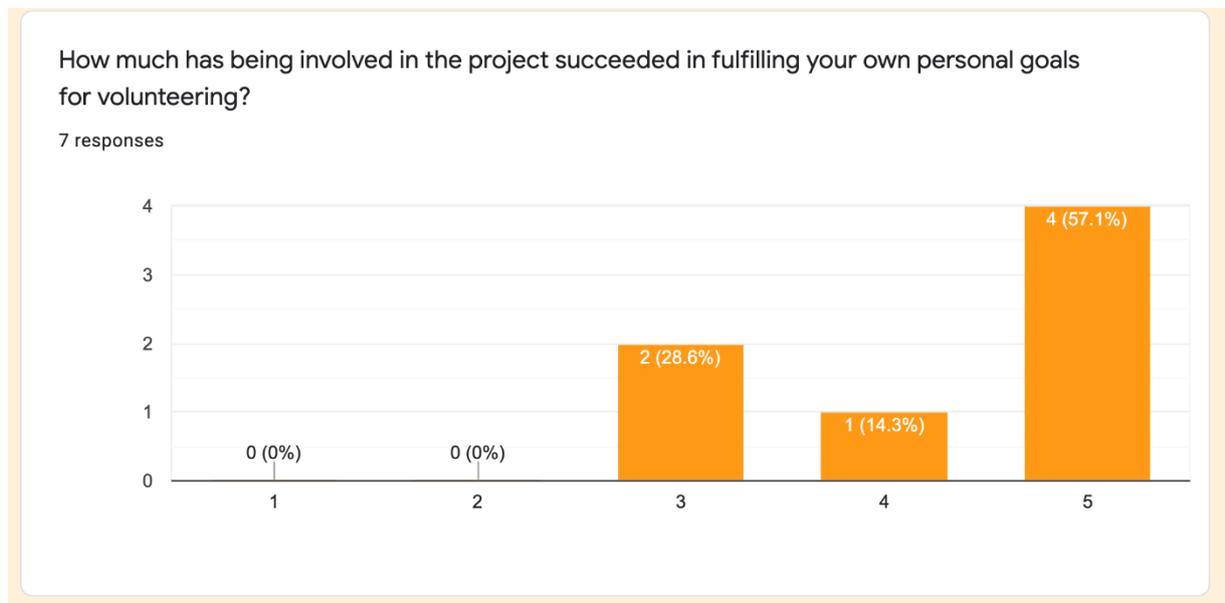
Understanding how to take a more sensitive approach when talking to the participants,

Using film to find questions to use to stimulate sharing of stories,

Overall planning of reminiscence sessions. How to break reminiscence session into various activities and deliver them in specific order to maximise participants engagement.

Volunteers reported that they were positive about the project fulfilling their own goals².

Figure 1: Volunteer feedback on fulfilling personal development goals (5 being the highest score)



2.4.3 Oral history training feedback from partner organisations and volunteers reported that those who attended found it *useful* or *very useful* (total of 7 responses). Volunteers who had not already worked with Digital Drama heard about it from arts, and day centres, or from youth officers. Reasons for attending included interest in history, meeting new people including older people, and developing skills in collecting oral history.

They reported that the most useful aspects were;

Learning about history from the English point of view,

History,

The prompts and multimedia aspects,

To get an oversight of how things are done.

² Full data from volunteers in Appendix D

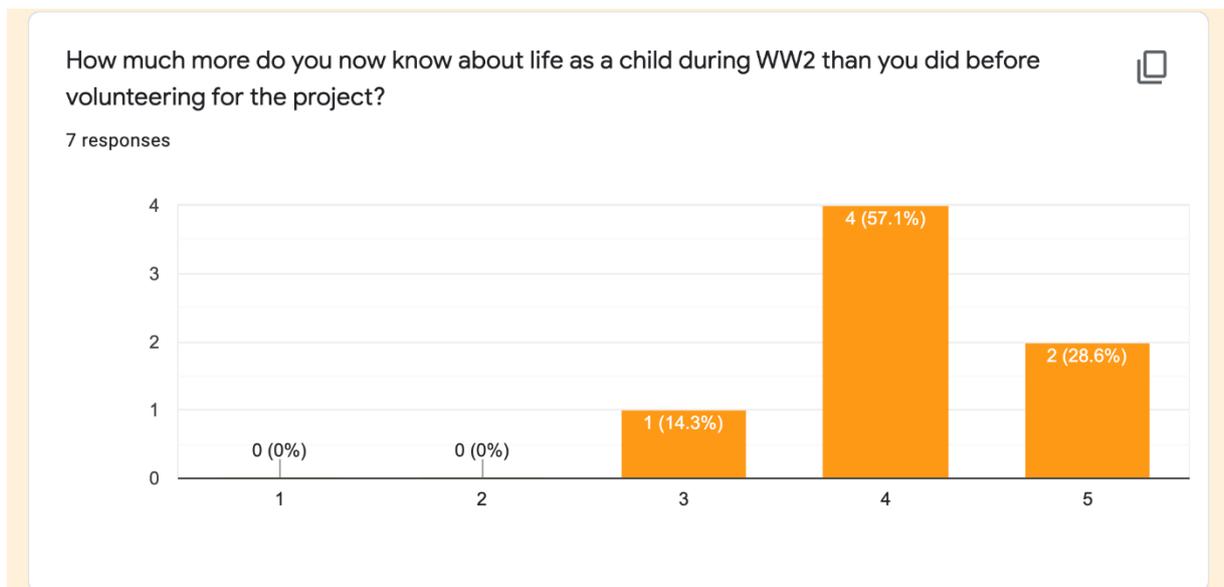
2.5 People will have learnt about heritage, leading to change in ideas and actions

The education pack has been created which will be distributed - later than originally planned due to the Covid-19 closure of schools. The Kino Van summer tour has been cancelled but the films will be shown to schools when they return (hopefully in the autumn) and the van can recommence its tour.

Both volunteers and project partners also reported learning more about heritage – local and national history. A project partner reported learning from her experience of the project;

I greatly valued the opportunity to learn more about the experiences of local people during World War II, to capture their unique reminiscences for posterity and to develop / expand upon skills in oral history. (Volunteer)

Figure 2: Volunteers reported that they had learnt about the past from their work with the older people (5 being the highest score)



2.6 People will have greater wellbeing

I felt that you were genuinely interested in the things I was telling you (Participant at reminiscence session in Hounslow)

Wellbeing indicators were used to assess impact of the reminiscence sessions on those participating³. A small proportion of participants felt able to fill in forms *Before* and *After* the reminiscence session (with help when necessary). The data has been analysed against the key elements of wellbeing as defined by Thompson and Chatterjee: *I feel happy, I feel Engaged, I feel Comfortable, I feel Secure, I enjoy Company* and *I enjoy Talking*.

Feedback was on a score of between 1 and 5, with 5 being the most positive feeling. The difference of the score from *Before* to *After* shows a change in wellbeing. Higher numbers show a larger change, and a negative number show a decrease in wellbeing.

Figure 3 Summary of data showing overall wellbeing change.

Respondent	Total Before	Total After	Total Change
1	28	28	0
2	27	30	3
3	20	29	9
4	28	30	2
5	22	23	1
6	22	29	7
7	20	25	5
8	27	23	-4 ⁴
9	25	27	2
11	18	25	7
12	26	27	1
13	19	23	4
14	24	24	0
15	16	18	2
	322	361	

In summary it can be seen that 11 of the 14 respondents had a positive experience. Three respondents had very high change scores for wellbeing for such a short-term activity.

³ See Appendix D for full data sets

⁴ These responses increased in all categories except *I feel Safe* and *I feel Secure*

Data was also compared from *Before* and *After* for each wellbeing factor (see Appendix D for the data tables). In terms of the different factors in the wellbeing questionnaire the data shows that of particular importance in terms of change in wellbeing were:

- *I feel Happy* (change total across all respondents of 10),
- *I feel Engaged* (change of total across all respondents of 9),
- *I felt Comfortable* (change total of 8)⁵.

Upon reflecting on factors with less impact, it is interesting to note that *I felt Safe*, *I felt Secure* and *I Talked to others* showed little, if any, change from *Before* the session to *After*. Reasons for this limited change in wellbeing may well link to the session being led by workshop leaders who were new to the participants. Viewing films were initially quiet times, while looking at the objects offered opportunity for instant discussion.

Observations by the evaluator at the reminiscence session⁶ in Hounslow also noted that;

- Participants were enthusiastic and actively engaged,
- Some had a lot to contribute while others appeared to prefer to listen,
- The group enjoyed all the different elements (quiz, film and objects),
- A small, but significant number were keen to be interviewed at a later date,
- A few were less obviously engaged (but as an observer who had not met the participants previously this is hard to tell) and responses might well have been expressed later. Others in later stages of dementia will often contain any impact internally.

⁵ In general, an individual's change varied from -1 to 2.

⁶ See Appendix B for data form

Evaluator Observation notes

The objects passed around were a lovely range of material and staff/volunteers worked with small groups enabling them to hold and talk.

Some, unsurprisingly, engaged more than others and a few visibly enjoyed themselves including;

A lady who took time to explore the apron and how it was made by hand,

A gentleman looking at a ration book and remembering what it was like.

Some reflected on their own lives; they really came alive and some were difficult to stop once they got started! Others were quiet but listened and some just loved watching all the films.

2.7 The funded organisation will be more resilient

<p>Digital Drama will work with 4 new project partners and their affiliated community groups in Greater London</p> <p>Project partners are keen for us to train and facilitate workshops with their younger population and positive activity and attainment of skills for young people is being prioritised across London.</p> <p>Work for the first time with Creative Youth in Kingston and Clarion Futures in Mitcham.</p>	<p>Digital Drama's Kate Valentine stated that; <i>In particular, Digital Drama has made new and <u>strong contacts with residential homes and volunteers</u> in the different 6 boroughs.</i></p> <p><i>Like all other organisations at the moment, we have had to become adaptable due to Covid-19 and change our working environment and timetables accordingly which will hopefully enhance our resilience as a business in the long run.</i></p>
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3.0 Reflection on success and the future

Seeing the hugely positive impact that reminiscence activities can make on people's lives - providing social connections to older people who may be feeling isolated or alone. (Partner Organisation)

Successes

The reminiscence sessions offered opportunity for older people (both in care homes and the wider community) an opportunity to participate in informal sessions that enabled them to remember and share their memories. The data shows that most of the participants felt a positive effect in terms of well-being, and enjoyed seeing the films and handling the objects.

It was also clear from the data that all those involved, including staff and volunteers enjoyed the social aspects which offered an opportunity for sharing memories with each other about their lives.

Key factors for the success of the reminiscence sessions included:

- An informal and friendly approach used by the session leaders,
- The support of staff in the home as well as volunteers and others,
- The change in pace – responding to need,
- Enough enablers to support conversation, sharing of objects etc,
- For me the evaluator - as an observer, it felt like staff and volunteers genuinely wanted to hear their memories and stories – the participants picked up on that and were pleased that their forthcoming interviews would be of use.

Other key factors for overall success of the project were;

- Commitment to training volunteers and developing their practical skills through supporting reminiscence sessions.
- Building relationships with partner organisations that has used the experiences and knowledge of all those involved. Partner staff report developing skills and relationships with new organisations – both with Digital Drama and local care homes/community groups. There is an intent to continue to develop these partnerships.
- New relationships formed between young volunteers of the Shine Project and local older residents living in their area.

Challenges and the Future

There were the usual logistical challenges of working across organisations - timeframes, interviewees being ill, and of course Covid-19 impacted on the later half of the project (thankfully after the reminiscence sessions had been completed).

As is usual with project work maintaining relationships after the project is completed is hard. As is usual with project work, maintaining relationships after the project is completed is hard. However, Digital Drama will be in contact with project partners in the future of how the films can be shared in the different boroughs, especially as VE Day commemorations will be postponed due to Covid-19. Possible heritage projects in the future can involve the project partners from Home Front Film, if appropriate. Digital Drama are particularly keen to continue working with the Clarion Group within

their residences and have already delivered a separate project with them focusing on being a teenager during the 1950s and 1960s.

Thinking about how impacts can also go beyond the life of the project is also important and it is intended that all the care homes involved will be sent a link or memory stick of the 4 films to be able to show their residents. Impact on schools will not be known until they have been received and used, which is likely to be autumn 2020, when they will be delivered to the different boroughs and be available on Digital Drama's website.

An excellent project which ensures history is seen and heard through those who lived through it. I would like to see more projects like this relating to other subjects of social history in Croydon, such as life in the 1950's for the Windrush generation or shopping and working in Croydon in the 1960's. (Partner Organisation)

Appendices

Appendix A
Project Evaluation plan and schedules

Project	Evaluation	Potential approaches
Planning Approx. October 2019	<p>Planning - (including meeting via Skype or in person).</p> <p>Review of data already collected including feedback from participants from the pilot project and volunteers.</p> <p>Development of Tools. Tools can include feedback form for volunteers plus appropriate approach for participants (informal feedback, simple forms, scores for different wellbeing aspects (Thomson and Chatterjee).</p>	
Reminiscence training workshop for partner organisations' staff & volunteers		Feedback for those attending training via survey.
Reminiscence workshops attended by older participants and volunteers	<ul style="list-style-type: none"> • How taking part might help with older participants' mental wellbeing and social isolation. • Potential wellbeing benefits from younger volunteers working with the older participants, • Intergenerational benefits/ better understanding across generations. 	<p>Possibly Chatterjee scoring system for a chosen selection of different aspects of mental wellbeing system⁷.</p> <p>Observations by volunteers and others, informal conversation.</p> <p>Data collected as in previous sessions to gauge people's responses.</p> <p>Feedback from younger volunteers via open question style feedback form, conversation and final email evaluation questions.</p>

⁷ Using key areas developed by Thomson and Chatterjee in their UCL Museum Wellbeing Measures Toolkit are: **I felt Happy, Engaged, Comfortable, Safe, Healthy and Enjoyable, Interested, talked to others and enjoyed their company, Amazed, Confident, and Entertained**

		Observations, feedback from volunteers and others.
Audio recording session attended by older participants and volunteers		Tools can include feedback form for volunteers plus appropriate approach for participants.
	Final data collection, Analysis, Draft Report (and corrections) for Final Report.	Feedback from the team and any key partners via email/phone.

Activity Plan for Reminiscence sessions and oral history recording

Activity Session	Date & Time	Project Partner	Venue
TRAINING			
Reminiscence Training for volunteers	Friday 25th Oct 10.30-1.00 (venue hire from 10am)	All except Merton	Waterloo Action Centre, 14 Baylis Rd, South Bank, London SE1 7AA
REMINISCENCE	Date	Borough	Address
Workshop 3 Reminiscence Croydon	Tuesday 12 November 2pm-3:30pm	Croydon	Museum of Croydon, Katharine St, Croydon CR0 1NX
Workshop 6 Reminiscence Merton	Tuesday 19 November 10.30-12:00pm	Merton	Mitcham Arts Space, Mitcham Library, 157 London Rd, Mitcham CR4 2YR
Workshop 2 Reminiscence Ealing	Wednesday 29 January 10:30am-12:00pm	Gunnersbury Ealing	Acton Care Centre, 48 Gunnersbury Lane, Acton, W3 8EF
Workshop 1 Reminiscence Hounslow	Friday 17th January 2pm-3:30pm	Gunnersbury Hounslow	Cloisters Care Home, 70 Bath Road, Hounslow, Middlesex TW3 3EQ
Workshop 4 Reminiscence Kingston	Friday 22 November 10:30am-12:00pm	Kingston	Alfriston Day Centre, 3 Berrylands Rd, Surbiton KT5 8RB
Workshop 5 Reminiscence Camden	Wednesday 11 December 1:30-3:00 pm	Camden	Millman Street Centre, 50 Millman St, Holborn, London WC1N 3EW
RECORDING SESSIONS	Date	Borough	Address
Recording 3 Croydon	Friday 29 November Times tbc	Croydon	Museum of Croydon, Katharine St, Croydon CR0 1NX
Recording 4 Kingston	Tuesday 3rd Dec 10.30 to ?tbc	Kingston	Alfriston Day Centre Kingston, 3 Berrylands Rd, Surbiton KT5 8RB
Recording 2 Hounslow	Friday 31st January 10-12	Gunnersbury Hounslow	Cloisters Care Home, 70 Bath Rd, Hounslow TW3 3EQ
Recording 6 Merton	Tuesday 10 December	Merton	Mitcham Arts Space, Mitcham Library, 157 London Rd, Mitcham CR4 2YR
Recording 5 Camden	Wednesday 18th December 1.30-3.00pm	Camden	Millman Street Centre, 50 Millman St, Holborn, London WC1N 3EW
Recording 1 Ealing	Friday 14th February	Gunnersbury Ealing	Acton Care Centre, 48 Gunnersbury Ln, Acton, London W3 8EF

Home Front Film Reminiscence Workshop Outline

Equipment: Laptop / projector (Lisa to bring) WW2 handling object materials (Lisa to bring) Tea / coffee / sugar (Venue) Cakes / biscuits (DD - Ali) Home Front Films on memory stick (DD - Ali) Music on laptop & portable speaker (DD - Ali) Permission forms & recording times sheet (DD - Ali) Photo bingo sheets & evaluation sheets volunteers/participants & name labels (DD - Kate) Cash to reimburse volunteer travel (DD - Kate) **Timings:**

1:15 Digital Drama / Lisa / volunteers arrive to set up (evaluation sheets / note taking paper / music / projector)
2:00 Participants arrive (expecting 10-15) / evaluation sheets / ice breakers (photo bingo)
2:10 Greetings and introductions (Lisa) + explanation of the project (Kate)
2:20 Introduction to handling objects & Home Front (DD + volunteers)
2:00 Show compilation film: 'Home Front Film Archive for Workshop'. Possible general discussion points while volunteers take notes of reminiscences (see separate sheet of examples of questions to use as prompts):
- How old were you during the war? - Did you have an air raid shelter in your garden? - Did you have a gasmask and did you ever use it? - Did you ever come across bomb damage from the Blitz? - Were you evacuated? - Do you remember the end of the war? VE/VJ Day parties / street decoration / clothes / food & rationing / dancing / celebrations in London
Tea / Coffee at tables Other film footage can be shown depending on time available
2:55 Next steps and sign up for recording slots for recording session (either 30th or 31st January)
3:10 End & debrief volunteers re: their notes & discuss audio recording role for next session

Appendix B Evaluation Tools

Home Front Film Project
Oral History Training: Feedback Form

We would really appreciate your feedback

1. Name (optional) _____

2. Borough or service you are representing _____

3. How did you hear about the Home Front Film project?

4. What especially interested you in being involved in the project?

5. How useful did you find the course (please tick the most appropriate box below)?

Not at all useful	<input type="checkbox"/>	Partly Useful	<input type="checkbox"/>	Useful	<input type="checkbox"/>	Very Useful	<input type="checkbox"/>
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6. What was the most useful aspect of the course?

7. What else would you have liked to have found out about today?

Please do add any other comments on the other side of this form.

Thank you

Checklist for HOMEFRONT observation at Reminiscence session

Observation factor\time\person							
Happy (sad x)							
Excited							
Enthusiastic							
Alert							
Actively Inspired							
Reminisce							
Sharing							
Not engaged							
Listening							
Uninterested							
Ask questions							
Respond to others							
Enjoy (or not)							
Comfortable (or not)							
Feel safe (or not x)							

Wellbeing Questionnaire

Please circle a number for each statement to indicate how much you agree with it.

BEFORE/AFTER *the Session*

1) I felt happy

None of the time 1	Not very often 2	Some of the time 3	Very often 4	All of the time 5
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2) I felt engaged

None of the time 1	Not very often 2	Some of the time 3	Very often 4	All of the time 5
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3) I felt comfortable

None of the time 1	Not very often 2	Some of the time 3	Very often 4	All of the time 5
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4) I felt safe and secure

None of the time 1	Not very often 2	Some of the time 3	Very often 4	All of the time 5
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5) I enjoyed the company of other people

None of the time 1	Not very often 2	Some of the time 3	Very often 4	All of the time 5
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6) I talked to other people

None of the time 1	Not very often 2	Some of the time 3	Very often 4	All of the time 5
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Appendix C: Data Collected

Interim feedback from the team to the evaluator

The reminiscence workshops have gone really well. We have had to remain flexible because of the different settings we have worked with e.g., Kingston - tiny room, Camden - not set up on arrival and loads of people who had just had Christmas lunch and a shared space which was noisy to begin with.

We have had to adapt the substance of the workshops to fit the circumstances – shortened some sections and lengthened others. Some groups react more to the films and others to the handling objects. Sometimes we have been working with people who don't know each other or are in a minority of a larger group. People have been able who can hear and see. We have had people who have dementia and have feedback saying that those people have responded well (anecdotal from the centre's staff). Set out in a big circle is more difficult to work in than groups around tables.

It would be good to spend time with the volunteers before the session to remind them of the training and their roles e.g., for ½ hour before but the volunteers are often giving up their work or bringing people so difficult to do this.

Alison (Digital Drama) has had a huge amount of email traffic with the volunteers especially with Camden because they are dedicated and wanted to do a good job and thus needed more information.

Could do with more handling materials but some are heavy and we have tried to use public transport, this is not practical. Food stuff not so interesting to older people. Photographs compared to the film are not so effective.

Picture round warm up; emphasis on it being a prompt rather than a quiz which maybe off-putting.

Could be more definite in the finishing of the workshop before taking people's names for recording slots.

Afternoon sessions are harder because post lunch snoozing sets in! Mornings are preferable but not always possible.

Easier to give people name labels on if working around tables.

Gunnersbury – nobody signed up for their 'public' workshops which they asked for us to bring forward so we have had to find local day / residential centres to book in for January, which is not ideal as wanted to complete the reminiscence sessions by end of December '19.

Checklist for OBSERVATION at Reminiscence session by Evaluator

Observation factor\time\person	Introduction	Picture quiz	Object handling	Film clips and associated conversation
Happy (sad x)		Laughter	√	
Excited/ Animated				√
Enthusiastic		√	√	
Alert	Some are	√	√	√ And focused
Actively Inspired		√	√	
Reminisce	1 person particularly engaged	√	√	√
Sharing		√	√	√ Sharing their stories
Engaged		√	Some less involved – shy? Language issues?	Some much quieter but clearly enjoyed looking at the films
Listening	Mostly	√		
Uninterested	Some show no response			A small number were not visibly engaged
Answer questions			√	√ They don't always listen to each other but responded to the session leaders well
Respond to others		√	√	√
Enjoy (or not)			√	√
Comfortable (or not)			√ Most	√ Most
Feel safe (or not)			√ Appear to	

		They really liked the quiz – remembering people like Vera Lynn		Lots of memories Evacuation Digging to make a shelter Victory day Street Parties and bonfires Games played Food
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Appendix D Feedback from Volunteers and Partner organisations

How much has being involved in the project succeeded in fulfilling your own personal goals for volunteering?	Please explain Why	How much more do you now know about life as a child during WW2 than you did before volunteering for the project?	What aspects of the Training were most useful?	Were there any issues?
5	I was able to learn about life during WW2 in Croydon from people who experienced it first hand	4	I found the reminiscence training very helpful	No - 5 responses
4	It enabled me to use my hobby and do something I enjoy while also learning more about a period that was never talked about by my mother and father.	5	Listening to the stories.	No – 5 responses
3	As a busy archivist, projects like this allow me to meet people with interesting stories and motivate me to share my collections with those who will benefit from them as well as increasing my understanding of their experiences	4	A chance to learn from experts and get tips for how to engage and collect oral histories	No
5	Seeing the hugely positive impact that reminiscence activities can make on people's lives - providing social connections to older people who may be feeling isolated or alone.	5	Understanding how to create a friendly and supportive environment in which people can reminisce; understanding the use of artefacts and AV in prompting people's memories and providing a springboard for reminiscence.	No – 5 responses

5	This project was ideal for my professional development as I do work with elderly and in a museum. Through it I gained new skills.	4		Compiling feedback from participants before and after the session. Due to dementia and other aspects of elderly age it did not work with most participants.
3	I volunteered to interview people who had been evacuated during WW2. The one interview I did - with a lady who was evacuated on her own at the age of four - was very rewarding. Unfortunately, I was only able to do one interview as there were several interviewers and not very many interviewees attended the session	3	Very little. Not because the training wasn't useful for those interviewing for the first time. However, I had worked for 30 years as a BBC news producer so had plenty of experience.	No
3	-	4	Knowing how to ask sensitive questions	
4	Although my involvement was as a project partner, rather than a volunteer, I greatly valued the opportunity to learn more about the experiences of local people during World War II, to capture their unique reminiscences for posterity and to develop / expand	3	Tips on how to approach running a reminiscence session, creating ice-breakers and how to deal with emotive recollection in a sensitive way – also tips on how to involve everyone in a session, rather than letting one person dominate. I have put these approaches into practice in other projects involving reminiscence	No – I already had some experience of / training in oral history and reminiscence work but the project training was not only a useful refresher but gave me some new ideas and tips on how to plan and

	upon skills in oral history.			run a successful session.
5	Data from an earlier shorter form did not include this question	4		
5	Data from an earlier shorter form did not include this question	5		

What Skills do you feel you have gained through the project?

Using archive objects to start a conversation about the past	Ability to help facilitate a reminiscence session	Ability to formulate reminiscence interview questions	Active listening and note taking	Undertake or assist in recording an interview]	Other skills that you gained as part of the project that are not in the list?
4	5	4	4	4	Understanding how to take a more sensitive approach when talking to the participants – 5 responses
N/A	N/A	N/A	N/A	N/A	No (5 responses)
4	4	4	4	4	Using film to find questions to use to stimulate

					sharing of stories
5	5	5	5	4	Being more confident and proactive – 4 positive responses.
5	5	5	5	5	Overall planning of reminiscence sessions. How to break reminiscence session into various activities and deliver them in specific order to maximise participants engagement.
N/A	N/A	N/A	N/A	N/A	No
N/A	Yes	Yes	Yes	Yes	General Interview Skills
Yes	Yes	Yes	Yes	Yes	

Any overall feedback

An excellent project which ensures history is seen and heard through those who lived through it. I would like to see more projects like this relating to other subjects of social history in Croydon, such as life in the 1950's for the Windrush generation or shopping and working in Croydon in the 1960's.

Only sorry I couldn't get more involved.

It has been great to be involved in this project, in both the pilot and the larger second phase. Being part of an externally funded project allows us to engage in work that we would not otherwise be able to do and to network with other volunteers and organisations to share best practice

It was incredibly rewarding to see how much the participants enjoyed the reminiscence sessions and how keen they were to pass on their wartime experiences to younger generations. It was a really positive and people-focused project and I was very pleased to have been a part of it.

Lovely project ran by lovely people. Glad I was a part of it.

Feedback from one volunteer who did not fill in a feedback form

Thanks for this feedback form. However, I just find it too difficult to complete. I only interviewed one lady for the recorded project and I had interviewed her earlier for my own project. The second lady, was going to be interviewed at home, but it proved too difficult to set a date and then we were struck by the plague!

I don't feel that the feedback has relevance to what I experienced. It was wonderful to be involved in the Home Front, but having worked on my own interviewing project of elderly people for some time, I don't feel it expanded my knowledge or experience. Having said that, it was wonderful to be part of it and know that Betty's story would be archived.

I appreciate this type of form is generic, and if you really want me to tick the boxes, I will, but I just didn't feel my answers would be honest. Let me know as of course I will complete if important for you and the project.

Oral History Training Feedback

Number of responses: Total of Five								
1. Borough or service you are representing _____								
Kingston x 2 responses Camden x 4 Hounslow x 1								
2. How did you hear about the Home Front Film project?								
<i>Day centre (Alfriston, Berrylands Road Surbiton) – 2 responses</i> <i>I was contacted by the creative youth officer</i> <i>I was emailed – by digital drama – 2 responses</i> <i>I work for Camden</i> <i>Through Arts Officer – 2 responses</i> <i>Through being a volunteer on an earlier project</i>								
3. What especially interested you in being involved in the project?								
<i>History</i> <i>Meeting new people and history</i> <i>Working with older people at the day centre</i> <i>Skills training</i> <i>I am interested in oral history</i> <i>I love to hear people’s histories and WW2 is an especially fascinating period, rich in facts and anecdotes</i> <i>How to make a piece of oral history</i>								
4. How useful did you find the course (please tick the most appropriate box below)?								
	Not at all useful		Partly Useful		Useful	4	Very Useful	3
5. What was the most useful aspect of the course?								
<i>Learning about history from the English point of view</i> <i>History</i> <i>The prompts and multimedia aspects</i> <i>To get an oversight of how things are done</i> <i>All a very good experience</i> <i>Understanding the purpose of the project and appreciating its importance. We had clear presentation of how the information would be used.</i> <i>General approach to finding out about memoirs of people</i>								
6. What else would you have liked to have found out about today?								
<i>History</i> <i>Nothing</i> <i>All good – thanks</i> <i>Kate and Alison are a great team</i> <i>I think the first day of the project at [the centre] could have been more effective if we had had better seating arrangements and less noisy. However, the atmosphere was excellent and the participants lively and engaged.</i> <i>It was relaxed and very organic in terms of finding out about memoirs of residents</i>								

Appendix E: Wellbeing tables for different factors

Data for respondents on the different wellbeing factors (I feel: Happy, Engaged, Comfortable, Secure, Enjoying Company, and Talking to Others)

Figure 1: Participant feedback Before the session

Respondent	Happy	Engaged	Comfortable	Secure	Company	Talking	Total
1	3	5	5	5	5	5	28
2	4	4	5	5	5	4	27
3	3	3	4	3	4	3	20
4	5	5	4	4	5	5	28
5	3	4	3	4	4	4	22
6	3	3	4	4	3	5	22
7	4	3	3	3	4	3	20
8	4	4	5	5	5	4	27
9	3	4	4	5	5	4	25
10	-	-	-	-	-	-	-
11	3	3	2	3	4	3	18
12	5	4	3	5	5	4	26
13	3	2	4	4	4	2	19
14	3	4	5	3	5	4	24
15	3	2	3	3	3	2	16
16	4	5	5	5	5	5	-
TOTAL							322
Data⁸received after analysis							
17	5	5	4	4	4	4	26
18	4	3	4	5	5	5	26
19	4	4	4	4	5	4	25
20	4	4	4	5	5	5	27

⁸ This data came after analysis but follows the trend for no change or a slight improvement of scores after the session. In particular feelings of being engaged, feeling happy.

Figure 2: Participant feedback After the session

Respondent	Happy	Engaged	Comfortable	Secure	Company	Talking	
1	3	5	5	5	5	5	28
2	5	5	5	5	5	5	30
3	5	5	4	5	5	5	29
4	5	5	5	5	5	5	30
5	4	4	4	3	4	4	23
6	5	5	5	5	5	4	29
7	4	4	5	4	4	4	25
8	4	5	3	1	5	5	23
9	4	4	5	5	5	4	27
10	5	5	5	5	5	5	-
11	4	4	5	3	5	4	25
12	5	4	4	5	5	4	27
13	4	3	4	4	4	4	23
14	4	3	5	3	5	4	24
15	3	3	3	3	3	3	18
16	-	-	-	-	-	-	-
Total							361
Data received after the Analysis below							
17	5	5	4	4	4	4	26
18	4	5	4	5	5	5	26
19	5	4	4	5	5	4	25
20	4	4	4	5	5	5	27

**Summary Data Tables on different Wellbeing factors – for each respondent
Before and After the reminiscence session - on the following pages.**

I felt Happy

Respondent	Happy - before	Happy - after	Change
1	3	3	0
2	4	5	1
3	3	5	2
4	5	5	0
5	3	4	1
6	3	5	2
7	4	4	0
8	4	4	0
9	3	4	1
10	-	5	
11	3	4	1
12	5	5	0
13	3	4	1
14	3	4	1
15	3	3	0
16	4	-	
Total respondent change			10

I felt Engaged

Respondent	Engaged - before	Engaged - after	Change
1	5	5	0
2	4	5	1
3	3	5	2
4	5	5	0
5	4	4	0
6	3	5	2
7	3	4	1
8	4	5	1
9	4	4	0
10	-	5	
11	3	4	1
12	4	4	0
13	2	3	1
14	4	3	-1
15	2	3	1
16	5	-	
Total respondent change			9

I felt Comfortable

Respondent	Comfortable - before	Comfortable - after	Change
1	5	5	0
2	5	5	0
3	4	4	0
4	4	5	1
5	3	4	1
6	4	5	1
7	3	5	2
8	5	3	-2
9	4	5	1
10	-	5	
11	2	5	3
12	3	4	1
13	4	4	0
14	5	5	0
15	3	3	0
16	5	-	
Total respondent change			8

I felt Safe and Secure

Respondent	Secure - before	Secure - after	Change
1	5	5	0
2	5	5	0
3	3	5	2
4	4	5	1
5	4	3	-1
6	4	5	1
7	3	4	1
8	5	1	-4
9	5	5	0
10	-	5	
11	3	3	0
12	5	5	0
13	4	4	0
14	3	3	0
15	3	3	0
16	5	-	
Total respondent change			0

I enjoyed the Company of others

Respondent	Company - before	Company - after	Change
1	5	5	0
2	5	5	0
3	4	5	1
4	5	5	0
5	4	4	0
6	3	5	2
7	4	4	0
8	5	5	0
9	5	5	0
10	-	5	
11	4	5	1
12	5	5	0
13	4	4	0
14	5	5	0
15	3	3	0
16	5	-	
Total respondent change			4

I talked to other people

Respondent	Talking - before	Talking - after	Change
1	5	5	0
2	4	5	1
3	3	5	2
4	5	5	0
5	4	4	0
6	5	4	-1
7	3	4	1
8	4	5	0
9	4	4	0
10	-	5	
11	3	4	1
12	4	4	0
13	2	4	2
14	4	4	0
15	2	3	1
16	5	-	
Total respondent change			7