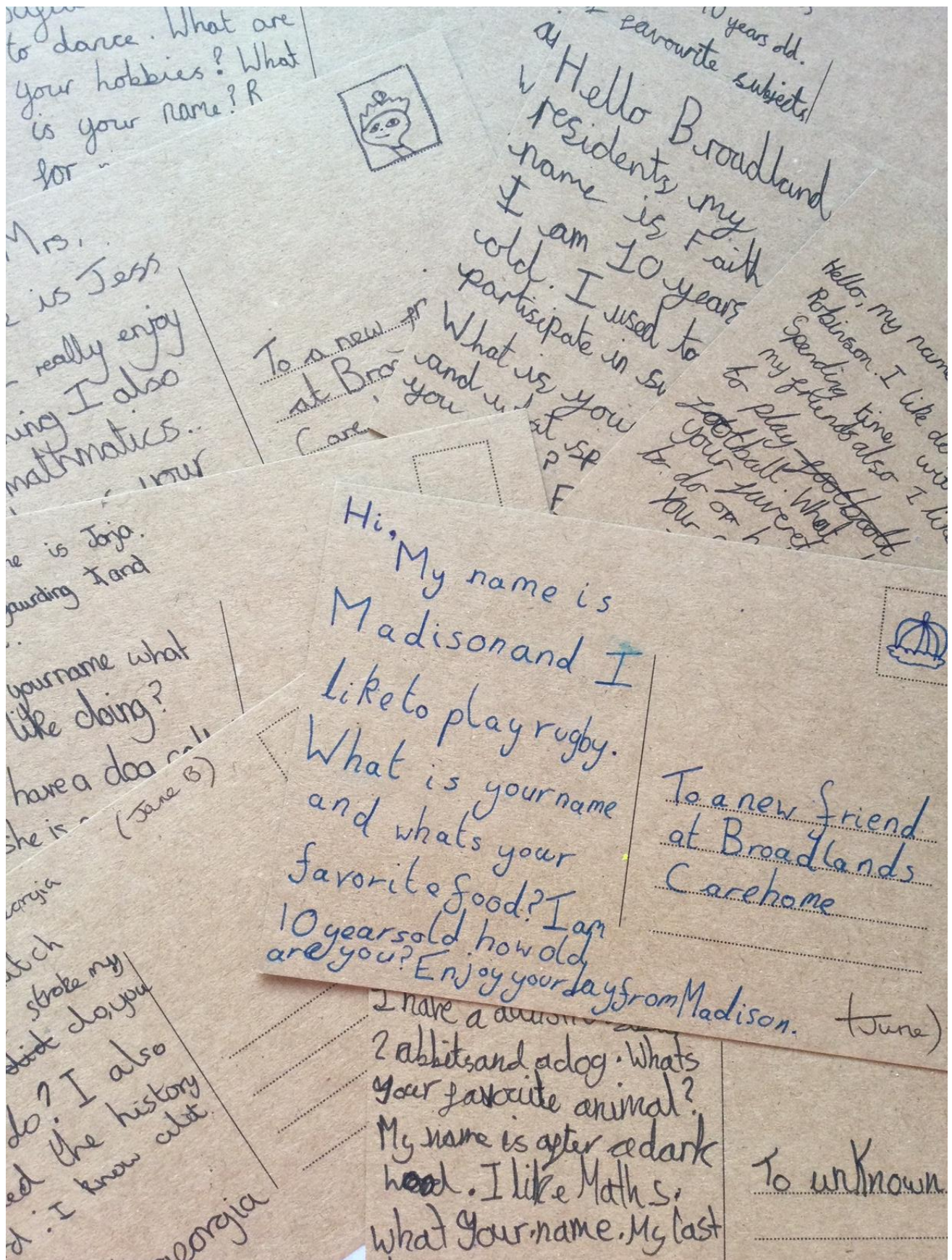


suffolk**artlink**

# Special Delivery

## Project Report

October 2022



Postcards written by pupils at Oulton Broad Primary School to residents at Broadlands Care Home

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Children from Abbots Green Primary School in Bury St Edmunds taking part in a creative session delivered via Zoom during the first national Covid lockdown

“My local heritage seems much more important than I ever thought. Loads of things have changed and it’s been super exciting to find out about all those things.”

Pakefield Primary School pupil

## Special Delivery

Special Delivery was a creative intergenerational project, bringing together different generations in an exploration of their local heritage through the art of communication, inspired by collections of letters from Suffolk Archives and county museums.

As participants considered the different forms – and content – of those letters, they created and shared beautiful communications of their own, producing unique interpretations of the heritage material they discovered.

Intergenerational work is a cornerstone of Suffolk Artlink’s charitable mission. Bringing adults and children together in creative activities not only gives them the opportunity to share personal knowledge and skills, thus validating and valuing their experiences, but also to learn new ones from each other.

Participants hear different versions of similar stories, make connections where previously there was none and create individual and collective work that pleases – and sometimes surprises – them and of which they are justly proud, all of which contributes to a greater sense of wellbeing.

Special Delivery launched in January 2020; three months later, the country went into a national lockdown due to COVID restrictions.

It is fair to say that the entire programme has been affected by the pandemic; the challenges it presented have resulted in some innovative ways of delivering our work, frequent changes to schedules and inventive solutions to our intergenerational practice.

It is also fair to say that we have gained a lot of valuable learning from those changes and solutions, much of which will inform how we develop our intergenerational work in the future.

## Summary

- This Report relates to the delivery of Special Delivery, a creative intergenerational heritage project exploring the art of communications inspired by documents held in Suffolk Archives and county museums
- The project was devised and managed by Suffolk Artlink, a participatory arts charity based in Halesworth, Suffolk
- It was a partnership project with Suffolk Archives and funded through the National Heritage Lottery Fund, Lowestoft Rising and the Association for Suffolk Museums
- It ran from January 2020 until end October 2022
- It engaged a team of 6 principle artists, with additional artists employed for public and outreach sessions
- It delivered a main programme of intergenerational sessions to five primary schools, partnered with care homes and an independent living unit, engaging with 47 school pupils and 46 adult core participants
- Each main programme contained a mixture of face-to-face creative sessions, a trip to the local Archives or museum (or equivalent) and a celebratory session
- The team developed a series of Activity Packs, supported by resource boxes of materials, for residents in care homes to engage with the activities when face-to-face sessions were not possible
- Creative sessions were also delivered via Zoom; other social media platforms were used to share audio files and images
- It delivered 10 outreach sessions to primary schools and care homes, engaging with 251 adults and children
- It ran public workshops in libraries, shopping malls, community halls and major festivals on the beach, delivering the equivalent of 13 public sessions involving 472 adults and children
- A weekly project blog was published on Suffolk Artlink website, detailing the sessions
- A fully illustrated colour journal was produced for each iteration, as a keepsake for participants
- A series of Postcard Club Guides was published online, as a resource for schools and homes to maintain contact after the project concluded
- An online digital resource was developed during the first iteration, containing a presentation by the community engagement officer for Suffolk Archives (West)
- A second film was produced, containing a unique story based on one of the archive letters together with a creative activity, and used for outreach sessions and to promote the project
- Films were created for Pakefield, Oulton Broad and Halesworth iterations, and a showreel was also created to incorporate elements of all the main programmes
- An exhibition was produced for display in Suffolk Archive offices, Lowestoft and updated to include new work as the project progressed

- A display was mounted in Halesworth and District Museum and ran throughout the summer holidays; a further display exhibited in Halesworth Town Library
- Halesworth and District Museum was awarded the Suffolk Museums Working with Young People Award, as a direct result of their involvement in Special Delivery
- Care staff claimed the Activity Packs had been a very positive experience, building their confidence, providing different ways of connecting with residents, enabling residents to take greater control of how they chose to engage – and producing work of which they were extremely proud
- School staff asserted that pupil participants had learned new social and technical skills, developed confidence and benefited from an increased sense of wellbeing
- Partners expressed pleasure and excitement at their involvement, claiming to have learned new material relating to local heritage and different ways of engaging the public in that heritage
- Artists benefited from on-going Zoom planning sessions, developing their creative practice as they worked together to plan and deliver sessions
- Project staff benefited from the challenges presented by COVID restrictions, as they were required to learn new IT skills and use platforms not originally intended, e.g. Zoom and had to develop and maintain a flexible approach to delivering the project.

- Of the children taking part in the main programme, 73% had never visited a museum or similar in their home town and 82% claimed that the term 'local heritage' meant nothing to them
- Exit surveys conducted after the main programme demonstrate that 85% of respondents either agreed or strongly agreed that they had learned new things about their local heritage
- 78% agreed/strongly agreed that they felt more connected to their local heritage
- 81% said they felt proud of their involvement in, and contribution to, their local heritage
- 95% of school participants responding either agreed or strongly agreed that they had learned new skills
- There was an 87% increase on their sense of wellbeing amongst residents at Hildesley Independent Living Unit taking part in the main programme

"We've trebled our visitor numbers today. Most of them had never visited before, they came because they were taking part in your Special Delivery workshop. It was lovely, because they asked about things we're not usually asked about, which meant we got to look up new things and learn different stuff – I've had a lovely day at work."

Suffolk Archive staff member, August 2022

## Chapter 1: Aims & Delivery Plan

“I’m going to tell my mum about what we’ve been doing today, she’ll be really proud of what I’ve made.”

School pupil, discussing how she wanted to share what she’d learned about her local museum

Special Delivery aimed to **involve a wider range of people in heritage**, enabling them to develop skills, learn about their heritage and share that learning with others, thus contributing to a greater sense of wellbeing amongst participants.

The project was to run for two-and-a-half years, giving us time to plan, deliver and evaluate five distinct iterations intended to **engage people not accessing partner museums, archives and collections**.

Each iteration paired a group of 10 primary school children with residents at a local care home, bringing them together in a programme of 12 weekly sessions.

The weekly sessions included introductory sessions for children and adults, 8 creative intergenerational sessions, a trip (or equivalent) to the Archives and a celebration session.

Their work was to be shared via a weekly blog site on the Suffolk Artlink website, public displays, booklets chronicling each iteration and short films – all of which had the joint benefit of both celebrating the participants’ achievements and also involving a wider range of people in their local heritage.

A team of four artists was to be recruited. They were to select the letters from collections in Suffolk Archives and county museums, plan the content of each iteration, deliver the sessions and take part in regular review and reflection sessions to monitor progress.

To **enable different generations in rural/deprived areas to make links with local museums and archives**, Special Delivery programmed six outreach sessions for additional care homes and schools.

Ten public workshops, plus interactive displays, were intended **to target diverse audiences**.

These workshops were linked to popular public events and festivals, thus reaching people who might not otherwise engage in a perceived ‘local heritage’ event. They engaged participants in creative activities and also provided the opportunity to share the displays, booklets and videos created during the main programme, thus increasing the project’s impact in involving diverse audiences.

The team of artists planned the programmes with the aim of assisting participants **to develop creative, communication and literacy skills.**

The language, style and content of the letters was considered alongside modern methods such as texting and emojis, and unique interpretations of the heritage material were created in the resulting artworks.

School and care staff also had the opportunity to develop skills, as they supported the sessions and made work alongside the participants.

Museum and archive staff could also benefit from their involvement, not least in the new interpretations produced by participants.

The creative use of archive materials in sessions and workshops enabled people to **learn about collections of letters and local heritage** in a unique and experiential way; essentially, they 'discovered' it for themselves.

By making the material accessible and engaging, it was expected that participants would feel relaxed, involved – and enjoy themselves, maximising the chance of a positive outcome.

Part of that positive outcome, we expected, would include a change in attitude towards their local heritage and a desire **to share that learning with others.**

Whilst the project included specific opportunities to share work, such as celebration events and public displays, it also involved participants in suggesting other ways to share what they had discovered.

“The children made the Museum their own – they didn't need us to show them around, they were too busy showing their families all the things they had discovered.”

Staff, Halesworth and District Museum

### **People will have greater wellbeing**

Suffolk Artlink is well aware of the positive impact of intergenerational work and the contribution it can make to people's wellbeing. In bringing together small groups of children with adults and engaging them in creative activities together, we aimed to contribute to that sense of **greater wellbeing.**



Limiting the number of participants ensured we could spend an appropriate amount of time supporting and encouraging them all, with scope to be responsive to individual needs, rather than maintaining a general group control.

This responsiveness to the individual's need and interests underscores the value of that individual's contribution to, and involvement in, the activities; such positive affirmation contributes to wellbeing and a sense of personal worth.

Finally, by bringing the children and adults together, we hoped to create ample opportunity for them to identify existing connections and create new ones, leading to greater understanding and mutual respect for one another, resulting in **different generations in the community feeling better connected.**



Children from the Edgar Sewter Primary School with residents and staff at Beech House Residential Care Home enjoying a celebratory tea party and sharing the 'treat' boxes they all made

"The residents were so excited to meet the children – it was really special for them."

Manager, Beech House Residential Care Home

## Chapter 2: Setting up the project

“At my age, it’s all too easy to sit around doing nothing. Coming here has shown me all the things I can do, with other people around me.”

Resident, Hildesley Independent Living Unit

### Schools and care homes

We focused our work on areas of social deprivation, using data produced by ONS (Office of National Statistics), county and local authorities, to identify appropriate geographical communities.

We liaised with agencies such as Local Culture and Educational Partnerships, inviting schools to express their interest in taking part in the project; this produced a shortlist of schools. As we planned to deliver most sessions in the care home and the children were to walk there, we looked for residential care homes within walking distance.

Although this reduced the number of viable options it did mean that, in most cases, we ended up with schools working with care homes in close proximity; this is considered a positive outcome, as it stands a better chance of being continued beyond the lifetime of this project.

### The artists

Artists delivering the Main Programme: -

- Maurice Horhut - musician
- Caitlin Howells - visual artist
- Alex Jeffrey – film maker
- Kate Munro - visual artist
- Shelly O’Brien – textile artist
- Dean Parkin – poet
- Lynn Whitehead - theatre-maker/writer
- Lewis Wickwar - creative digital film maker

Artists delivering other elements: -

- Johanne Don Daniel
- Linda Farrow – visual artist
- Elelia Ferro – poet
- Charlie Meyer - illustrator

“Doing this makes me happy, because I get to do art and I love art.”

School pupil, discussing how she felt about taking part in  
Special Delivery

## The documents

Informed by staff and volunteers at Suffolk Archives and Halesworth and District Museum, we identified collections of letters to use as inspiration for the creative sessions.

The collections were extensive and it was down to the artists delivering the sessions to select a few specific letters. Their reasons for choosing particular ones ranged from the use of language and the stories they told to writing styles; for example, a letter written entirely in capital letters which today would be considered as shouting.



A display in Suffolk Archives, Lowestoft, featuring work from all three Lowestoft primary schools, care homes and independent living unit. The exhibition included acetates in which participants built up layers of colours and images, postcards and messages on labels, wax resist techniques applied to archived photographs, a modern take on homing pigeons and commemorative plates celebrating what the children discovered when they visited the Archives. The central panels feature the publication covers with headlines created by the participants

## Chapter 3: Delivery

“Thank you so much for showing us the archives and teaching us about the past. Hopefully one day I will be able to visit with my family to find out and study more about what I have inherited.”

Pupil, Abbots Green Primary School

### Section 1: The Main Programme

The plan was to deliver a 12-week programme to five different pairings of schools with either a care home or an independent living unit, starting in Bury St Edmunds, moving on to Lowestoft, where we were to deliver three iterations, and then to Halesworth for the final programme.

#### **Bury St Edmunds: January – December 2021**

##### **The school and care home**

- Abbots Green Primary School and Oxlip Residential Care Home

##### **The Letters**

The Dunkirk Letters were written by soldiers of the then Suffolk Regiment as they retreated towards Dunkirk in 1940. The letters were posted – but never delivered; 28 years later, they were found in a German officer’s loft. They were sent on to the Suffolk Regiment, who in turn posted them out to the original addresses, but of the 50 letters sent, 41 were returned to the Regiment who then offered them to Suffolk Archives for safe keeping.

##### **The Programme**

Creative sessions were delivered to the school via Zoom and included

- Six creative sessions with the children, supported by resource boxes posted into the school
- A presentation /question and answer session for the children with the Community and Learning Officer at Suffolk Archives, BSE, in lieu of a trip to the Archives
- A creative session with Act Your Age participants

The programme included with an original story about the Dunkirk Letters, activities such as making jigsaws out of the letters, producing their own stationery, identifying archaic phrases and words in the soldiers’ letters and performing a poem based on those words.



It was not possible to work with Oxlip residents but we were able to engage with Act Your Age, an adult theatre group delivered via Zoom as part of the outreach programme for the Theatre Royal in Bury St Edmunds.

Having read the soldiers' letters in which they requested items like shaving soap and local newspapers, the children made cards celebrating the importance of the 'little things' in their own lives

### Little Things

by pupils at Abbots Green Academy

Oh, some nice hot food, please – cauliflower cheese,  
 My pillow, I'd want my pillow, to cuddle at night.  
 Clean clothes, lots of clean clothes,  
 With warm socks, a hat and gloves.  
 Soap, and my tracky bottoms – they're cosy and snug.  
 A roast dinner, Christmas dinner, that would be best.  
 A blanket, a blanket to lie on or  
 Something softer than soil, for my rest.

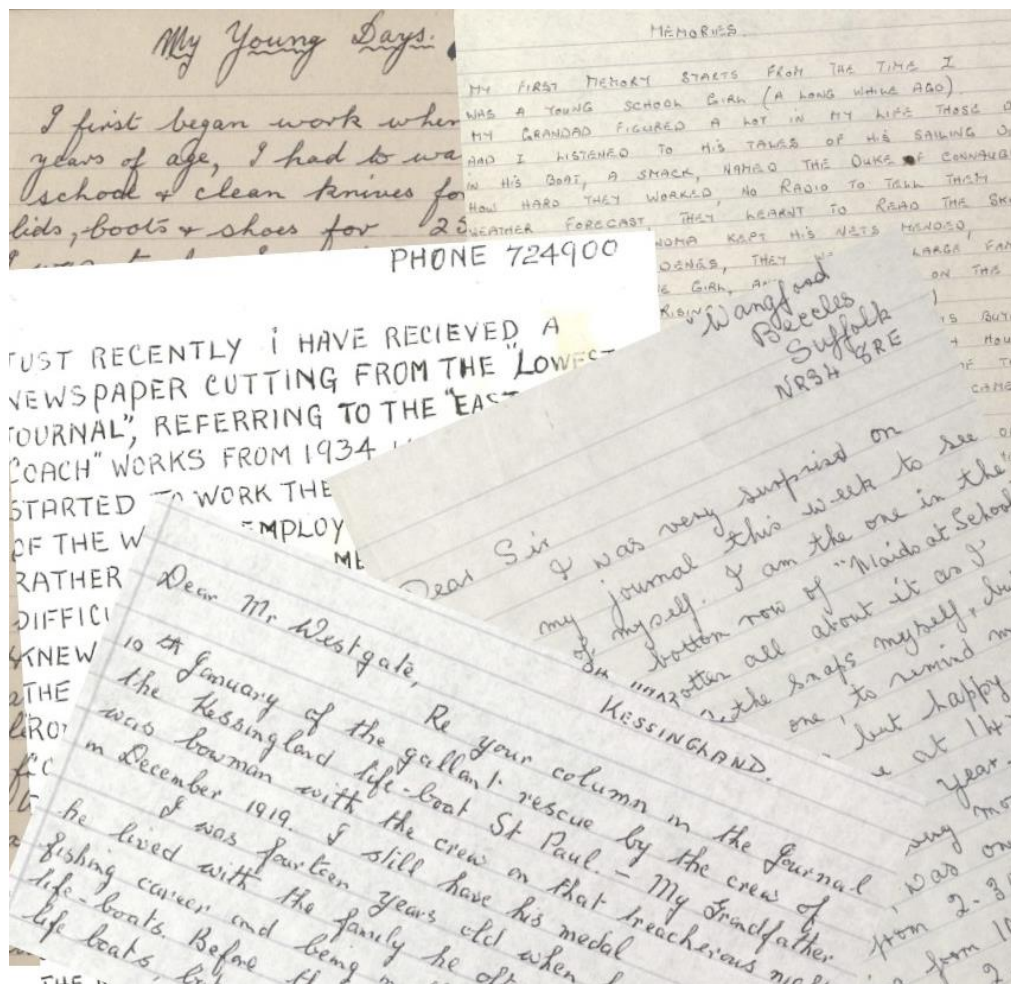
## Lowestoft: September 2021 – July 2022

### The Letters

We chose to work with a collection of letters sent by readers to journalist, Trevor Westgate and used by him to produce a regular column in the local newspaper.

The letters covered a variety of topics, from general memories of growing up in Lowestoft to detailed accounts of lifeboat rescues and employment conditions for young women.

Letters from the Westgate collection were used for each of the three iterations; this provided a continuity of context – all hand-written letters to a newspaper – whilst enabling each programme to explore different approaches to writing and different aspects of life in Lowestoft, as recounted by local residents.



The selection of letters used in the Lowestoft iterations

## Iteration 1: September – December 2021

### The school and care home

- Pakefield Primary School and Hildesley Court Independent Living Unit

### The Programme

- An introductory session for residents at Hildesley Court
- Ten creative sessions for residents, including one over half term
- Nine creative sessions for the children
- A trip to Suffolk Archives for the children
- A visit from Suffolk Archive staff to Hildesley Court with a variety of 'handling objects'
- A Celebratory Assembly for the school

All three artists were involved in planning and delivering the sessions. They worked with a letter about memories of growing up in Lowestoft and sessions included working with layered images, using wax resist painting techniques and creative writing to explore elements of their local heritage.

As they visited the school immediately following the session with the adults, the artists acted as a form of 'bridge'; there was an immediacy to the exchange of artworks and ideas and it helped create a sense of connectedness.

### Trip to Suffolk Archives

Residents at Hildesley Court were asked to suggest topics for the children to research during their trip to the Archives.

These ranged from exploring what was in the newspapers on a particular date (a resident's birth date) to examples of how the High Street had altered over the years.

The children were given 'old scrolls' containing these – and other – questions and spent their visit researching the answers and making their own creative interpretations of some of their findings.

These were shared with the adults, who in turn worked with some of the archive images, so that the two groups made collective artworks, based on information found at the Archives.



Examining pictures of old town Lowestoft and back issues of local papers during their visit to Suffolk Archives

## Iteration 2: January – April 2022

### The school and care home

- Oulton Broad Primary School and Broadlands Residential Care Home

In January 2022, restrictions were tightened again, and we were not able to deliver face-to-face to residents in the care home; we were, however, allowed into the school to deliver sessions directly to the children.

### The programme

- 9 face-to-face creative sessions with the children
- 7 distanced creative sessions for the residents, delivered by the Broadlands staff supported by an Activity Pack produced by Suffolk Artlink
- 2 Zoom sessions for residents, one incorporating images from The Hold, Ipswich about Victorian Seaside Holidays
- A trip to Suffolk Archives for the children
- A Celebratory Assembly for the school

Dean and Caitlin worked with two letters, one about general childhood memories Lowestoft and a second by a woman who had worked as a maid at a boarding school for girls.



As it was not possible to go into Broadlands Residential Care Home, the artists and the PO devised a series of Activity Packs, with instructions for specific creative activities along with the necessary resources to achieve them.

The Activity Pack was based on the same design as the journal, maintaining a continuity of materials whilst being flexible enough to allow space for residents' contributions.

The residents and children were, therefore, able to work in tandem, even though they did not meet nor were the artists able to act as a physical bridge between the two groups, as they had done in the previous iteration.

The sessions included sending postcards and self-portraits, making bunches of flowers with questions written on them and using creative writing approaches to examining different sorts of communication.

### Trip to Suffolk Archives

Residents at Broadlands were invited to make suggestions for what the children might research during their trip to the Archives. These included questions about philanthropists who lived in the town to details of local parks.

Using a similar template to that used for the Activity Packs, the PO created a 'worksheet' for each child, inviting them to explore certain generic questions and one of the specific suggestions made by a resident.

The residents, in lieu of a trip to the Archives, took part in a Zoom session, in which they explored Victorian Seaside Holidays, using images from Suffolk Archives and led by poet, Dean Parkin.



Artwork resulting from these sessions and the trip to the Archive was used to create Easter cards which the participants exchanged at the end of the programme.

Images and text discovered during their visit to Suffolk Archives were collaged and embellished by the children and used to create Easter cards for residents at Broadlands

## Iteration 3: May – July 2022

### The school and care home

- Roman Hill Primary School and Britten Court Residential Care Home

Face-to-face sessions with the children were possible and, whilst it was hoped that restrictions might be lifted by half term, allowing at least the artists to visit the care home, we planned the initial sessions to the residents to be delivered via Activity Packs.

### The programme

- 1 preparation session for the children
- 9 face-to-face creative sessions with the children (although one was cancelled by the school)
- 6 distanced creative sessions for the residents, delivered by the Broadlands staff supported by an Activity Pack produced by Suffolk Artlink, including one session during half term
- 4 face-to-face sessions delivered to residents
- A trip to Suffolk Archives for the children
- A celebration tea party at Britten Court for residents and school children

The first selected letter detailed a young man's apprenticeship to a local coach building company, having left Roman Hill school aged 14, and the second was an account of a heroic sea rescue, in which two young lads volunteered to join the crew, despite having no experience of sailing, whatsoever.

The children explored different forms of communication, including pigeon post, writing on stones (for the residents' garden) and postcards, sharing some of their favourite things.



Tasked by residents at Britten Court residential care home to research archival material as diverse as testimonial football match programmes, images of corporation buses and vintage grocery items, the children from Roman Hill Primary School made a series of sketches of their discoveries

Halesworth: May – July 2022

### **The Letters**

In Halesworth, we worked with the local museum to explore a collection known as the Lincolne Letters.

The Lincolnes was a wealthy merchant family that moved from Essex to Halesworth in the early 1800's to open a drapery shop in the town. In addition to running a business there, the family was also very involved in the church – and were prolific letter-writers.

A distant relative of these letters found them in an old box, spent several years transcribing them, and then gifted them to the Museum. They present a fascinating insight into social attitudes of the day, as well as wonderful examples of copperplate script and even cross-hatch writing.

### **The school and care home**

- Edgar Sewter Primary School and Beech House Residential Care Home

We were able to deliver face-to-face to the children. It was hoped that restrictions might be lifted by half term, allowing the artists to visit the care home, and so we planned the initial sessions to the residents to be delivered via Activity Packs.

### **The programme**

- 1 prep session for the children
- 7 creative sessions for children
- 2 visits to Beech House to take tea with residents
- A trip to Halesworth and District Museum for the children
- A celebratory school assembly at the school
- 7 Activity Packs for care home staff to run sessions
- 2 sessions with artists when the children visited
- A trip to the Museum for staff and residents

The artists explored letters relating to subjects studied at school and sending 'treats' to other family members; they even got residents and children mimicking the style of old portraits, using a polaroid camera and gilt pens.

The children made quill pens and experimented writing with real ink, whilst the residents took a 'pen for a dance' and created paper quills and advice about writing and each group made individual collaged boxes, and a larger group box for safeguarding 'precious items'.

The programme began with the children creating poems, which they recorded onto an iPad which we sent into the home. The residents responded by recording their own poems, and additional sounds, such as the braying of a donkey.

The iPad became an important delivery tool. We used it to send in images of the letters, which of course the residents could magnify easily on the screen, and to suggest Spotify playlists, for use when pen dancing.

The children visited the Museum and were tasked with discovering something new about the Lincolne Letters, describing something that surprised them – and recommending an exhibit that the residents should look out for.

These suggestions were made into a Guide and used by residents and staff when they visited the Museum.

The Museum continued to use the Guide throughout the summer holidays and has even put forward on of the children’s suggestions in their application to the Suffolk Museums Object of the Year 2022 competition.



Taking tea together – a resident from Beech House, Halesworth and one of the participants from Edgar Sewter Primary School discuss their visit to the Museum over cupcakes and lemonade in the garden

## Section 2: Outreach Programme



The purpose of the outreach programme was to enable school children and older residents in rural and/or deprived areas to make links with local museums and archive offices.

Using letters, images and other documents discovered at Suffolk Archives by participants in the Main Programme, the outreach sessions invited participants to create a collaged postcard.

### The schools and care homes

	Date	Venue	Participants	Adults	Children
1	16.06.22	Woods Loke Primary 1	24	0	24
2	16.06.22	Woods Loke Primary2	30	0	30
3	30.06.22	Somerleyton Primary	19	0	19
4	12/07/22	Edgar Sewter Primary	40	0	40
5	06.09.22	Broadlands Care Home	17	17	0
6	07.09.22	Abbots Green Primary	60	0	60
7	07.09.22	Oxlip House Care Home	7	7	0
8	15.09.22	Roman Hill Primary	30	0	30
9	15.09.22	Britten Court Care Home	15	15	0
10	18.10.22	Hildesley Court Ind. Living	9	9	0
		Totals	<u>251</u>	<u>48</u>	<u>203</u>

We committed to delivering 6 workshops and engaging with 240 participants in our outreach programme; we delivered 10 workshops and exceeded our attendance target by approximately 5%.



A collaged postcard made during an outreach session at Woods Loke Primary School in Lowestoft, depicting the setting sun over the North Sea

### Section 3: Public Workshop Programme

We intended to target diverse audiences through inclusive, open access public workshops and marketing/interactive displays.

We planned to deliver 10 public workshops in easily-accessible and familiar venues or as part of other popular public events and festivals, thus aiming to reach people who might not otherwise engage in a perceived 'local heritage' event.

	Date	Venue	Participants	Adults	Children
1	11.09.21	Lowestoft Library	10	10	0
2	25.02.22	Suffolk Archive/ Lowestoft Library	10	4	6
3	20.04.22	Kirkley Centre, YP's well-being event - morning	10	5	5
4	20.04.22	Kirkley Centre, YP's well-being event - afternoon	7	3	4
5	18.06.22	First Light 12 - 2pm	126	43	83
6	18.06.22	First Light 2 - 4pm	138	52	86

7	18.06.22	First Light 4pm - 6pm	77	25	52
8	18.06.22	First Light 2:30 - 3:15pm	17	7	10
9	18.06.22	First Light 3:20 – 4:00pm	29	14	15
10	18.06.22	First Light 4:00 – 4:30pm	15	8	7
11	09.08.22	Suffolk Archives 10 - 12:30	9	3	6
12	09.08.22	Suffolk Archives 12:30 - 4pm	13	13	0
13	14.09.22	Halesworth Library 10am - 12:00	11	11	0
Totals			472	198	274

The aim was to deliver 10 public workshops, engaging with 100 participants. In the event, we were able to run 13 public sessions and achieved a total of 472 participants.



A collaged postcard made during a public workshop using snippets from the Lincolne Letters, vintage postcards of Halesworth and other embellishments

## Chapter 4: Outputs

“Watching you on the film, seeing all the amazing things you did and the questions you asked when you visited Suffolk Archives, I was so proud of you all.”

Deputy Head, Oulton Broad Primary School, Lowestoft

### Dedicated Blog site

- A dedicated blog page was set up on the Suffolk Artlink website ([www.suffolkartlink.org.uk](http://www.suffolkartlink.org.uk)) to which the Project Officer posted weekly updates on the sessions.

### Films

- The presentation by Hannah Salisbury, together with the unique story by Lynn and a creative activity with Caitlin was filmed and used to produce a general resource
- ‘Jessie’s Letter’ in which Lynn tells an original story, based on one of the Westgate Letters, whilst Caitlin creates a collaged face, illustrating the point about choosing what to put in – and what to leave out – of a story.
- Special Delivery in Pakefield: A film of the children’s trip to Suffolk Archives together with footage from the creative sessions
- Special Delivery at the Archives: A creative film about the children’s visit to the Archives and work created during the sessions
- Special Delivery in Haleworth: A short film including work created by residents and children and featuring the children’s visit to Beech House to take tea with the residents
- Special Delivery Showreel: A 3-minute film encapsulating moments from all five iterations.

All these films are available to view on: <https://www.suffolkartlink.org.uk/projects/special-delivery/>

### Publications

- 4 x A4 full-colour illustrated journals were produced, one for each of the Lowestoft and Halesworth iterations
- In Halesworth, the Newsletter template was used to create a Museum Guide, curated by the children and used by the Museum throughout the summer.

### Exhibitions

- An on-going exhibition of participants’ work was displayed in the Suffolk Archive offices in Lowestoft.
- A digital recording of the Roman Hill participants singing their composition ‘Dear Friend, I’ve never met before’ was included via a QR code in the exhibition



- An exhibition of items created by participants was displayed in Halesworth and District Museum throughout the summer
- A display was created in the window of Halesworth Library, during the national Heritage Open Days, drawing attention to the project and the featured Suffolk Museums Object of the Year.



The Special Delivery exhibition in Halesworth and District Museum, with items chosen by the participants themselves

## Chapter 5: Outcomes

“It’s been fascinating, helping the children find out the things the residents wanted to know about.”

Staff member, Suffolk Archive, Lowestoft

### Section 1: A wider range of people involved in local heritage

- We engaged people not accessing partner museums, archives and collections, enabled different generations in rural/deprived areas to make links with local museums and archives and targeted diverse audiences through public workshops and interactive displays.

Our pre-project surveys demonstrate that, of the 45 children who completed the surveys (out of a possible 47 involved in the main programme),

- 73% had not visited a museum in their home town
- 17% had visited a museum in another town, typically on a school trip.
- 82% claimed that the term 'local heritage' meant nothing to them.
- Of the 18% who offered suggestions, many referred to 'family', 'old stuff' and 'something local'.
- 47% said they had 'no idea' of what they might find in the Archives.

Those offering suggestions clearly referenced items included in the Special Delivery film shown prior to starting the project, suggesting that it was through our intervention that they had any knowledge.

93% of participating children experienced either a virtual tour of Suffolk Archives via Zoom (Bury St Edmunds) or an actual visit to their local Archive offices (Lowestoft) or their local museum (Halesworth), thus experiencing a little of their local heritage at first hand.

Visits to Suffolk Archives in Lowestoft required the children to consult documents, search for items on microfiche, identify areas on old maps that had changed over time, look up information about local philanthropists, study old photographs of parks, schools etc., and discuss these with Archive staff.

The school visit to Halesworth and District Museum required the children to discover something new about the Lincolne Letters, describe two things that surprised them and make a recommendation for visitors from Beech House.

Exit surveys conducted with the children at the end of the programme demonstrate that: -

- 85% of respondents agreed /strongly agreed that they had learned new things about their local heritage
- 78% agreed/strongly agreed that they felt more connected to their local heritage
- 81% said they felt proud of their involvement in, and contribution to, their local heritage.

Adult participants at Hildesley Independent Living Unit also completed the exit survey. In the absence of a baseline pre-project survey we cannot make comparisons, but we can assert that:

- 100% of respondents agreed/strongly agreed that they had learned new things about their local heritage
- 89% said they felt more connected to their local heritage, as a result of taking part in the project.
- 100% of respondents agreed/strongly agreed that they felt proud of their involvement in, and contribution to, their local heritage.

A gentleman at Hildesley Independent Living Unit suggested that the children look up an old newspaper story from the early 1950's, featuring him as the youngest (at the time) skipper of a trawler, the Albacore. The children searched but, in the absence of a more exact date, ran out of time looking up back issues of the Eastern Daily Press.

A couple of weeks' later, his daughter visited, bringing with her his Certificate of Competency, dated November 1955, and a photocopy of the original newspaper article; they had been stuffed in a drawer and forgotten about, until Special Delivery prompted their re-discovery.

### **Broadlands Residential Care Home**

The Activities Co-ordinator strongly agreed that the residents had learned new things about the local heritage, adding –

“Especially the ones who haven't lived here for long or who don't come from Lowestoft; it helped to make them feel more connected to other residents and the home.”

### **Britten Court Residential Care Home**

We were able to go in and run a session with the residents in which they were encouraged to suggest contributions for a 'Magical Scrapbook'.

This prompted numerous anecdotes about shopping for soap flakes and blancmange, driving coaches around East Anglia and landing basking sharks off the beach at Southwold.

When the children visited the Archive office, they searched for items related to these suggestions and produced drawings and commemorative plates to share back their discoveries.

The Activities Co-ordinator said that the residents were thrilled with the results, and proud that their suggestions – and connections to their local heritage – had been responded to in this way.

### **Beech House Residential Care Home**

In Halesworth, we turned the tables; instead of asking residents to suggest items for the children to research, we asked the children to recommend exhibits they thought the residents would enjoy.

The children visited Halesworth and District Museum and were tasked with discovering something new about the Lincolne Letters, something that surprised them – and something they thought the residents should look at.

Their recommendations included helmets, fossils and Bronze Age axes and coins. They were produced as a Guide and, when the Beech House residents visited the Museum, they used the Guide to look around the Museum and respond to a simple survey.

Of the 13 residents and staff who visited, none had previously been to the Museum and all agreed that they had discovered new things about their local history during their visit.

When asked what they enjoyed the most, one resident responded, "I loved the Singer [Sewing] Machine, it made me think of my mum."

"Not only do the residents feel more connected, but so do the staff – after all, most of them didn't know it [the Museum] was there."

Manager, Beech House Residential  
Care Home

"I enjoyed the whole Museum. I loved seeing the photos of how the town had changed, that [the exhibits were] all from local places and I really loved seeing what the children had seen."

Resident, Beech House Residential Care Home

## Outreach sessions

In addition to the almost 100 children and adults involved in the main programme, a further 203 children and 39 adults took part in the outreach sessions.

These included children in schools we had never previously visited, and different year groups in schools where we had worked before.

At each school, we showed the Special Delivery film, *Jessie's Letter*, based on one of the letters in the Westgate Collection, as an introduction to the project, and an illustration of what can be achieved through storytelling and collage.

For both school and adult sessions, the activity was a simple postcard collage format. This encouraged general conversation about writing to other people and more careful consideration of what to include – and what to leave out.

A wide selection of materials for collaging always included images and text used in the main programme, reinforcing the link to the archive materials and prompting further conversation about different forms of communication.

Staff reported that they were really impressed by how engaged the children were, the quality of the work they produced and what they wrote about. After the rigours of SAT examinations, said one teacher, this opportunity for self-expression and fulfilment was just what the children needed.

It wasn't just the images they created – the messages were often very moving, as in this one from a Year 5 child:

"I remember going on those rides in Lowestoft when I was a child – it was one of my favourite things to do."

Adult participant, outreach session

"Dear Great Nanny, I hope you are okay right now in Cromer because it has been a long time that I haven't seen you and I really miss you. I hope that you are not lonely please report back to me,  
Love from A"

## Public workshops

Over 470 adults and children took part in the public workshops in venues as diverse as public libraries, community spaces, pedestrian walkways and on the beach.

A public workshop held adjacent to the record office during the summer holidays attracted a reasonable number of attendees – and also encouraged a surge in visitor numbers to the actual Archives.

At the end of the day, a member of staff reported that not only had their visitor numbers increased significantly but that, because the visitors were all new to the Archives and asked lots of different sorts of questions, the staff had had to look things up, and consequently they had learned new things, too.

## Section 2: People will develop skills

95% of all school participants and 100% of Hildesley respondents agreed/strongly agreed that they had learned new skills.

This finding was backed up by interviews with school staff in which all agreed that the children had learned new skills, some of which were creative techniques and others life skills, such as working as a team, learning to express themselves more freely or gaining social skills in mixing with other people.

Activity Co-ordinators at both Broadlands and Britten Court agreed new skills had been learned, not least through using the regular Activity Packs we provided.

The Activity Packs, devised by the artists and produced by the Project Officer, included activities that tested and stretched both residents and staff.

The overwhelming feedback is that they all thoroughly enjoyed the experience, grew in confidence and skills and really valued the materials we provided.

This touches on the overall value of the Activity Packs and a significant piece of learning we achieved from them, which will be covered in the next chapter.

“The Activity Packs were great – the residents took over and told me what to do – it gave us a different way of working together, with them in charge and that was really positive for them.”

Activities Co-ordinator, Britten Court

Museum staff were similarly enthusiastic about the Activity Packs and Guides we produced for the school visits to their venues.

Staff at the Archives in Lowestoft asked for further examples of the children's work to create their own displays and in Halesworth the children's Guide was used throughout the summer holidays as a guide for visitors.

### Section 3: People will learn about their local heritage, leading to a change in ideas and action

Self-assessment surveys demonstrate that participants felt they learned about their local heritage; the creative use of archive documents certainly contributed to that learning.

For example, participants ...

- Use wax resist techniques to embellish archive images of old Lowestoft and used them to create individual Easter cards
- Made quill pens out of goose feathers and experimented writing with a nib and inks
- Studied 19<sup>th</sup> Century silhouette portraits and then created modern versions, using Polaroid cameras and gilt pens
- Used modern creative writing activities to share stories of traditional pastimes

Each piece of artwork was a new interpretation of something related to their local heritage – and the desire to share it with others became quite palpable.

At the end of each programme, the children were asked to suggest ways in which they'd like to share what they'd learned with other people.

The suggestions ranged from posting it to social media platforms to sending more postcards and making displays.

In Halesworth, the children were asked specifically what elements of the project they would like to see displayed in the Museum and, acting on their responses, we created a display that ran throughout the summer holidays.

This display, as well as the one at Suffolk Archives in Lowestoft, include QR codes, allowing instant access to audio and video recordings made during the project.

"Museums are important because they help you learn about the past and understand about the future."

Pupil, Edgar Sewter Primary School



## Halesworth – a journey from 'Oh No' to 'Wonderful'

Amongst the recommendations made by children from Edgar Sewter was an Iron Age gold coin; the child in question described it as 'a coin with a monkey face'.

Due to the interest shown it by the children and, as a result, visitors to the Museum over the summer, the staff put it forward as their Suffolk Museums Object of the Year 2022. When interviewed at the end of the project, the curator said,

"I've gone from 'oh no' to 'wonderful' and all in the space of just a few weeks.

"When I was first told about this project I had serious doubts – I've heard things like this before and they've never really materialised – but this one, well, it achieved everything you said it would and much more besides. It's been wonderful, and I'd happily do it again."

The Awards Ceremony was held on Monday, 10<sup>th</sup> October and not only did Halesworth and District Museum win the Object of the Year Award, they also won the Working with Young People Award, as a direct result of taking part in Special Delivery.

The children were given charge of what they thought was important and beautiful – and the result was not one but two Awards for the Museum.



## Section 4: People will have greater wellbeing

### Levels of wellbeing in school participants

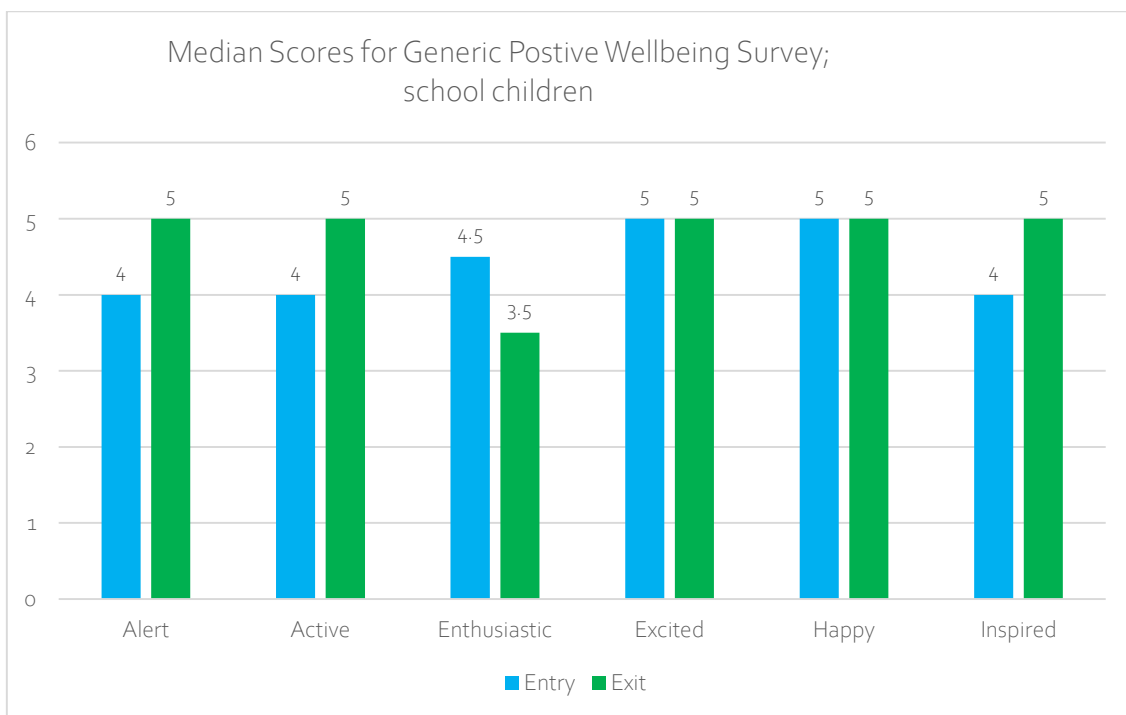
We used the UCL generic Positive Wellbeing Umbrella to assess levels of wellbeing amongst the children taking part in Special Delivery's main programme.

Participants completed the survey at the beginning and end of the first session and again at the end of the final session.

As some surveys were incomplete, we decided to focus our analysis to two data sets; the exit point in the first session and the exit point in the final session.

This enables us to present the following descriptive statistics

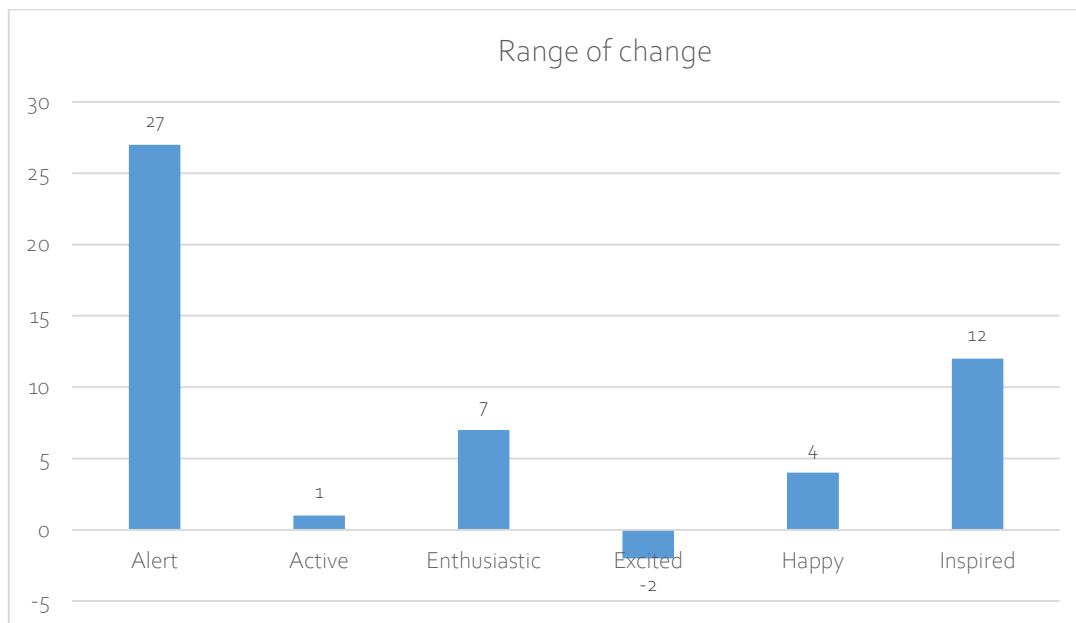
### Measure of central tendency



Comparing the median results for each data set (Alert, Active, etc.) over the course of the main programme demonstrates that in three of the six data sets (Alert, Active, Inspired) there was an increase in participants' ratings.

In two data sets (Excited and Happy) the ratings remained unchanged. The median for Enthusiastic dropped by one point.

## Measure of dispersion



Measuring the range of responses demonstrates that in all but one of the data sets there was an increase in positive responses, with a 24% increase in participants' sense of alertness and 9% increase in sense of inspiration.

There was a drop in the general sense of 'excitement' – which might be explained by the fact that the programme was coming to an end.

## Average wellbeing improvement over time

Comparing scores from all the data sets over the main programme demonstrates that, overall, there was an 6% increase in participants' sense of wellbeing.

## Feedback from participants and school staff

Participants have commented that the project 'gives them the chance to do what they love doing' and as such they have really enjoyed taking part.

School staff were interviewed to provide a broader picture of how the children may have benefited by taking part in the project.

"The group is small enough so they can chat, whatever's on their minds can be discussed, and that's vitally important.

"Some have been very isolated [during Covid] and haven't had the opportunity to be part of the local community, things may have continued on line, but it's not the same as coming together.

"[Taking part has] been of particular benefit to 3 or 4 of them. For example, one was new to the school, so that was a great way for her to spend time with her peer group and relax into being part of the school community.

"Another child has had lots of ups and downs in her life and the small group with the ratio of adults to children gave her the opportunity to relax into enjoy doing the things she likes and to share them with others.

"The whole thing was very inclusive, everyone's work and ideas were valued and appreciated ... they had the chance to really express themselves."

Acting Head, Edgar Sewter Primary School

"As a school, it's been really beneficial being able to restart work with the community. A fellow member of staff was amazed when she saw the Special Delivery film in the school [celebration] assembly, saying 'it was amazing to see the excitement and joy in the children's faces when they visited Beech House and it was brilliant to see what they had achieved.'"

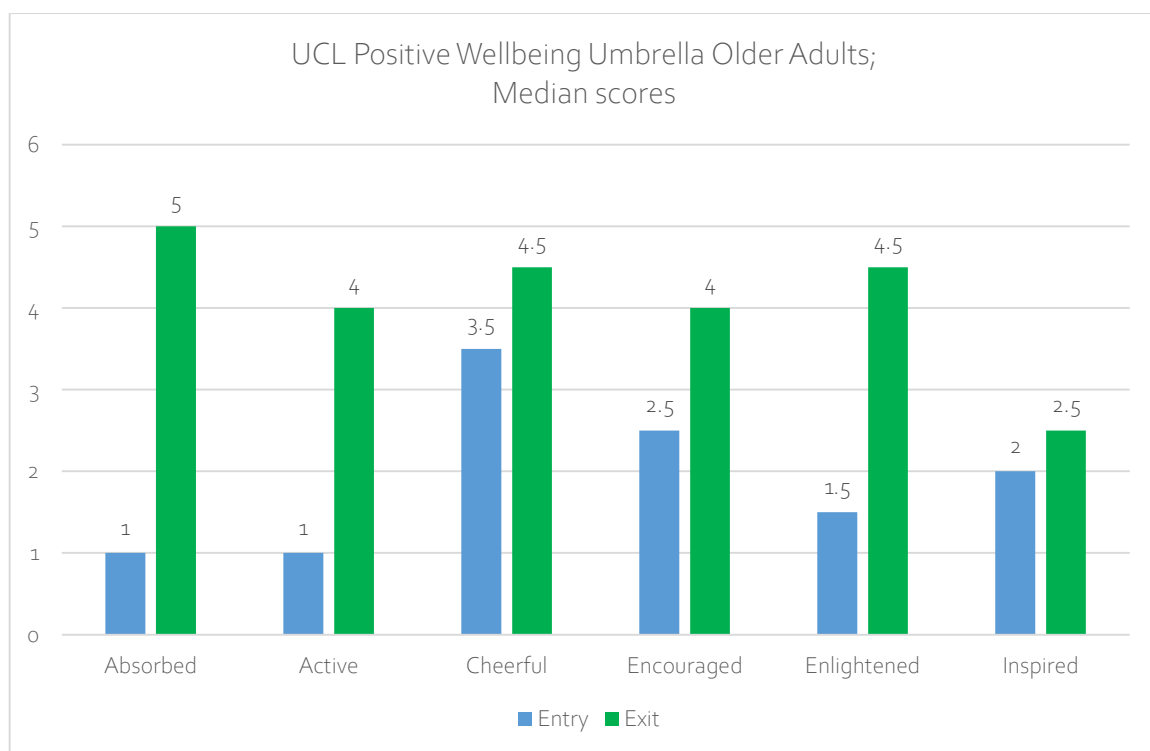
Acting Head, Edgar Sewter Primary School

## Levels of wellbeing in adult participants

Our intention was to use the UCL Generic Positive Wellbeing Umbrella to measure levels of wellbeing amongst adult participants.

In the event, the only adult group we were able to do this with were those living in the Hildesley Independent Living Unit.

The Umbrella was completed at the beginning and end of the first session, producing a snapshot of how participants' feelings had altered over the course of the 2-hour session.

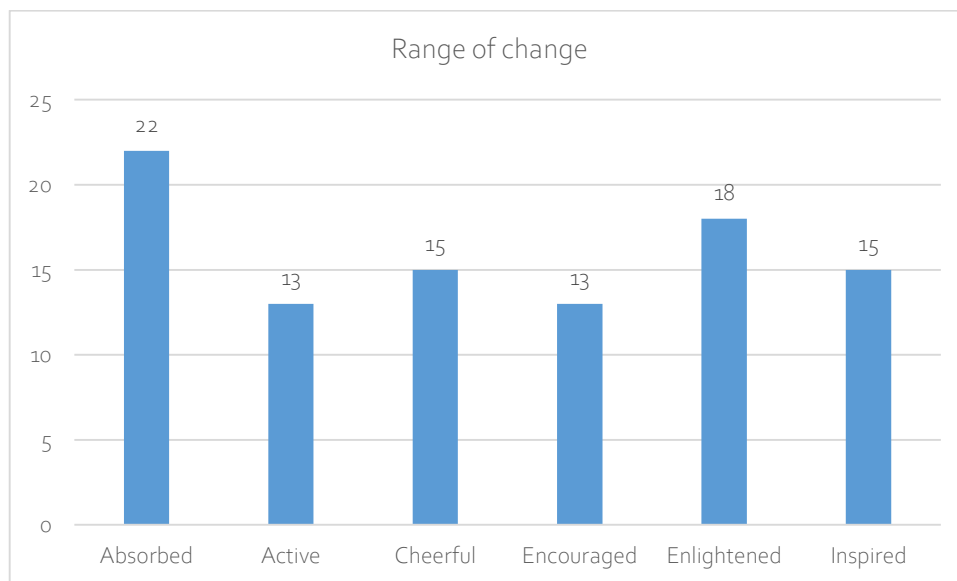


Comparing the median results for each data set (Absorbed, Active, etc.) over the course of the first session demonstrates a positive increase in all six categories.

“I wasn’t sure I could do this and, if I’m honest, I wasn’t going to take part, but then I had a go and I’m so glad – I’m really pleased with what I’ve done.”

Resident, Hildesley Court Independent Living Unit

## Measure of dispersion



Measuring the range of responses demonstrates an increase in positive responses.

The collective sense of being 'absorbed' by the session increased by 146%; participants' feelings of being inspired increased by 94% and their feelings of cheerful increased by 62%.

## Average wellbeing improvement over time

A second 'exit' point was established at the end of the programme, when Hildesley residents were asked to complete the same survey again. Comparing scores from the data sets collected at the first exit point, the statistics indicate that there was an overall positive increase of 87% in participants' sense of wellbeing.

"Thank you for yesterday at Hildesley Court... You and Dean made our afternoon and we all thoroughly enjoyed the session. Hopefully the children taking part at Pakefield Primary loved our efforts as much as we loved creating them and that this project takes off the way we want it to. Looking forward to taking part in any future intergenerational projects you're planning. We love, love, love Suffolk Artlink!"

Resident, Hildesley Court Independent Living Unit

## Wellbeing evaluation in other residential care homes

In all three homes, staff agreed that participants were engaged, cheerful, keen to be involved and pleased with what they achieved.

They cited incidents in which residents took the initiative, leading activities, and how those residents who did not normally engage in group activities were able to complete the creative activities in their own room, thus feeling a sense of connectedness.

“Doing the Activity Packs together has given care staff another way to be with the residents. Normally, their role is exclusively to provide care, but this gave them the opportunity to do something creative and relaxing together; it was fun and another way to be with each other and they loved it. It helped build relationships between the carers and the residents and that’s obviously beneficial for their wellbeing.”

Activities Co-ordinator, Britten Court

### Activity Packs

Because we could not visit these three residential care homes in person, we devised a series of Activity Packs, supported by a resource box of materials to achieve the creative activities.

The Activities co-ordinator at Britten Court stated that the Packs played a significant role in boosting confidence and helping people feel in control of their involvement in activities.

She cited occasions when residents told her how to do the activities – and how motivated they felt by that - and also talked about the positive impact on other care staff, as it gave them alternative, relaxing ways to be together and build relationships.

“Last night, I went online to look for more activities I could do with residents. I would never have had the confidence to do that before, but having done the Activity Packs I feel I could try something new, outside my normal comfort zone.”

The Activities Officer at Broadlands confirmed that the residents enjoyed socialising and taking part in creative activities, saying: -

"They definitely have [enjoyed] it and it's been wonderful to witness the chats and how they've helped each other.

"Not only do they feel proud of what they achieved but the fact that they turned up each week - they committed to it and that gave [them] a sense of achievement.

"And they feel listened to and valued, just thinking about the personal archives [they made] and sharing memories about schooldays – all of that made them feel connected and valued.

"The residents looked forward to taking part each week; even those who were reluctant at first grew in confidence and had a go and it was a lovely atmosphere, the activities sparked other conversations and the chat was brilliant - they helped each other with the activities and there was a strong sense of community spirit.

"Some people asked for Activity Packs so that they could take them off to their rooms and work on them alone - in addition to doing it as a group activity.

"It reminded them of previous projects, and made them feel connected."

Activities Co-ordinator, Broadlands Residential Care Home

Beech House, Halesworth

Staff confirmed that the residents were fully 'absorbed, active, cheerful, encouraged, enlightened and inspired' taking part in the project.

Regarding the positive impact of the Activity Packs, staff noted that: -

- They appreciated having a structured activity:

"It was great that we all knew what we were supposed to be doing, no one person was responsible and it helped us work as a team."

- They really appreciated the conversation generated by the activities – the thinking behind the task; it added depth and significance to the activity

"Oh, the bundles of material you sent in when we made the dolls-it was just lovely to feel and smell them and the stories people told ..."

- It was significant that we provided the materials. They looked forward to receiving them each week and loved the quality of the materials supplied:

"It was always so exciting, each week, opening the pack up and finding out what we were going to do."

"There were materials we'd never worked with before and it was amazing to have such lovely material sent in each week."

- Many of the residents took the booklets into their rooms and kept them, and everyone liked having their own sheets to work from, although it did mean that several got ahead and then had to wait for the others to catch up.
- They have been challenged by some of the activities, but glad because they rose to it and were really pleased and proud of what they've achieved.



- The Manager thinks her staff have grown in confidence, working together as a team and trying out the new ideas presented to them in the Activity Packs.
- They felt a distinct sense of ownership and a feeling that they were capable themselves to do it, supported by the artists' planning and materials.

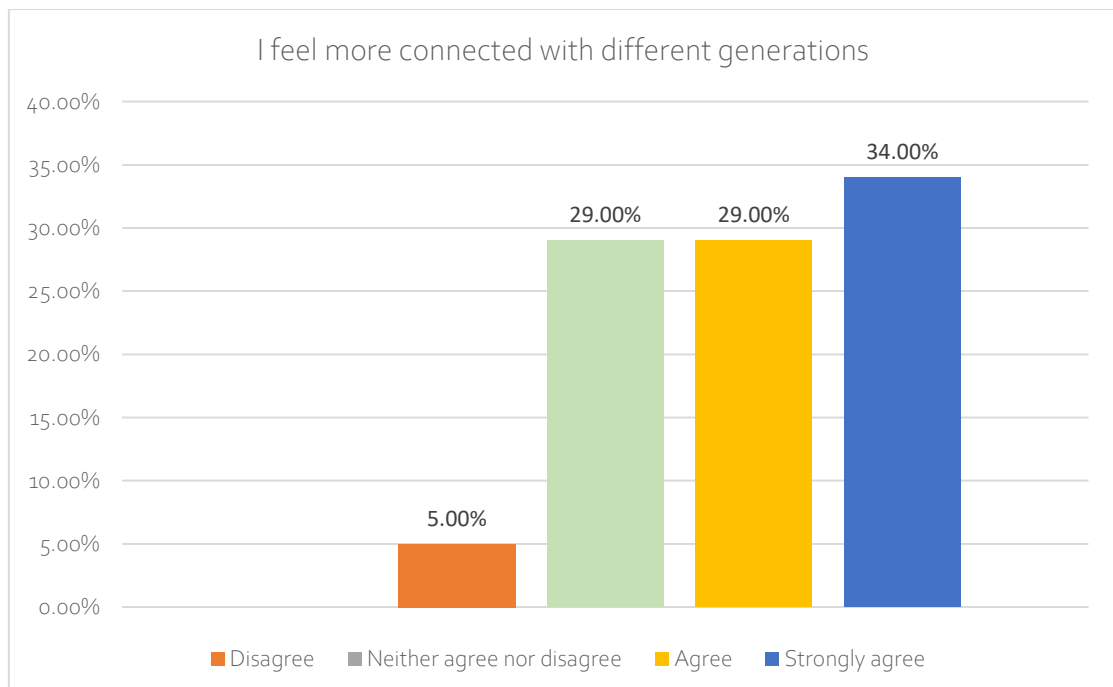
## Section 5: Feeling better connected

Our intention was to encourage a sense of connectedness between different generations.

This was compromised by COVID restrictions, as the young people had little or no opportunity to meet the adults face-to-face and work with them on the creative activities.

Obviously, the activities were planned and presented so that a regular sustained exchange of communication between the generations took place, yet it might not have felt so 'connected' for the children.

This may explain the following graph, indicating that, whilst 34% of children strongly agreed that they felt more connected with different generations and a further 29% agreed, a similar percentage neither agreed nor disagreed.



“A child was telling a resident about her love of football – and how she wouldn’t be able to play it when she went up to High School. The resident (in her 80’s) was outraged, stating that she, too, loved football and wasn’t allowed to play it as a little girl, but that she would have hoped things might have changed since then. The two of them had such a lively conversation about the ‘unfairness’ of it all – it was amazing to witness.”

Artist, observing an exchange between a resident and school participant

We established many inventive ways of encouraging communication between the different groups that achieved a sense of connectedness in many other ways.

- Participants felt connected to their local heritage through the inventive ways in which they interpreted archive materials
- Residents felt connected to where they lived, as they found out more about their local surroundings
- Residents felt more connected within their community, through the conversations driven by the Activity Packs

“We’re a community here, we thought we knew a lot about each other, but until we did this [Special Delivery] we had no idea how different our lives have been. It’s been a revelation – and one we would not have had if we hadn’t done this project.”

Adult resident, Hildesley Court Independent Living Unit

- Residents felt more connected in care homes, as they took part in the same activities using resources in their rooms, if they could not join in group activities
- Care staff felt more connected as they used Activity Packs to work together to make things they had never tried before
- Residents felt more connected to staff, as the creative activities provided opportunities for different ways of being together
- School children felt more relaxed and connected in their new schools, or amongst smaller cohorts of pupils

- Artists felt connected to the residents and pupils, as they saw their ideas come to fruition
- Partners felt more connected to audiences, as they experienced the curation and appreciation of displays in different ways.

“The residents really enjoyed their visit – they particularly liked ringing the Work Bell and you could see how much fun they were having – they were laughing and giggling and kept going back for another go.”

Curator, Halesworth and District Museum

T. Broadland residents.  
 Hello ~~my~~ name is  
 Eve. I'm 10 years old.  
 My favourite subjects  
 are maths and music.  
 What is your name  
 and what are your  
 favourite subjects?  
 From Eve 😊

A Broadlands care  
 home residents

Dear Eve  
 My name is Stella and I am  
 102 years old. I went to  
 freethorpe School and I left when I  
 was 14 yrs old. I worked as a  
 companion to a farmer's wife - I  
 helped with the cooking - when I  
 was at school I liked netball and  
 Geography. + sewing. I've always  
 loved gardening and grew my own  
 vegetables. Have you ever grown any  
 vegetables to eat  
 You have near writing: eve from Stella

## Chapter 5: Postcard Clubs

As it was not possible to bring the children and residents together in creative sessions during the Main Programme, their first point of contact was often an exchange of postcards, sharing something about themselves and asking a question or two.

We continued to use postcards in our outreach and public workshop programmes as this provided an inclusive, relaxed way for participants to use archival material to make something personal.

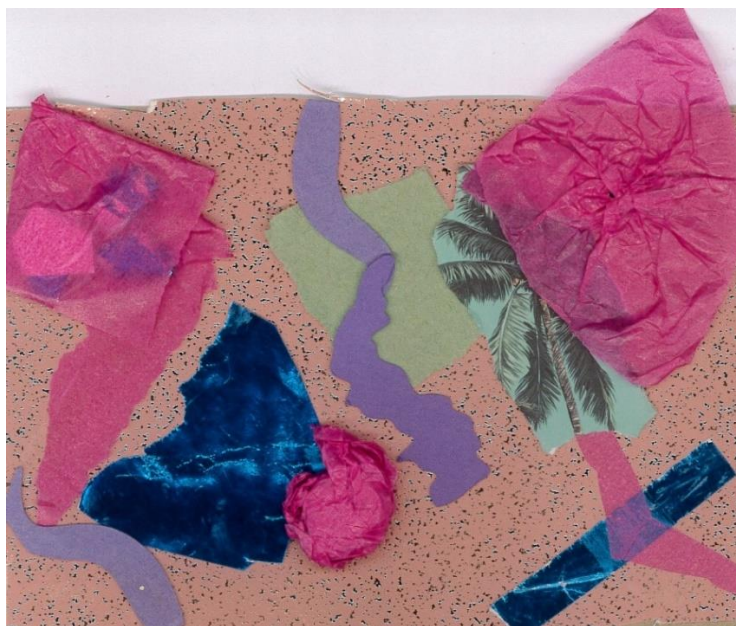
The response has always been extremely positive and enthusiastic, and the results have been both beautiful and moving.

As such, we decided to use postcards as the 'vehicle' for maintaining and supporting the relationships between participating schools and care homes.

Informed by materials we used in our outreach work and the success of the Activity Packs, we devised a series of Postcard Clubs, supported by unique work created by the Special Delivery artists.

All participating schools and homes have signed up take part in the Clubs, with the intention of producing 6 postcards over the academic year. The Guides will be published online at <https://www.suffolkartlink.org.uk/sessions/special-delivery-postcard-club-1/>.

Meanwhile, some have already started ...



“Just a little colour can cheer you up.”

## Chapter 6: Conclusions and Recommendations

"I am really proud of what I've done; I think this is the best art work I've ever done."

Oulton Broad Primary School pupil

### Section 1: Conclusions

Evaluation methods and feedback from staff, participants, partners and artists tell us that: -

- There is a link between poorer socio-economic areas in Suffolk and limited engagement in cultural/heritage activities
- Participants had limited experience, if any, of their local heritage
- Encouraging participants to produce their own creative interpretations of local heritage can lead to greater interest in and appreciation of that heritage
- Participants really enjoyed visiting the Archives and discovering materials for themselves
- Asking residents to suggest questions for the children created a sense of connectedness between the two groups
- Asking the children to recommend museum exhibits for residents to appreciate led to increased visitor engagement and satisfaction and, ultimately, TWO awards for a small Suffolk Museum
- Museum and Archive staff were genuinely excited and pleased with their inclusion in creative activities
- It is possible to devise 'remote' activities (via the Activity Packs) that have far greater impact than solely an activity – the conversations that may be sparked are significant and informative to residents and care staff
- The amount of time needed to produce Activity Packs should not be underestimated – they take significant planning, liaison with artists, design and production time
- Clearly, the sense of anticipation and excitement each week, as staff and residents looked forward to what was going to be in the Pack added to the satisfaction and fun they had
- The use of high-quality materials made participants and staff feel valued and respected and added to their overall satisfaction and enjoyment
- Zoom and other social media platforms were useful for connecting with residents and were particularly valuable for the review and reflection sessions with artists; it enabled artists to meet regularly to discuss how plans were progressing and be responsive to the many changes and challenges that occurred along the way.

- Using Zoom for scheduled meetings avoided many long car journeys for artists and project staff and as such contributed to our aims of being as environmentally-friendly as possible.

Ultimately, we learned that we don't have to be in the room all the time to deliver high quality experiences to our participants.

The experience, training and professionalism of the artists we employ is key to devising inventive and engaging activities, whilst the resources of the Suffolk Artlink team support and steer those activities to deliver a project that has been a joy to work on.



“My daughter brought me here because she wanted to show me what she'd seen when she visited with Special Delivery. Today, I've come back with my boyfriend to show him.”

Adult visitor, Halesworth and District Museum, August 2022

## Section 2: Recommendations

“My local heritage means much more to me now.”

Pupil, Pakefield Primary School, Lowestoft

As stated in the Introduction, intergenerational work is a cornerstone of Suffolk Artlink’s charitable mission.

Through our work on the Special Delivery project, we have successfully demonstrated that it is possible to bring together different generations in a shared appreciation and increased knowledge of their local heritage through creative activities.

We have also demonstrated that these activities can lead to learning new skills and an increased sense of wellbeing.

The variety and scope offered by working with local heritage material is limitless, lending itself to an inclusive practice that is intrinsic to Suffolk Artlink’s work.

As such, our recommendations are that we should: -

- Develop our partnership with Suffolk Archives and county museums to identify and access archive materials for use in creative intergenerational projects
- Develop our model of delivery to include the use of Activity Packs and social media platforms, as well as face-to-face sessions
- Invest in our artists, to ensure their continued professional development
- Build on existing relationships with care homes and schools, to strengthen and increase the impact of our work for residents and staff
- Investigate other opportunities to share our learning and practice in care home and school settings
- Extend the reach of our work through public engagement and outreach programmes.

"[We had] a great session this morning with our Special Delivery! Some new residents asked to join in, as it looked fun. We enjoyed the cards and thinking of things to archive. This created a lovely conversation and the mood was happy, cheerful and everyone enjoyed the morning."

Activities co-ordinator, Broadlands Residential Care Home

Below: individual archive packs, each containing 'something that makes me smile'







Special Delivery was a partnership project and we are indebted to all those who supported it. We would like to say a special 'thank you' not only to the wonderful, creative participants, but also the brilliant school and care home staff who took part with such enthusiasm and generosity of spirit and all those at Suffolk Archives and in county museums; together, you all made the project a very Special Delivery indeed.

## Appendix 1: TARGETS

Attendance

### **Bury St Edmunds February – December 2020**

Abbots Green Primary School: 7 participants (5 girls, 2 boys)

Act Your Age outreach theatre group: 13 adults – non-core\*

### **Lowestoft: September – December 2021**

Pakefield Primary School: 10 participants (9 girls, 1 boy. 1 girl withdrew half way through)

Hildesley Court Independent Living Unit: 11 core participants (8 females, 3 male)

### **Lowestoft: January – April 2022**

Oulton Broad Primary School: 11 participants (11 girls)

Broadlands Residential Care Home: 11 core participants (11 females)

### **Lowestoft: May - July 2022**

Roman Hill Primary School: 10 participants (5 boys, 5 girls. 1 girl withdrew half way through)

Britten Court Care Home: 14 core participants (9 males, 5 female)

### **Halesworth: May - July 2022**

Edgar Sewter Primary School: 9 participants (9 girls)

Beech House Residential Care Home: 10 core participants (9 females, 1 male)

### \*Core participants

For the purposes of clarity and rigour of accounting, we count participants who attend 3 sessions or more as being 'core' participants.

Often residents may join for one or two sessions and then leave, either because they are no longer interested or because they cannot sustain the regularity of the sessions.

Similarly, in schools, participants may withdraw after a while, often because a new club opens at a time that clashes with our sessions.

In this case, the children still count as 'core' participants for, although they were not present at the end of the programme and thus did not contribute to the final surveys, they nevertheless attended 3 or more sessions.

Core participants for main programme of work

Children = 47 (39 girls, 8 boys) – target 50

Adults = 46 (33 females, 13 males) – target 50