# Creating Age Friendly Communities:
## A workshop resource for local government

COTA

# Acknowledgements

# Introduction

This workshop kit is intended for use by local government authorities. It is designed as a "how-to" guide for running a workshop focused on population ageing. As such, it aims to help councils consider the issues arising from an ageing population and how they apply to their local area. Councils can use the workshop method as a community engagement strategy, a staff education strategy, or a mix of both.

Twenty-four workshops were run in preparation for this resource: seven metropolitan and seventeen rural councils participated. The process has been tried and tested across New South Wales with the participation of a cross section of coastal, inland, metropolitan and rural councils.

The workshop process allows participants to explore and share their knowledge related to older people and an ageing population. While many issues are common to most councils, such as transport and social isolation, the particular information and ideas arising from workshop discussions are focused on the local council area in question. This enables strategic and operational planning to be more focused and relevant to the local community. Feedback from the workshops indicated that council staff gained important insights into the lives of older residents and could therefore better understand their role in relation to an ageing population.

The workshop process also has the potential to engage local residents in discussions with council representatives. One of the outcomes from the workshops was that community members gained a better understanding of the role of local government and the array of issues councils face. Community members were also able to identify their role in supporting local government and older community members. This was particularly the case for older residents who participated in the workshops.

This kit provides a step by step guide to running a Liveable Communities Workshop which focuses on an ageing population. The exercises and activities are designed to take participants through a process that encourages them to think about the lives and aspirations of older residents. First, participants are asked to consider the diversity of the population and how older people interact with the built environment. Then they are asked to apply this thinking to the community strategic plan. The process concludes by asking participants to identify one action they can take to make their council area more age-friendly.

This workshop kit includes a session plan with an accompanying PowerPoint slide show, preparatory documents, example handouts, sample body outlines, and a DVD video of the process in action. The session plan includes a rationale for each step and some tips for less experienced facilitators. The complete resource kit is also provided in electronic format on a DVD for easy processing and copying of handouts. More information about the project can be found on the COTA NSW website.

I hope you find this resource useful as part of your strategy for addressing the issues of an ageing population in you local government area.

Dr Jane Bringolf
June 2013

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# Workshop preparation checklist

# Before the workshop day

**Promotion of workshop**

- ☐ Prepare flyer, program, posters, letters, invitations
- ☐ Book venue
- ☐ Book catering
- ☐ Set up registration list

**Preparation of materials**

- ☐ Take photographs of the local area for the picture analysis activity
- ☐ Prepare worksheet handouts with photographs (one picture per page)
- ☐ Prepare worksheet handouts with goals from the Community Strategic Plan
- ☐ Prepare PowerPoint presentation with Council information inserted
- ☐ Prepare body outlines for archetypes (one for each workgroup – 55, 65, 75, 85, 95)
- ☐ Purchase sheets of stick-on stars or dots (half a sheet per person)
- ☐ Purchase Crayola felt pens (less toxic than whiteboard markers) one for each person
- ☐ Purchase small notepads and pens (two or three per table)
- ☐ Purchase masking tape for hanging up body outlines
- ☐ Purchase chocolate rewards (or similar)
- ☐ Prepare name tags and table allocation for participants
- ☐ Prepare table numbers

**Photocopying of materials**

- ☐ Set of instruction sheets for activities (one set per person)
- ☐ Worksheet handouts for Activity 2 (pictures) (6 or 7 per group)
- ☐ Worksheet handouts for Activity 4 (goals)
- ☐ Worksheet handouts for Activity 6 (actions) (one for each person)
- ☐ Program for the day (minimum one per table)
- ☐ Evaluation forms
- ☐ Additional resources and handouts as appropriate

# On the day of the workshop

**Room preparation**

- ☐ Prepare registration desk

- ☐ Tables and chairs set up café style to accommodate a minimum of four people and a maximum of six

- ☐ Laptop and digital projector and associated connection leads

- ☐ Projector screen

- ☐ Microphone

- ☐ Lectern and side table for materials

- ☐ Body outlines set up around the walls/windows/doors. (55, 65, 75, 85, 95)
  The minimum number of workgroups should be four – the 95 age group can be omitted

- ☐ Activity instructions on tables for each participant with pens, notepads and stars

- ☐ Table amenities: Water, glasses, mints

- ☐ Ensure availability of ongoing tea, coffee and water in or near the room

# Generic project explanation

# Liveable communities project

This project was funded by the NSW Department of Family and Community Services Ageing Grants Program and implemented by COTA NSW (Council on the Ageing NSW). The aim was to work with councils across New South Wales to bring about a better understanding of an ageing population and what that means at local government level.

The concept of liveable communities encompasses a range of factors: housing, public transit systems, pedestrian and cycle access, and safe and attractive recreation spaces, along with aspects such as water and air quality. All these factors are of particular relevance to older Australians such that they might live longer in safe, healthy, convenient and comfortable surroundings at home and in the community. Ageing in place is not just a case of ageing at home behind closed doors, but ageing in all places including local neighbourhoods. Consequently the built environment and council infrastructure are major considerations.

The New South Wales Government has recently taken a whole of government approach to population ageing, which is outlined in the NSW Ageing Strategy. Consequently this will have a flow-on effect for all government departments and instrumentalities. Local Government is therefore in a unique position to address specific issues that might pose barriers to creating liveable communities, particularly for older Australians.

There are several resources in circulation related to liveable communities that have similar aims of healthy environments, community participation, and social inclusion. These have been thoughtfully developed and contain very useful information. However, they are not necessarily in formats that suit local government purposes.

Using information from these resources and the goals of councils' Community Strategic Plans, this series of workshops was designed to assist councils address the issues of ageing in a practical way. Council staff and councillors were invited to participate in the workshops as well as invited community members and community service providers.

It was envisaged that at the end of each workshop, councils would have a clear way forward with practical and achievable actions that will make their communities more liveable for older Australians.

A report of the first nine workshops is available on the COTA NSW website under the Liveable Communities section. A resource kit based on the workshops, "Creating Age Friendly Communities: A workshop resource for local government", can be found on the COTA NSW website as well. This workshop kit is designed to be used as a community engagement strategy, staff development activity, or a mix of both, with the aim of making local communities more liveable and age-friendly.

# Generic flyer

# COTA

Place council logo here

You are invited to a

## Liveable Communities Workshop

on PUT THE DATE HERE  10.00 am to 3.30 pm

at PUT VENUE AND ADDRESS HERE

**Australia is experiencing a rapidly ageing population and COUNCIL NAME needs to be ready to cope with this evolution.**

**This is a practical hands-on day for Council staff, Councillors, service providers and invited community members to learn more.**

How are the needs of an ageing population addressed through the Council's Community Strategic Plan?

How can our Council's economy, amenity, sustainability, health and wellbeing, equity, education and leadership add to 'quality of life' for older residents?

Don't miss this unique opportunity to think, learn and talk about these important issues, how they relate to the services you offer and how our Council area can be made more age-friendly.

**Lunch, morning and afternoon teas and all materials will be provided.
RSVP to PUT YOUR EMAIL HERE
or phone NUMBER by DATE 2013.**

**Additional information and who to contact about the workshop can be placed in this box.**

# Generic program

# Liveable Communities Workshop Program

**Facilitated by**

Name of Facilitator Here

Place council logo here

| | | |
|---|---|---|
| **9:45** | **Registration** | |
| | Tea and Coffee on Arrival | |
| **10:00** | **Opening and Welcome** | |
| | PUT IN MAYOR AND/OR GM IF DOING THIS | |
| **10:20** | **Setting the Scene for the Day** | |
| | Presentation: An Ageing Population | |
| **10:40** | **Session 1:** | |
| | Activity: Who are we talking about? | |
| | Activity: Every Picture Tells a Story | |
| **12:15** | **Lunch** | |
| **1:00** | **Session 2:** | |
| | Activity: Community Strategic Plan and Older People | |
| **2:15** | **Afternoon Tea** | |
| **2:30** | **Activity: Putting it into action** | |
| **3:15** | **Closing Remarks** | |
| **3:30** | **Close** | |

Facilitator bio can be placed in this space.

# Generic activity instructions

# Activity 1:  Who are we talking about?

## Aim of the activity

The aim is to create an archetypal older person.

## What you need

A body outline with an age assigned to it and a coloured felt pen.

## How to do it

Think about the people you know in the age bracket assigned to your group.

Discuss aspects of their lives with your group.

Write key words on your body outline.

Create a "story" about your person and include the following aspects:

- Where are they living?  Do they own their home?

- What type of housing or accommodation do they live in?

- Who do they live with?

- What activities are they involved in?

- What do they do in a typical week?

- What sorts of things might stop them from participating in activities?

- What are their aspirations? What do they want for themselves and others?

Include anything you think is relevant to creating a "typical" person of this particular age.

Give your 'person' a name.

We will be referring to these descriptions throughout the day.

There are no right or wrong answers in this exercise - you are using your own experience to guide your comments.

# Activity 2: Every picture tells a story

## Aim of the activity

The aim of the activity is to analyse the pictures from the perspective of older people.

## What you need

Handout 2: Picture worksheets and a pen.

## How to do it

Take a few minutes by yourself to look at each of the pictures assigned to your group.

On the picture sheet, write comments about the suitability of the environment for an older person.

There are no right or wrong answers or comments.

- Compare your pictures and comments with the group

- Discuss similarities and differences in your comments

- Add more comments to your pictures if required

Pictures and comments will be collected later and used as workshop feedback.

# Activity 3:  What did everyone else find out?

## Aim of the activity

The aim of the activity is for each group to share their findings from the picture analysis with another group.

## What you need

Your group's picture handouts with comments.

## How to do it

Choose one person from your group to represent your group.

The group representative, **when instructed** by the facilitator, will move to the next table and explain their group's findings.

You will be given a short time for discussion.

Any additional thoughts should be written on the picture worksheets.

If time permits, the facilitator will decide if there will be a second rotation to another group.

On the instruction of the facilitator, the group representatives will return to their workgroup and briefly explain any additional thoughts or ideas about the pictures.

# Activity 4: What does it all mean for my Council?

## Aim of the activity

The aim of the activity is to apply the perspective of older people to the goals in the Community Strategic Plan.

## What you need

Handout 4: Worksheets with goals from the Community Strategic Plan and a pen.

## How to do it

Read the goal or goals assigned to your group.

Decide by consensus two or three goals to work on.

Using the space below the goals on the worksheet, for each goal:

- Write down specific actions that Council could implement

- Write down specific actions other agencies might need to implement

- Write down what you think Council could do, but is unable

- Write down what older people might be able to contribute

Nominate a person to summarise the findings to share with other groups.

# Activity 5: Sharing findings

## Aim of the activity

The aim of the activity is for each group to share their findings from the goal analysis with another group.

## What you need

Your group's goal worksheets with ideas and comments.

## How to do it

Choose one person from your group to represent your group.

The group representative, **when instructed** by the facilitator, will move to the next table and explain their group's findings.

You will be given a short time for discussion.

Any additional thoughts should be written on the goal worksheets.

On the instruction of the facilitator, the group representatives will return to their workgroup and briefly explain any additional thoughts or ideas about the goals.

# Activity 6: What can I do?

## Aim of activity

The aim of the activity is to identify one thing you can do within your current role as a result of today's workshop.

## What you need

Hanout 6 for listing thoughts and creating an action statement.

## How to do it

Reflect on the information gathered and discussed throughout the day.

Write down any possibilities for action under "My thoughts and ideas".

Identify at least one action you can take tomorrow at your desk or in the field as a result of this workshop and write it as an action statement.

Share your action statement with the group once everyone has an action.

This worksheet will be collected and used for workshop feedback.

# Generic evaluation sheet

| | Very Good | Good | Neutral | Poor | Very Poor | Comments |
|---|---|---|---|---|---|---|
| Introductory Session | | | | | | |
| Activity 1 Archetypes | | | | | | |
| Activity 2 Pictures | | | | | | |
| Activity 3 Feedback | | | | | | |
| Activity 4 Goals | | | | | | |
| Activity 5 Feedback | | | | | | |
| Activity 6 Task | | | | | | |

| | A lot | A little | Not at all | Comments |
|---|---|---|---|---|
| Did the workshop help you understand the issues facing Council in relation to an ageing population? | | | | |
| What could we do to improve the workshop? | | | | |
| What was the most valuable part of the workshop for you? | | | | |
| Any other comments? | | | | |

# Session plan

# Introduction

This session plan is designed to lead the workshop facilitator through the workshop process. Prior experience of group facilitation is not assumed and therefore the process is explained in detail and the rationale for each step is also explained. The facilitator instructions are on the right hand page and the rationale for each step is on the left hand page.

To aim of the workshop is to bring about a better understanding of the needs of older residents. It highlights how small details, such as the placement and availability of items such as seats and toilets, can make a difference to whether people feel safe and comfortable getting out and about. Consequently, the group work discussions are an important part of the process as this is where peer learning takes place. Apart from the peer learning, outputs from the workshop in the form of worksheets can provide council staff with information for their strategic and regulatory work.

The first activity, the archetypal older person, is primarily designed as an ice breaker as well as a means by which to understand the diversity of older Australians. However, the 'stories' of each archetype can also be written up as vignettes and used to help inform planning decisions.

The second activity, which focuses on the built environment, usually highlights the inconsistency of accessibility and useability of the public domain. Evaluation forms across all twenty-four workshops held in preparation for this resource showed that this was the most popular and informative activity in the workshop process.

The third activity focuses on the Community Strategic Plan and requires some conceptual thinking on the part of participants. This is probably the most difficult activity for participants and often requires some direct support from the facilitator. The way that goals are expressed in some community strategic plans is not always clear and if they prove too difficult to work with it might suggest that the goals need to be restructured.

The fourth and last activity narrows the focus to the individual participant and their role in making their local government area more age-friendly. It gives the participants a clear task to take away and hopefully a feeling of accomplishment as well.

The timings in the session plan are only a guide. Timing of activities often requires a judgement about the mood of the group as a whole, whether some groups finish their tasks sooner than others, and whether to allow open discussion to continue at length.

This session plan is supported by pro-forma handouts, instructions, and additional information as well as a DVD, which also explains the process and rationale. A generic PowerPoint Presentation is also provided in this kit which gives a workshop introduction as well as a guide for the workshop process on the day.

Each of the activities can be used as separate modules if required. Although the workshop was originally designed to lead participants from viewing older people as a homogenous group to viewing them as a diverse group, as well as considering older people within the planning process, each activity can be used as a stand-alone exercise.

Lastly, be sure to have an accessible and suitable venue. Poor venue choice can impact on the formation of the group dynamic and the ability of the facilitator to engage with participants. Consider acoustics, visibility of PowerPoint slides, seating, heating and/or cooling. Council Chambers are rarely suitable as the fixtures and fittings do not allow easy placement of a café-style table layout. Very large community halls with poor acoustics and/or poor heating and cooling are also not suitable.

## Facilitator explanations and rationale for method

### Opening and welcome

**Purpose:** To introduce the topic and the facilitator to attendees; to focus participants on the purpose of the workshop; and to make participants feel welcome.

Good timekeeping acknowledges those who make the effort to follow time signals and makes them feel their time is valuable.

This is important for participants who are task focused and tend to work through the set activities more quickly than others who are keen to continue with their discussions.

### Welcoming address

This can be based on the project explanation document included in this resource kit. The address should welcome participants, refer to the issues of an ageing population, mention any local statistics, and any other related points. Any personal anecdotes emphasising the ageing population may be added.

Where the General Manager also wishes to speak, or is invited to speak, she or he may like to encourage staff to participate and utilise any new ideas.

### Housekeeping

Depending on the situation, this can be dealt with before the welcoming address or at this point.

Dealing with housekeeping at this point can lead participants into the practicalities of the day.

### Introduction to the workshop

**Purpose:** To prepare participants for the topic and the activities and to provide background information.

The pro-forma introductory PowerPoint presentation can be used. Ensure local statistics have been provided. Include photos and graphs where appropriate. The O'Brien and Phibbs report "Local Government and Ageing" can be found on the Local Government NSW website, or the NSW Family and Community Services website.

Participants must be clear about the purpose and structure of the day so that there are no surprises or unmet expectations.

| Time guide | Activity | Aids |
|---|---|---|
| **10:00AM** | **Opening and welcome** | |
| | • Introduce self briefly.<br>• Welcome participants and acknowledge any dignitaries and special attendees.<br>• Acknowledge traditional custodians of the land and elders past and present.<br>• Remind participants to put their mobile phones to silent.<br>• Introduce person making welcoming address (Mayor or General Manager). | Lectern<br>Microphone |
| **10:05AM** | **Welcoming address** | |
| | • The address should welcome participants, mention the issues of an ageing population, local statistics, and any other related points.<br>• Thank the speaker and reiterate any important and relevant points.<br>• Introduce second speaker if programed.<br>• Thank the speaker and reiterate any important and relevant points. | |
| **10:15AM** | **Housekeeping** | |
| | • Explain procedure for fire exit and location of toilets. Explain lunch and any other refreshments will be provided.<br>• Introduce self (and co-facilitator) outlining background experience relevant to the workshop and the topic. | |
| **10:20AM** | **Introduce workshop and set the scene for the day** | |
| | • Outline the aims and objectives of the workshop. Explain the points in the PPT slides. Include photos and graphs where appropriate to emphasise points.<br>• Link to UWS O'Brien and Phibbs report for NSW Office for Ageing. Add any other relevant local details. | AV equipment for PPT<br>PPT slide show |

## Workshop process

Use the pro-forma set of activity instructions for the activities. These should be placed on tables before participants arrive. (See the chapters on setting up and introducing the workshop on the DVD video included in this kit.)

Seat allocations should be arranged prior to the workshop to create a mix of participant 'types' with personalities likely to foster productive discussion.

Some rearranging of seating might be needed at this stage to make sure all three participant types are at every table.

## Activity 1: Who are we talking about?

**Purpose:** To heighten awareness of the diversity of older people and that a single policy response will not suit all older people: To help create group cohesion and raise energy levels after sitting and listening.

**Objective:** To develop an archetypal person in the assigned age bracket and to be able to tell their 'story'.

Body outlines should be pre-prepared and hung in suitable places in the workshop room prior to the start of the workshop. Put a different age group (55, 65, 75, 85, 95) at the top of each outline. (Refer to the chapter on setting up on the DVD.)

Sample body female and male outlines are provided with this kit. They can be printed on A0 size (minimum A1) from the electronic version of this kit, or hand drawn on flip chart paper using the sample outlines as a drawing guide. The scale can be expanded by joining two sheets of flip chart paper.

There are no right and wrong answers, the aim is to start a conversation about the diversity of people over 55 years of age. Some participants may be concerned that there is no such thing as a typical person. Encourage them to continue by explaining that this is not meant to be exact, but to get an impression of someone of that age who lives in the LGA.

Each group will be assigned a particular age group. This can be done verbally using hand gestures to point each group to their corresponding body outline. Alternatively, sticky notes or other devices can be used to allocate ages to tables before the workshop starts.

As the discussions begin, walk around to each of the groups and assist where necessary. Ensure groups are developing a single person not just expressing generalities about people in that age group.

| 10:30AM | **Workshop process** | |
|---|---|---|
| | • **Explain:** You will be actively involved in this workshop - it is a workshop and not a seminar or lecture. You are the experts on your local area. Consequently you will be coming up with the answers, not me. This is a situation where everyone will be learning from each other. | Instructions Handout |
| | • **Explain:** You have been placed in small groups to work together and you will stay with the same group for the day. | |
| | • **Explain:** You have been grouped so that there is at least one council staff person, a community member and a community service provider on each table. If there is not, perhaps we need to do some rearranging before we start. | |
| | • **Explain:** You have one minute each to introduce yourself to other group members. Say your name, your job role and something you would like to get out of the day. | |
| **10:40AM** | **Activity 1: Who are we talking about?** | |
| | • **Explain:** When we talk of older people, who are we actually talking about? | **Handout 1:** |
| | • **Explain:** In policy terms, older people are people aged 50+. In the space of two ten year community strategic plans, people of 50 will be 70. | **Activity 1:** Instructions for creating an archetypal older person |
| | • **Explain:** To get a better idea of who we are talking about, let's develop some archetypal, or typical older people. We can base these on people we know. | On flip chart paper, large outline drawings |
| | • **Explain:** Each group has been assigned an age group. This age group is allocated to a body outline. | of people: One each of 55, 65, 75, 85, 95 |
| | • **Read** out the instructions in **Handout 1** and clarify any questions. Emphasise that people should use their own knowledge of people in the assigned age bracket. There are no right or wrong answers. In their groups, they are to go to their respective body outline and discuss their archetype. | |
| **10:50AM** | • **Direct** participants to take a coloured felt pen each and assemble themselves in their groups at their assigned body outline and begin discussion about people they know around this particular age (55, 65, 75, 85, 95). | Crayola felt pens |
| | • **Direct** participants to write key words on and around the body outline. Use words that will help develop the story of their archetypal person. They have 20 mins for this activity. | |

Before closing the activity check each archetype has been given at least a name, a place to live, some activities (work, leisure) a family, some aspirations, and a mention of health status.

## Archetype review exercise

**Purpose:** To review the work of other groups without spending time sitting and listening to each group report back.

**Objective:** To understand the diversity of the older population, that aged care is only relevant to a small part of the older population and that there are many productive years left in people between 50-100.

At the same time as participants, review the archetypes and assess the similarities and differences between them and note any items of particular interest. To be part of the group, also apply stars.

Use this time to place the Picture Handouts for Activity 2 on tables.

Emphasise that older people are not an homogeneous group and that they are very varied in their lives and their needs. THIS IS A KEY THEME FOR THE DAY. If time, you can ask for any other key comments from the group.

## Activity 2: Every picture tells a story

**Purpose:** To engage participants in discussion about the built environment and how it might help or hinder older people when getting out and about.

**Objective:** Each group to explain each picture in their set and how older people experience each particular location.

Each group should have a set of photographs of places in the local government area. These should be printed on A4 paper with sufficient space for notes to be written below the picture. (Refer to examples of picture handouts in this kit).

Use the pro-forma PPT slides of bus stops to help explain the activity. In open forum encourage participants to contribute their thoughts about the bus stops. Ensure participants know we are looking for both positives and negatives. This process of analysis should provide the example of how to look at their pictures.

In preparation take photos of the local area, for example, bus stops, shop entries, shopping malls, car parks, signage, and recreational venues.

There should be sufficient pictures for each participant to have at least one each. Avoid repeating copies of the same picture – try to ensure that all participants each have a different picture. There is scope for groups of four or five to work with six or seven pictures in their group.

| | | |
|---|---|---|
| **11:10**AM | Ask participants to return to their seats.<br><br>**Thank participants for completing the exercise. Briefly go to each body outline, read out their name and quickly draw out any interesting comments.** | |
| | **Archetype review exercise**<br>· **Explain:** On your table you will see some sheets of stick on stars (or similar). Take a sheet each and take a look at each of the archetypes.<br>· **Explain:** when you see something relevant or unexpected, put a star next to it. | Sheets of stick-on stars<br><br><br>PPT slide |
| **11:20**AM | · **Explain:** Once you have looked at each archetype and put on your stars, get your morning tea and bring it back to your table.<br><br>**Allow time for everyone to get their morning tea and bring back to their tables before briefly reviewing the archetypes.**<br><br>**Briefly mention key points, similarities and differences across the ages.**<br><br>· **Explain:** These archetypes (mention each by name) will be with us for the rest of the day and will inform our work. | |
| **11:25**AM | · **Signpost:** In the next exercise we will see how well older people can get out and about in the community. | |
| **11:25**AM | **Activity 2: Every picture tells a story** | |
| | · **Explain:** Now we are going to look at how well our archetypal older people can get out and about in the local area.<br><br>· **Explain:** To help explain what we are going to do, let's look at these pictures on the slides.<br><br>· Show pictures and invite comments.<br><br>**Guide participants into what to look for: No footpath to the bus stop, no concrete apron to the kerb, etc. Allow any other comments relating to the difficulty of these bus stops. Point out any good features such as a seat and a shelter. We are not looking only for negatives.**<br><br>· **Explain:** Turn to the instructions for Activity 2 in your booklet of instructions.<br><br>· **Explain:** Find the set of pictures on your table and take one each. Have a look by yourself first, and make any comments below the picture. When you have finished swap your picture with someone else in your group until you have seen all the pictures given to your group. Feel free to discuss the pictures together once you have seen all or most of the pictures. Both sides of the sheet can be used for notes. | Pictures of local area: One each per person. PPT slides of bus stops.<br><br>Handout 2: Instructions - reviewing pictures.<br><br>Activity 2: Picture Analysis. PPT explanation |

Reiterate that they should be considering all older age groupings, not just the one associated with their archetype.

Circulate around the groups and give assistance where necessary. Ensure all points discussed are noted on the picture sheets.

## Activity 3: Sharing findings

**Purpose:** to extend learning by discussing findings with other groups

**Objective:** One member of each group will explain their findings to another group and add any additional information to the picture worksheets.

The explanation for this process must be clear and directive otherwise there will be confusion. This is where table numbering becomes important. One person from each group will go to another group to discuss their findings.

Take care to keep the group under control as some people start moving to other tables before everyone is ready to move at the same time and fail to listen properly to the instructions.

While this set of instructions appears simple, experience has shown that having people moving around before the explanations are complete has the potential to cause confusion about who belongs where.

Give a timeframe for completing this task. This will depend on whether there is sufficient time for another rotation to a second group, which is recommended for this exercise as there is often much to discuss.

If time is short or if groups appear very engaged in discussion, the one rotation will be sufficient to achieve the main point of the exercise.

Some groups may have participants who are tasked focused and will quickly move through the pictures without much discussion. Where appropriate, encourage the group to continue their discussions while other groups continue theirs.

The question can be asked in open forum, or by asking each group to say one key thing they found in their pictures.

Collecting worksheets is an opportunity to reward the volunteers with a small novelty gift when they bring forward their worksheets, and for the group to applaud their efforts.

In closing the morning session, briefly recap the work of the archetypes and the picture analysis and link to the afternoon session which will focus on the goals of the Community Strategic Plan. The PPT can be used for this as well.

During the lunch break distribute Handout 4: Goals from Community Strategic Plan. Each table to have a different set of goals.

Where the CSP has four or five goals, sub-goals may be split across two groups. Where the CSP has more goals than workgroups, select those of most relevance to the topic, or that appear the easiest to work with.

| | | |
|---|---|---|
| **11:30**AM | **Generally allow 20 minutes for this activity. However, it is important to judge the level of engagement to decide how long to give to discussions.** | |
| | **Activity 3: Sharing findings** | |
| | • **Explain:** Each group will now share their findings with another group. This is how it will be done. First I need a volunteer from each group who will take the pictures and discuss them with another group.<br><br>• **Direct:** Will the chosen person please stand but **not move yet**. (Be very specific about this as people tend to become involved in the task and start moving off to another table before everyone is ready.)<br><br>• **Explain:** When I say 'go' and not before, the person from table one will move to table two, the person from table two will move to table three **(list them all until all tables have been mentioned)**. | |
| **11:55**AM | **Give the go ahead and then ensure the process runs smoothly.**<br><br>• **Explain:** Make sure you capture any new thoughts and ideas on your picture sheets.<br><br>• **Timing: Judge the level of engagement at tables to decide when to conclude the discussions.**<br><br>**If there is time for a second rotation, repeat the instructions above.** | |
| **12:10**PM | **Bring volunteers back to their groups and ask them to share any other comments they received about the pictures.**<br><br>**Draw the exercise to a close by acknowledging the work and discussions and invite participants to briefly give any key comments they may have.**<br><br>• **Question**: In summary what was the key message you found when discussing the pictures?<br><br>Collect the picture sheets from each group. Explain that they will be typed up for future reference by the council Review morning's activities.<br><br>• **Explain:** We have looked at the diversity of older people and how they are not all the same. We have looked at how older people interact with the built environment.<br><br>• **Signpost:** After lunch we will put this information together when we look at the key elements of the Community Strategic Plan. | PPT slides |

## Introduce afternoon session

**Purpose:** To bring attention back to the topic and prepare participants for the next activity.

## Activity 4:  Older people and the community strategic plan

**Purpose:** To focus the learning on the goals of the CSP and to interpret the goals from the perspective of older people. To focus on inclusive activities and solutions, not care services.

**Objective:**  Each group to make a list of actions Council can undertake to make the LGA more age-friendly and socially inclusive.

Guide participants away from familiar aged care solutions and segregated activities to more inclusive and creative ideas for older people living in the community.

Subsititue your Council's goals for the goals in the pro forma goal worksheets and the PPT slide.

Most Community Strategic Plans have four to six main goals or themes. Allocate one main goal or key theme to each group, but provide sufficient copies of worksheets for participants to have one each.

Sit at each table in turn to ensure the activity is on track.  However, if discussions are focused on another, yet important area, allow this to continue.  The value of the exercise is as much in the dicussion as capturing good ideas.  Some goals are not easy to work with, so it is important to keep the conversation flowing.

Timing for this activity should be judged by the level of engagement rather than setting a specific time.  Sometimes it takes groups ten to fifteen minutes to become creative.

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|---|---|---|
| **12:15**PM | **Lunch** | |
| **1:00**PM | **Introduce afternoon session** | |
| | • Welcome participants to the afternoon session.<br><br>• Briefly recap the work so far to focus the attention of participants.<br><br>• **Question:** Before continuing on, are there any questions from this morning? | PPT slides |
| **1:05**PM | **Activity 4: Older people and the community strategic plan** | |
| | • Acknowledge that the morning session focused on the practicalities and concrete information, and that the next activity is more conceptual.<br><br>• Using the examples of CSP Goals in the pro-forma PPT slides, explain the activity.<br><br>• Refer participants to the handout for Activity 4 in the instruction booklet.<br><br>• **Explain:** Thinking about your discussions so far, look at the list of sub goals and as a group decide which sub goals you would like to work with.<br><br>• **Explain:** When you have decided, list some actions you think Council could do that would be age-friendly.  Write these actions down on the Goal Worksheet handout.<br><br>• **Explain:**  Remember to think about the diversity of older people from 50 to 100 when thinking about these actions. | PPT slides<br><br>Handout 4: Goal Worksheet<br><br>Activity 4 Instructions<br><br>PPT slide explanaiton |
| **1:10**PM | • **Explain:** Once you have decided on which goals to work with, I will visit each group during this exercise to see if you need help with this activity.<br><br>**Give a five minute time signal after approximately fifteen minutes.  Allow more time if groups appear to need it.** | |

## Activity 5: Sharing findings

**Purpose:** To consolidate ideas and gain clarity by discussing them with others, to seek new thoughts from others, and for others to gain an appreciation of at least one other goal in the CSP.

**Objective:** To gain feedback on ideas for the goals.

The process for this exercise is the same as the morning group sharing exercise. The instructions should be repeated for clarity and control of the movement from group to group.

Consider rotating in a different direction to that in the morning, say, anti-clockwise if they went clockwise in the morning: table three to table two, table two to table one, etc.

As in the previous sharing exercise, there may be time for a second rotation in which case the instructions should be repeated. However, participants are usually becoming tired with thinking and one rotation is usually sufficient and more time given to open forum later.

Similarly to collecting the picture worksheets, each volunteer can be given a small novelty gift.

Some participants may prefer to dispense with afternoon tea so they can finish earlier. However, if the last activity has been difficult for some, the break will be welcome.

Use this time to distribute Handout 6: What can I do?

If an evaluation form is to be used, this should be distributed as well.

| | | |
|---|---|---|
| **1:30PM** | **Activity 5: Sharing findings** | |
| | • **Explain:** Each group will now share their findings with another group in the same way as we did for the picture exercise. | |
| | • **Explain:** First I need a volunteer from each group who is NOT the same one from this morning. | |
| | **Ask the chosen person to stand but not move yet. Once again, be very specific about this so that the volunteers don't move off to another table before everyone is ready.** | |
| | • **Explain:** As we did this morning, when I say 'go' and not before, the person from table one will move to table two, the person from table two will move to table three (list them all until all tables have been mentioned). | |
| **1:35PM** | **Give the go ahead and then ensure the process runs smoothly.** | |
| | • **Explain:** Make sure you capture any new thoughts and ideas on your CSP Goal worksheets. | |
| | • **Timing:** Judge the level of engagement to conclude this part of the activity. | |
| **1:50PM** | **Bring volunteers back to their groups and ask them to share any other comments they received about their ideas.** | |
| **2:00PM** | **In open forum, invite each workgroup to tell everyone their goal topic and say just one idea for that goal.** | |
| | **Collect the goal worksheets from each group** | |
| **2:10PM** | **Draw the exercise to a close by acknowledging the work and discussions. Note that energy levels may be low due to the difficulty of the exercise compared to the morning activities.** | |
| | • **Signpost:** After afternoon tea we will see if we can put any of these ideas into practice. | |
| **2:15PM** | **Afternoon tea** | |

## Activity 6:  What can I do?

**Purpose:** To focus attention across all the activities of the day and draw these to a practical conclusion. To give a sense of achievement to individuals and their group, and to empower individuals to act where they can.

**Objective:** To have one clear action from each participant as a result of the workshop.

**Note:**  This activity is best run as a fun exercise, especially if the energy levels are low after the previous activity.

Some participants may have difficulty coming up with ideas. Where possible, identify these participants and ask others in their group to assist.

Circulate between groups and assist where necessary.

**At the end of the allotted time, check that everyone has an "I can" statement.**

Keep the session light-hearted and fast moving. Give positive reinforcement to each person. A 'reward' such as a small chocolate frog, for each person after they make their 'pledge' is appropriate.

Ensure everyone can hear – a roving microphone is the best way to achieve this.

## Workshop close

**Purpose:** To acknowledge participants and to make them feel appreciated.

**Objective:** To acknowledge individual and group achievements and encourage further action.  To thank all those who helped organise the workshop.

**Evaluation Forms:** If evaluation forms are utilised, allow time in this session for completing.

"Spare" time is allocated at this point to allow for timing over-runs, additional open discussion, awarding of certificates, and/or announcements.

Participants appreciate being able to leave at the advertised time.

| | | |
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| **2:30PM** | **Activity 6: What can I do?** | |
| | • **Explain:** This activity is about using all the information from this morning, the goals from the community strategic plan, and your job role. | Activity 6 Handout |
| | • **Explain:** The instructions for this activity are in your instruction booklet. | Handout 6, What can I do? |
| | • **Explain:** Using the worksheet, Handout 6, write down any ideas you have about what you can do to make the area a more liveable for older people. | |
| | • **Explain:** Decide on one action you can take in your job when you return to work. If you don't have paid work, think about what you can do in your day to day activities or volunteer work. Write this down on the worksheet at the bottom in the place where it says, "One thing I can do is…" | PPT slide |
| **2:35PM** | • **Explain:** When you have your ideas written down, discuss these with at least one other person in your group. Help each other with ideas if needed. | |
| | • **Explain:** You have ten minutes to complete the task. | |
| **2:45PM** | • **Explain:** Now that everyone has worked out one thing they can do in their job, or in their day to day activities, it is time to tell everyone else what that is. | |
| | **Go from table to table and ask each person in turn to tell everyone their action. Acknowledge each person's 'pledge'.** | |
| **3:05PM** | **Workshop close** | |
| | • **Question:** Are there any last minute questions or comments? | |
| | **Briefly review the activities to show how much work has been done: Refer to the archetypes around the room, the analysis of the pictures, the ideas for the CSP, and the willingness to make a commitment.** | |
| | **If certificates of attendance are to be awarded, these can be handed out now.** | |
| | **Thank all participants, workshop organisers, caterers (if appropriate).** | |
| | **If the Mayor, a Councillor or General Manager was present throughout the workshop, invite them to make any closing remarks.** | |
| **3:30PM** | **Close** | |

# Activity handouts

COTA

# Example handout 2: Picture worksheets

**Your comments…**

## Your comments…

**Your comments…**

## Your comments…

# Example handout 4: Goal worksheets

**Note:** Three of the goals from Cabonne Council Community Strategic Plan are used as examples for the Goal Worksheets (Activity 4).

# Goal worksheet

## Future direction 1:  Connect Cabonne to each other and the world.

- A safe, efficient and quality urban and rural transport system for vehicles and pedestrians on Council's local regional and state road network

- Everywhere in Cabonne has access to contemporary information and communication technology

- A range of transport option into and out of, and around Cabonne are affordable and available

- Transport infrastructure meets agricultural needs to get goods to and from market

- Access to major metropolitan markets enables the growth of tourism

## How can these goals include older Australians?

# Goal worksheet

## Future direction 2: Build business and generate employment

- A strong and vibrant local business sector

- Coordinated tourism product and a thriving visitor industry in Cabonne

- Increased viable, sustainable and value adding business in Cabonne

- Jobs for Cabonne people in Cabonne

## How can these goals include older Australians?

# Goal worksheet

## Future direction 3:  Provide and develop community facilities

- Pre-school, playgroup, childcare and youth facilities are available across the Shire

- Health and aged care facilities meet local community needs

- Sporting, recreational, Council and community facilities and services are maintained and developed

- Cabonne has the education services and facilities to be a contemporary learning community

## How can these goals include older Australians?

# Handout 6: What can I do? worksheet

# Handout 6

## My thoughts and ideas:

## Action statement:

**One thing I can do is ...**

# Age friendly checklist

## Footpaths

- The design and size of footpaths is one of the key elements for encouraging people to get out and about
- To encourage people to walk socially and for exercising together, paths should be wide enough to take two mobility devices side by side, such as baby strollers, scooters and wheelchair
- Mobility devices also need seamless footpaths and paths of travel with no lips, trips or steps. However, streets need well defined edges with no roll-top kerbs as these are easier for people to negotiate and to board buses and cars
- One of the main issues of designing footpaths is the trend towards 'shared paths' for both pedestrians and cyclists
- Some older people, particularly those with early dementia, find fast moving people and cyclists disorientating and they fear for their safety as their reflexes are not as good as they used to be. In short they fear being run down
- Pedestrians are also wheelchair and scooter users, as well as people pushing prams, not just people walking

## Basic items

- Provide footpaths as soon as possible in new developments
- Provide footpaths on both sides of the street
- Provide footpaths to transport stops and stations with concrete aprons across nature strips and under seating
- Footpaths should be wide enough for two mobility devices to pass
- Provide a seamless transition between footpaths and street crossings and into buildings
- Minimise conflicts between pedestrians, cyclists and vehicles

## Additional features

- Use travelators rather than escalators as these are difficult for some people to negotiate
- Locate lifts so that they are easily accessed, well signed and visible to the street

## Avoid

- Anything that will lift pavers and cause trip hazards later
- Gravel
- Walking on grass or denuded ground
- Breaks in the path of travel caused by missing paving or architectural barriers
- Placement of street works that break the path of travel without sufficient attention to accessibility for people with mobility difficulties

## Seating

- Street and open space seating encourages people who have poor mobility to continue getting out and about

- If people experience pain in their walking or become breathless and know there is a seat, their fear of getting stranded, embarrassed or falling is minimised

- Seats must be well placed and not in the line of pedestrian traffic and if outdoors, offer some shelter from the elements, particularly summer sun

- Street seating also encourages social inclusion. In some neighbourhoods strategically placed seating encourages older people to gather informally

- People who have difficulty rising from seats require arm rests upon which they can push themselves to a standing position

- Seats placed on grass or surrounded by grass or gravel are not easily accessed particularly for people with mobility devices

### Basic items

- Seats should be placed at regular intervals in street settings and shopping strips. Seats at bus stops can serve as both transport and pedestrian seating, in which case ensure sufficient supply

- Seats should be placed on level concreted ground with a concreted wheelchair and pram access space alongside

- Seats to be set back from the main pedestrian path of travel but with a continuous footpath

- Seats must have arm rests and back rests

- Seats should be protected from the elements but at the same time be visible from all directions for passive surveillance

### Avoid

- Setting seats too high, too low or on sloping ground

- Upholstered public seating without arm rests and/or low to the ground

- Seating that will not accommodate larger bodied people

| | |
|---|---|
| **Wayfinding and signage** | • Wayfinding design is the process of organising spatial and environmental information to help the user find their way |
| | • Although signage is a common solution to wayfinding, sources of confusion can be caused by factors such as the way items are named and labelled and the design of the building itself |
| | • Consequently, signage is a part of wayfinding but not the total solution for users being able to find their way through the environment |
| | • Some people have difficulty locating themselves in space and get easily disorientated in unfamiliar environments, and others lose their spatial wayfinding capability with the onset of dementia |
| | • The positioning of key landmarks together with signage that is clear and easy to interpret should be considered in developments |
| | • When designing signage and wayfinding for people who require Braille, refer to Vision Australia for guidance |
| **Basic items** | • Street signage should have large lettering, colour contrast, plain fonts and non-reflective surfaces |
| | • Street and business signs should be easily read by both pedestrians and drivers |
| | • Signage should be well placed so that it is visible from all directions |
| | • Signage should be continuously placed if leading from a distance, for example leading to toilets, lifts, separate accessible entries, or landmarks |
| | • Transport stops to be well signed |
| | • Include orientation features such as landmarks and architectural cues |
| **Avoid** | • Heritage style fonts and colours unless essential. Include alternative signage nearby |
| | • Placing wayfinding signs where there is a lot of visual 'noise', that is, alongside many other signs and hoardings |
| | • Just labelling doors, such as toilet doors, without including signage indicating where the door is located |

| | |
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| **Toilets** | • Being able to find and use a public toilet is a necessity for everyone when they are out and about |
| | • Some people need a toilet more frequently or urgently |
| | • If toilets are not easily located or poorly maintained it can impact on a person's confidence to spend time away from their home base |
| | • If a person has poor levels of continence they may only go to places where they know a toilet is nearby, easily accessed and minimal chances of needing to queue |
| | • Equal space given to toilet for men and women is not effective if men have to wait also while women queue. Consideration should be given to more cubicles for women |
| | • The size of cubicles need to consider larger people, ability to get in and out with a small child, bags, or luggage, and the placement of sanitary items within the cubicle |
| | • Ability to open and close the door and use latches should also be considered. Outward opening doors create greater accessibility, for the 'ambulant toilet' in particular, but there should be a handle to pull the door closed on the inside of the door |
| | • At least one accessible toilet should allow for a carer of the opposite sex to attend and assist. Accessible toilets within gender specific toilets prevent this |
| **Basic items** | • Public toilets outdoors and indoors are sufficient in number, clean, well maintained and accessible |
| | • Provide at least one unisex toilet to allow carers to enter and assist (companion toilet) |
| | • Ensure clear and visible signage to public toilets |
| | • Allow sufficient space for a person to enter a cubicle with bags or small children |
| | • Consider the difference in overall allocation of space required by men and women to reduce queuing times by women |
| | • Ensure an accessible path of travel to all toilets |
| **Avoid** | • Leaving accessible toilets locked when others are open |
| | • Gravel or uneven paths to outdoor toilets from the main path of travel |

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| **Lighting** | • Lighting is often considered in relation to safety after dark, but lighting covers more aspects than safety |
| | • Light levels are also important in daylight hours, particularly for people who have low vision |
| | • Subdued or low light levels can make reading and wayfinding difficult in both day and night conditions |
| | • Pools of light interspersed with darker spaces, both day and night, are problematic for people who have low vision, and for people who have difficulties with visual perception |
| **Basic items** | • Lighting should be even and without glare and designed and placed to minimise pools or strips of light |
| | • Lighting should be designed and placed to minimise reflected pools or strips of light across surfaces |
| | • Maintain lighting and replace faulty lights when needed to avoid light pools and dark patches |
| | • Provide good lighting after dark in public spaces |
| | • Provide good lighting after dark at bus stops |
| **Avoid** | • Glare from reflective surfaces - also consider the suitability of the surface |
| | • Placing trees and shrubs where they will grow under a light source |

# List of useful resources

COTA

# Useful resources

## Healthy Spaces and Places

**ALGA, Planning Institute of Australia, and Heart Foundation**

www.healthyplaces.org.au

## Checklist of Essential Features of Age-friendly Cities

**World Health Organisation**

www.who.int/ageing/publications/Age_friendly_cities_checklist.pdf

## Integrated Age-Friendly Planning Toolkit for Local Government in NSW

**Local Government NSW**

www.lgnsw.org.au/policy/ageing

## Resource for Ageing Population Planning 2.0 (RAPP)

**Local Government NSW**

www.lgnsw.org.au/policy/ageing

## Built Form Guidelines and Open Space Guidelines

**Landcom**

www.urbangrowthnsw.com.au/news/publications-reports/landcom-publications.aspx

## Age-friendly built environments

**Australian Local Government Association**

http://alga.asn.au/site/misc/alga/downloads/publications/Agefriendly_built_environment_paper.pdf

## Building Dementia and Age-Friendly Neighbourhoods

**Alzheimer's Australia NSW**

http://www.fightdementia.org.au/common/files/NSW/20110803-NSW-PUB-DementiaFriendlyNeighbourhoods.pdf

## Development and Active Living

**Premier's Council on Active Living (PCAL)**

http://www.pcal.nsw.gov.au/__data/assets/pdf_file/0007/99943/PCAL_Final_web-v1_6.pdf

## Creating Liveable Communities in the Lower Hunter

**Hunter New England Population Health**

http://www.hnehealth.nsw.gov.au/hneph/liveable_communities

## Model for working with local government to create liveable communities

**Hunter New England Population Health**

http://www.hnehealth.nsw.gov.au/__data/assets/pdf_file/0006/91626/Liveability_
Assessment_Tool_Final_Low_Res_Version_.pdf

## Liveability Assessment Tool

**Hunter New England Population Health**

http://www.hnehealth.nsw.gov.au/__data/assets/pdf_file/0006/91626/Liveability_
Assessment_Tool_Final_Low_Res_Version_.pdf

## Creating Liveable Communities for an Ageing Population

**COTA Queensland**

http://www.cotaq.org.au/index.php

## Community Liveability List of Considerations

**COTA Queensland**

http://www.cotaq.org.au/images/List-of-Considerations.pdf