



Newcastle
Libraries

The Memory Room Project

Creating a dementia
program in your library

**A toolkit for reducing social
isolation for people living with
dementia in your community**

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1. Creating a dementia program in your library



This toolkit has been produced to assist public libraries to create a simple and engaging program to reduce social isolation for people living with dementia in the community.

1.1 Background

Public libraries are part of the very fabric of our communities. They offer safe and inclusive spaces to read, research, reflect and connect. They are social places and provide programs to inform, delight, and engage. Libraries have a long history of creating wonderful programs, particularly for children and young people. As Australia's older generation continues to grow, and is predicted to double by 2057, libraries have a role in helping our ageing community maintain their independence and wellbeing by offering programs that prevent social isolation and loneliness.¹

1.2 The rationale for dementia programs in libraries

Did you know that dementia is the second leading cause of death of all Australians and the leading cause of death for women. In 2023, there are over 400,000 Australians living with dementia. As our population ages, the number of people with dementia is expected to increase to reach 800,000 by 2058.²

Why does this matter to public libraries? It matters because most people with dementia live in our communities, and they want to continue to access and use their local services. The greatest challenge facing people who live with dementia is the lack of awareness about the disease in the community and the stigma and social isolation this creates. Libraries can be leaders in this area by creating inclusive services and spaces for those who live with dementia and assist them to remain included, accepted and connected to their community.



Leaf rubbing from Memory Room participants

2. The Memory Room – a practical guide





The Memory Room program was created in 2020 to serve those living with dementia, and their families and carers and is a valued addition to the regular programming in the library. The Memory Room is a part of a multifaceted project that includes staff training in dementia awareness, memory kits that can be borrowed by all members of the community, a podcast series – Laughter and Tears, and the installation and activation of a Tovertabel* (Please see appendix for information on these programs and services).

The aim of the Memory Room program is to:

- (a) Provide free social inclusion opportunities for people living with dementia and their carers
- (b) Engage with members of this community in a familiar, safe, and welcoming environment
- (c) Encourage conversation opportunities using visual stimuli to recall memories
- (d) Provide online engagement activities for the dementia community

Memory Room sessions are run fortnightly. The sessions are facilitated by a local art therapist. The group is limited to a maximum of 12 participants (6 people living with dementia and their carers). We have found that the smaller group allows for greater opportunities for conversation and reflection. Each participant has an opportunity to participate with support and care.

Each session runs for 1.5 hours.

2.1 Themes

Every Memory Room session is based on a theme. Each theme is chosen as it relates to the life and memories of some or all participants in the group. Using a theme gives the session purpose and direction and helps to focus the attention of participants. However, the theme is only a starting point, and the conversation can lead in any direction. It is the skill of the therapist to know if or when to return the group to the central idea. It is the conversation, not the theme, that is the key and focus of the session. This toolkit provides several examples to follow.

2.2 Objects and images as stimulus

Each Memory Room session uses an image(s) or object(s) to stimulate memory and encourage conversation. We use items that can engage all the senses such as photographs, tactile items and treasured objects, aromas, music and sound.

2.3 In the library and in the community

The sessions are held in our libraries and in the community. Easily accessible, warm and comfortable library spaces are used. Most sessions are held in a multifunction room to maintain the privacy and intimacy of the group. If possible, avoid rooms adjacent to noisy library areas as hearing can be an issue with older members in the sessions. Some libraries have exhibition spaces. We lead sessions in these spaces to take advantage of the exhibitions and use the subject as a theme.

There are several wonderful community locations that can add purpose and meaning to Memory Room sessions. We have visited art galleries, museums, beaches, ships, clubs and parks, historical sites, etc. While they require greater preparation to ensure access and suitability for the session, the reward is an immersive experience for all participants. Communication about the program and the needs of the participants at all community sites is essential. All participants arrange their own travel to library and community sites. We currently do not offer transport.

3. Session format



The format below provides a detailed outline of a typical session. While the themes, location and activities may change, the design of each session remains constant.

3.1 Welcome

Participants are welcomed with a light morning tea. Dietary needs are considered. This time is used to undertake a quick "check in" so the facilitator is aware of any additional needs, concerns, or requests from participants before commencing the session.

Clear printed name badges are provided for all participants and staff. Referring to participants by name helps to make the participants feel connected and the conversations more personal.

3.2 Setting the scene - the theme

The group will be aware of the theme as it is highlighted in the email invitation that is sent a week prior to the session. (See appendix for examples). The invitation will ask participants to think about the theme and may suggest bringing along a treasured item, or nominating a favourite song, destination, aroma, etc., that relates to the theme. For example, for a session called "At the Movies", participants were asked to nominate their favourite films.



'At the Movies' accessed 14 April 2023.⁴

Opportunities are provided for all participants to view and touch items, and to add to and enhance the conversation during the program.

Conversation starters and prompts

The facilitator commences the conversation with specific open-ended questions that both introduces the theme and encourages participants to reflect on what they think and how they feel. Avoid asking questions that only require a 'yes' or 'no' answer as they tend to stifle conversation. Examples of open-ended questions include:

"Tell me about your favourite holiday destination."

"Can you think of other times when you felt so much joy (or exhaustion, sadness, etc)."

"When was the last time you (-----) to help you unwind?"

"How did that experience make you feel?"

Ensuring eye contact when talking with each participant is essential and allows trust and genuine regard for the conversation undertaken. Being aware of non-verbal communication, such as body language and facial expressions is also important as it informs the direction of and length of the conversation.

When opening the theme up for conversation, allow it to be led by the first person to respond. Once they have contributed to group discussion thank them for sharing and continue to ask the question to the person on their right. Work your way around the circle/room so you allow everyone an equal opportunity to contribute. Frequently validate participants' responses with sincerity and don't forget to repeat responses if there are people in the group with quiet voices or for people that are hard of hearing.

Be aware of the cognitive decline associated with dementia and allow participants to go at their own pace. This involves being comfortable and supportive in the silence and not putting words in participants' mouths. This is important as we are encouraging the participants to share their personal narrative.

If someone is monopolising the conversation, when appropriate thank them for sharing and bring the conversation back to the next person in the circle. Allow the conversation to go on tangents but bring it back onto topic for the next person to contribute. For example, *"Thank you for sharing that with us John. now Cindy, I'm interested to hear about what things you do to unwind?"*.

Repeat the answers given by participants if others in the group may not have heard. We want the experience to be inclusive and responses valued. This also helps retain attention.

Allowing everyone the opportunity to speak, both people living with dementia and their family member and carer, enriches the conversation and prompts memory and recollection.

The sessions generally run for one hour, thirty minutes. It is important to keep an eye on the time to ensure that enough time is allocated for the art session and other activities such as music therapy.

3.3 Art activity

The art activity is an opportunity to reflect on the conversations and always relates to the theme of the session. The ideas for activities are endless but should always enhance and deepen the connection to the theme and the ideas presented in the preceding conversations.

This toolkit provides activities for a range of themes. An example relating to the theme, *'The Great Unwind'* is given below.

In this theme, the conversation relates to what makes you calm and what you do to unwind. After participants have had the opportunity to share what they do to "unwind", they are asked to think about what 'calm' looks like for them in preparation for creating an artwork to reflect their thoughts.

Participants are encouraged to consider:

What colours are calm, relaxing colours for them?

Is there a particular scene they would like to re-create?

Can they represent their calm feeling through, shapes, patterns and colours?

Many participants are new to the idea of art as reflection. It is important to reiterate that there are no right and wrong ways to create. Their artwork is a personal reflection of what 'calm' looks like for them.



Examples of creative activity

3.4 Material list

Each activity has specific resources. For resource lists, please refer to individual themes and activities. For *'The Great Unwind'* activity, the materials list includes:

Small canvases

Paint brushes – a selection of sizes

Acrylic paints

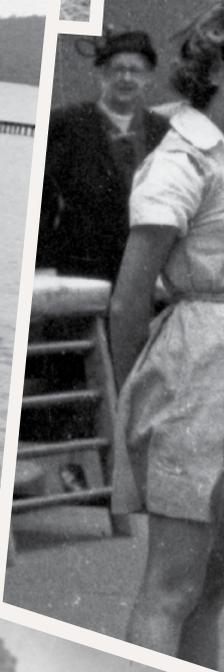
Pallets

Paper towel/ rag for wiping wet brushes

Water in jar for washing brushes

Each person in the session has an opportunity to share their artwork with the group and explain why they chose the ideas, colours and design. This is completely voluntary.

Participants are then able to take their artwork home and upon viewing, hopefully will feel or have memory of what "calm" is for them. At home, carers can help remind participants of what the artwork represented and encourage the continued conversation about finding calm.



4. A world of themes and activities



The Memory Room sessions with themes and activities have been collated for your use.

Since its inception, The Memory Room has explored over 40 different themes and the list continues to grow. Each theme provides an explanation of the subject, objects and/or images as stimulus, open-ended questions to encourage conversation, an art activity and material list. Some sessions provide ideas for including music therapy in the program.

A selection of sessions are listed and have been grouped into the following areas:

4.1 At home

4.2 In the neighbourhood

4.3 Further afield

4.1 At home

1. Treasured objects
2. The lawn, the veggie patch and the flower bed – adventures in the home gardens
3. Family celebrations – Christmas in the Memory Room
4. Itches, scratches, coughs and remedies – Memories from the medicine cabinet
5. On the nose – baked bread, coffee, and cinnamon – memory and smell
6. Memories from the kitchen table

4.2 In the neighbourhood

1. Sideshow alley
2. Bird song!
3. Publicans, Brewers, Winemakers and Teetotallers – Memories in the Hunter
4. The Soft Library – books from your childhood
5. Cold snap!
6. School days
7. All things sporty!
8. Here comes the bride...and groom!
9. Swings and rocket ships – memories from the playground
10. Dance floors, clubs and bands

4.3 Further afield

1. Sun, sand and seaweed – a day at the beach
2. Maitland floods
3. Memories around the campfire
4. Colour your world!
5. Ahoy there, m' hearties! A Memory Room on the water
6. Ink in the Lines (Tattoos in the Military)

4.1 At home



1. Treasured objects

Prior to the sessions, ask participants to bring in a treasured object for group discussion. Examples might be a family photo, a piece of clothing, a pot plant, a vase, a poetry book, a homemade clay pot, a recipe book, etc.

Setting the scene - an introductory activity

Set the room up so participants sit around a table and the treasured objects are placed in the middle of the table.

Invite participants to visually explore the treasured objects placed on the table before taking a seat.

Conversation starters and prompts

To explore the treasured objects, start by asking one participant to choose a treasured object from the table (that was not the one they brought in) that stands out to them in some way. This participant will then be asked:

"What was it about this object that you were drawn to?"

"Why do you suppose it is a treasured object?"

After the participant has had a guess about why it is a treasured object, the owner of the object is asked to comment. A few questions to ask the owner could be:

"Is this why it's a treasured object for you?"

"Please share with the group what makes this object so special for you"

After the owner has shared memories of their treasured object, it is their turn to choose a different object from the table that stands out for them. The process continues with the same questions until all treasured objects have been selected and every one has had an opportunity to speak about their object.

Art activity

Using A4 paper and your choice of art supplies, ask participants to create an image that reflects their treasured object. Perhaps it will be the occasion when the object was received or found. It may be of the person who gave the object, or the location, etc.

Upon completion, ask participants if any other memories came up for them whilst creating their reflective drawing. To finish off ask participants to use one word to describe their treasured object.

Materials

A4 Paper

Choice of oil pastels, paint sticks, soft pastels, pencils



A 'Treasured objects' session at Lambton Library

2. The lawn, the veggie patch, and the flower bed – adventures in home gardens

Invite participants to bring in their favourite potted plant, photographs of past or present veggie or flower gardens, home grown produce, favourite flowers or cuttings from favourite plants.

Setting the scene - an introductory activity

Invite participants to take a seat and place any objects they have brought in to share on the table. Take turns in allowing participants to share information about the item they have brought in and the item's significance.

Conversation starters and prompts

"What varieties of flowers/ vegetables did/do you grow in your garden?"

"What is it about this plant that brings you joy?"

"What is your favourite vegetable/ herb/ flower to grow? What makes it your favourite?"

"What sounds do you hear in the garden?"

"Is your garden hard work, a pleasure to be in, or a bit of both?"

"What animals do you welcome into your garden?"

"Have you ever found snakes, spiders or creepy crawlies in your garden? Please share!"

Art activity

This session we are getting our hands dirty!

1. Create a paper pot using newspaper.
2. You tube link for paper pot creation video

[Watch video here](#)



3. Fill your pot with potting mix using the small spade.
4. Select some seeds.
5. Plant your seeds.
6. You may like to make several pots and plant a variety of seeds to take home.
7. Once your seedlings grow you can transfer your paper pot straight into your garden bed.

Materials

Newspaper

Jar for mold

Scissors

Potting mix

Small spade

Variety of seeds



Potting seeds at Lambton Library

3. Family celebrations – Christmas in the Memory Room

Setting the scene – an introductory activity

Tis the season! Decorate the room in festive style for this session. Welcome participants with a non – alcoholic glass of bubbly and encourage mingling. Set the table with Christmas Crackers, chocolates, cheese, cherries, gingerbread – whatever feels festive.

Take a seat and pull the Christmas Crackers, take time to allow for participants to share the jokes and put on their festive hats.

Conversation starters and prompts

"What are your Christmas plans this year?"

"Can you share your favourite childhood Christmas memory?"

"What does Christmas lunch look like at your place?"

"How do you select the perfect Christmas gift?"

"Does your family open presents one by one, watching as each person opens their gift? or is it a frenzy?"

"Do you attend midnight mass on Christmas eve? What recollections do you have of these occasions?"



Christmas card artwork

Art activity

In a previous session, ask participants to create a collaborative Christmas Card design. Each participant contributes to the card by drawing a Christmas motif. The finished card can then be printed, and many copies made.

In this session, give each participant a copy of the card and ask them to write a Christmas message to themselves. As them to think about the year that was and write about the highs and lows. Ask them to think about their year ahead and write about some goals they wish to achieve. Then give participants the option to share what they have written if they wish.

Hand envelopes out and the group to write their names and addresses down, and place their card in their envelope. Collect the cards then post them so that each participant receives their Christmas card in the mail and can reflect on their own message.



Greta Migrant Camp 1949

4. Itches, scratches, coughs and remedies – memories from the medicine cabinet

Setting the scene - an introductory activity

Before participants arrive, use a diffuser in the space with some eucalyptus oil to engage the senses and set the scene. Invite participants to take a seat and pass around a jar of eucalyptus lollies for participants to taste.

Conversation starters and prompts

"What can you smell? What does it remind you of?"

"What can you taste? Does it bring back any memories for you? Please share."

"When you were growing up what were common remedies used in your household for coughs and colds?"

"What were the go-to items in your medicine cabinet for itches and scratches?"

"Did your parents ever give you medicinal home remedies when you were sick? If so, what were they and did they help?"

Engaging your sense of smell

Pass some medicinal scented items around your circle for participants to guess the smell.

Examples:

Vicks Vapour Rub	Lavender oil
Eucalyptus Oil	Clove oil
Tea Tree oil	Peppermint oil
Calamine lotion	Apple cider vinegar
Pinetarsol	

Art activity

Create an abstract drawing that reflects one of the mentioned aromas.

For example, what does the smell of eucalyptus oil look like? Think about what colours you interpret the smell of eucalyptus to be. What shapes, patterns etc. come to mind when you think about the smell of eucalyptus/lavender / clove or whatever aroma you choose.

Materials

White A4 paper

Soft pastels

Oil pastels



5. On the nose – memory and smell

Setting the scene - an introductory activity

The sense of smell adds an essential layer to unlocking memory. Think of the fresh pine needles of a Christmas tree, or the vibrant tang of a mandarin. Once participants are seated open the session by asking the group to share their favourite smells. You can then ask participants about their least favourite smells and what memories do these odours evoke.

Conversation starters and prompts

"What odours come to mind when I say the word Christmas? Talcum powder? Kerosene oil?"

"What other smells are meaningful for you?"

"Can you think of a time when you were taken back to a certain place and time due entirely to a smell?"

Art activity

Select a variety of items with distinctive smells and place in paper bags. Examples include:

Toast	Vegemite
Mandarin peel	Tea Tree Oil
Lavender oil	Almond oil
Shoe polish on a brush/rag	Coffee beans
Clove oil	Rosemary
Eucalyptus leaves	Vanilla essence

Hand out one bag per couple so each couple has a different paper bag. Each couple is to smell what is in the bag (without looking), then create a drawing to reflect the smell. Once all couples have created their drawings go around the table one couple at a time and ask participants to look at the drawing and guess the smell! Try and create enough bags so each couple can have two or three turns.

Materials

White A4 paper

Paper bags

Oil pastels



6. Memories from the kitchen table

Invite participants to bring favourite recipes or cookery books in for this session and any old, trusted kitchen utensil that they couldn't live without.

Setting the scene - an introductory activity

Set up a small display table in the centre of your group for participants to place their cookery books, recipes and utensils on.

Begin conversations around favourite meals, recipes and utensils.

Conversation starters and prompts

"What is your favourite meal? What is it about this dish that you enjoy so much?"

"Does this dish remind you of a special occasion?"

"Was this dish something you cooked for yourself or for your family, or, was it a dish someone else prepared for you?"

"What list of ingredients do you need and how do you cook this dish?"

"Describe the flavour and aroma of this dish?"

"Do you still eat this dish today? If so when was the last time you ate it?"

"Do you enjoy baking? Cakes, slices, scones, biscuits? Share stories of your favourite sweets."

"What is a trusted cooking utensil you couldn't live without? How does this utensil help you in the kitchen?"



Tastes from yesterday

Some members, family or carers may choose to provide a simple dish to share.

Art activity

Think about the favourite dish you described. How does preparing this dish or eating this dish make you feel? Examples could be - Satisfied, happy, lucky, dreamy, in anticipation, relaxed, excited, joyful, nourished, full, blessed, warm, loved.

Create a drawing to reflect this feeling.

Allow at least 15 minutes for this drawing activity. Then ask participants if they would like to share their drawing with the group. You might like to ask:

"How was this process for you?"

"What feeling did you represent in your drawing?"

"How does it feel to be (insert feeling)?"

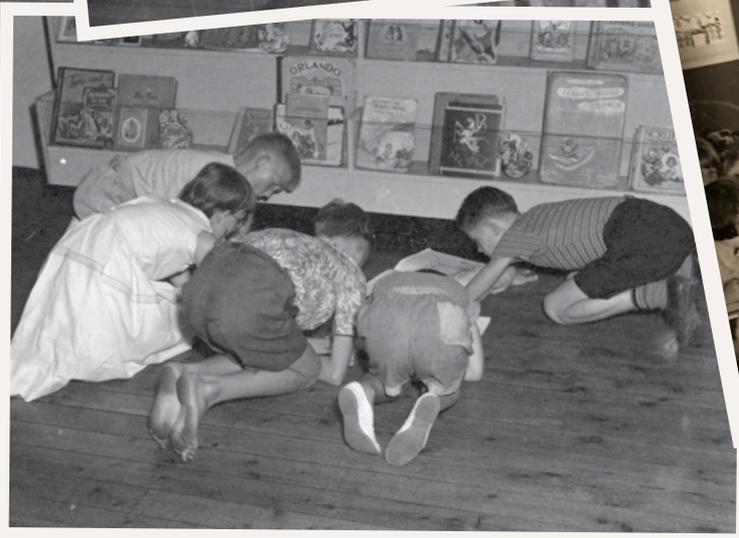
Materials

White A4 paper

Paint sticks or

Oil pastels





4.2 In the neighbourhood



1. Sideshow alley – the local show

Setting the scene - an introductory activity

Begin session by passing around some old images from the local show to encourage conversation amongst participants during this time.

Where do they think the photos may have been taken?

What do they see in the images that suggest this?

You can then introduce the theme "Sideshow alley – the local show."

Suggest other objects or ideas such as a kewpie doll, a dagwood dog, show rides such as dodgem cars, etc.

Conversation starters and prompts

"As a child what did you most enjoy about going to your local show? Was it the showbags, the rides, the food, all of the above? Share your memories of attending your local show."

"How did it feel to be at the show?"

"Did you ever participate in events in the main arena? If so, what was that experience like for you?"

"Share your experience entering the cookery, art, craft, showgirl, embroidery, textiles or produce sections held in the show pavilions."

Art activity

Sideshow alley provides many opportunities to recreate memories of play. "Pop the balloon" is a simple activity that can be enjoyed by all participants.

Use a large board with small, inflated balloons pinned all over it.

Ask participants to stand a few meters back and take it in turns to throw darts at the balloons.

You can give away bags of fairy floss as a prize for popping balloons. Ensure all participants receive a prize.

Materials

Balloons

Pins

Large board

Darts

Prizes



2. Bird song – memories from the garden and bush

Setting the scene - an introductory activity

Begin session exploring old bird illustrations. We looked at a current Library exhibition – “The Birds of Australia” showcasing Australia’s incredible birdlife captured by John Gould - English ornithologist and his talented wife Elizabeth, who brought the birds to life through her realistic illustrations. Share a few historic points about John and Elizabeth Gould where/when appropriate.

Conversation starters and prompts

"Where do you think the photos in the exhibition were taken?"

"What type of bird is depicted in the illustration?"

"Describe the way the illustrations depict a true representation of the bird. What materials do you think were used in creating the illustration?"

"Have you ever seen a bird like this in the wild? If so where/when did you have this encounter."

Music and art activity 1

Sing along

Print out lyrics and sing along to songs about birds. We sang along to:

Blackbird - The Beatles

Kookaburra sits in the old gum tree

Three Little Birds (Don't Worry About a Thing) – Bob Marley and the Wailers.

Rockin' Robin – Bobby Day

*Check your library's music licensing agreement (One Music, APRA AMCOS)

Listen to bird calls

Listen to kookaburra, magpie, whip bird calls. Allow participants to identify what bird is making which call.



Art activity 2

While listening to bird calls try a mark-making activity. Whilst listening to the bird calls think about what those bird calls would look like. Make marks on your page to reflect the bird calls. Consider whether the sounds are sharp, soft, warbling, shrill, jittery, melodic and how you would best represent these sounds through colour and mark-making (jumpy lines, scribbles, shapes, flecks ect.).

Materials

A4 paper

Clip boards

Coloured oil pastels/ paint-sticks/ markers/ pencils

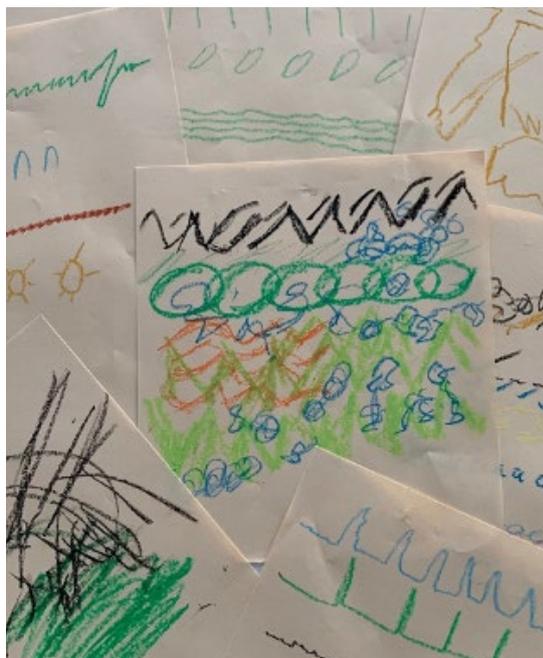
Conversation starters and prompts

"What is your favourite bird call?"

*"What do you enjoy most about this sound?
How does it make you feel?"*

*"Share your experience of birds at picnics or
the beach."*

"Have you ever been swooped by a bird? "



Meditation – Dim the lights, close your eyes and listen to a relaxing bird symphony. Where does it take you?

What thoughts/ memories come forth during the meditation?

Art activity 3

Creating a bird feeder is a great extension to the session. The bird feeder can be placed in the garden and conversations can continue. What types of birds visited your garden? Create some sketches of birds that came to feed.

Method

Pour your bird seed into a tray. Use a paddle pop stick to apply a thick coat of nut spread to your toilet roll. Roll it through the bird seed so it adheres to the nut spread. Once your toilet roll is covered in seed, use some wool or string to thread through the toilet roll and tie together enabling you to hang the bird feeder from a branch of a tree in your garden.

Materials

Toilet roll

Peanut/Almond butter

Bird seed

Wool/string

Tray

Paddle pop sticks



3. Publicans, brewers, winemakers and teetotalers – memories in the Hunter

Setting the scene – an introductory activity

This session we looked at an exhibition on display in Newcastle Libraries Lovett Gallery 'Publicans, Brewers, Winemakers and Teetotalers: Stories from the Newcastle Libraries Collection.'

We invited participants to spend some time looking at the exhibition which explored Newcastle's breweries and winemaking history.

Conversation starters and prompts

"Newcastle and the Hunter region have a long history of wine making and brewers. Describe how it feels to visit a winery and the surrounding countryside. What does it look like?"

"Where are your favourite drinking establishments past/ present? What makes this place your favourite? Share your favourite wine/ beer varieties."

Art activity

After the discussion, participants can create their own wine or beer label using A4 paper and a selection of pencils, oil pastels, soft pastels, paint sticks, pens, rulers, clipboards.

Consider using a catchy name such as "Peter's Pilsner" or "Vivacious Vino" and encourage participants to express themselves creatively through their design.

Once completed ask the group to share their creative labels if they choose. Be sure to encourage and support participant's creativity.

Materials

A4 paper

Pencils, oil pastels, soft pastels, pens

Paint sticks

Rulers

Clipboards



Memory Room participants tasting wines in the gallery.

Wine tasting

Select a few bottles of non-alcoholic red, white, sparkling wines and beers for the session.

Pour tasting samples into wine glasses and hand out to participants.

Ask participants to look, swirl and smell the wine. Then encourage participants to describe the colour and the aroma. Finally taste the non-alcoholic beverage and describe the flavours experienced. White, rosé, red wines and beers were tasted.

Encourage conversation amongst participants during this time.

Alcoholic beverages for this activity may be appropriate depending on the individuals attending the session.

4. The Soft Library – books from your childhood

This session focused on a travelling exhibition called *The Soft Library* by artist, Cat Rabbit, a textile-based artist from Melbourne, Australia.

The Soft Library is a whimsical felt “library” highlighting the magic of imagination and play for all ages. Cat Rabbit pays tribute to the library as a place of learning and wonder, and a home for endless possibilities of the imagination.

Participants were invited to bring in books from their childhood, favourite novels or poems and recollections from visiting libraries in their childhood.

Setting the scene - an introductory activity

Welcome and encourage participants to explore the Soft Library installation before taking their seats. Facilitator/s wander through the exhibition with participants highlighting a few interesting facts. Once the group is seated, opening questions may include:

"What is your favourite aspect of the 'Soft Library'?"

"What stands out for you most in this installation?"

Conversation starters and prompts

Discussion is expanded to include libraries in general:

"What role have libraries played in your community?"

"What are your childhood memories of visiting your local library?"

"Did you have a school library you borrowed books from?"

"What else have you borrowed from the library besides books?"

"What library programs have you attended?"

Favourite books

Invite participants to share their favourite childhood books, novels, or poems with the group.

Take time to ask open ended questions to discover more about what is so special about the book. For example:

"What is it about the story that captivated you so much?"

"Who used to read this book to you?"

"Did you have a special reading area at home? Was it in the garden, in bed, up a tree, rugged up on the couch?"

"What do you enjoy about reading?"

If participants brought in favourite books or poems encourage them to read a short excerpt that is meaningful for them. If they do not wish to read encourage their carer to read for them.

If your participants do not have a copy of their favourite book, you may be able to locate it in the library and bring it along for them.



5. Cold snap!

Setting the scene - an introductory activity

Invite participants to bring along some winter woollies such as favourite scarves, beanies or wool blankets. Introduce the theme by asking participants about the coldest places they have visited.

Conversation starters and prompts

"What are your memories of spending time in the cold?"

"Have you ever lived or holidayed in particularly old places?"

"What are your memories of spending time in the snow?"

"Have you visited countries where the temperature is extreme compared to what we are used to in Australia? What was this like for you?"

"What is it about being in the cold that you enjoy/do not enjoy?"

"What are your favourite foods to eat in winter?"

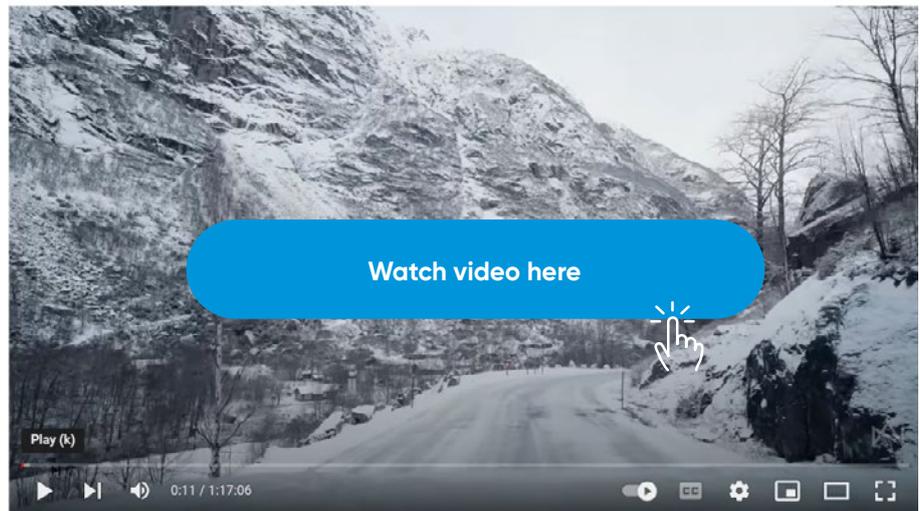
"Have you worked outside or played sport in the cold? What are your memories of these experiences?"

A relaxing snowy drive through Norway

Provide participants with hot chocolate to drink, turn the lights off and try to darken the space.

Rug up in winter woollies and watch approx. 20-25 minutes of the YouTube video – *Relaxing Snowy Drive through Norway*,⁶

Inform participants that they will be watching a video for 20-25 mins to allow them the time to really switch off and relax into the drive.



Relaxing Snowy Drive in Norway | Olden to Geirangerfjord, Driving Sounds for Sleep and Study ASMR

Post video questions

"What did you notice on the snowy drive?"

"What did you notice about the colours?"

"Which country do you think we were driving through?"

"How did this video make you feel?"

"Did it bring back any memories for you? If so, please share."

"How cold do you think it might have been there?"

"Describe the snowy landscape."

Art activity 1

For this activity, pre-fill an ice cube tray with water and use food colouring to dye the water blue, red, yellow, and green. Place sticks in each cube before placing in the freezer to freeze overnight.

Pop the coloured ice cubes on sticks from the tray, and place on plates for participants to use. Hold the frozen cubes in your hand and use them as water colours to draw and make abstract marks with, on the water colour paper. Create swirling lines, patterns or shapes of your choosing. Experience the ice melting in your hand and onto the paper, let the ice cubes lead your creation. There is no right or wrong way to create your image. Experiment with the ice cubes and have some fun.



Art activity 2

Using black cardboard and a white oil pastel or soft pastel, create a snowscape inspired by the snowy drive through Norway. What was the process like for you? What memories came to mind as you were creating your snowscape?

Materials

Ice tray

Water

Food colouring

Small sticks

Water colour art paper

Plates

Black cardboard

White oil pastels or soft pastels



6. School days!

This Memory Room session was held at Newcastle East Public School in the Kindergarten classroom. We arranged to spend 40 mins in the classroom engaging in conversation around school days before we were joined by the kindergarten class and their classroom teacher. Participants were asked to bring along old school photos, awards, reports etc. to share.

Setting the scene - an introductory activity

Begin the session by welcoming everyone into the classroom. Take some time to explore any artworks or books on display, discussing what you see, the colours, little classroom desks and chairs, play corner, reading nook etc.

Conversation starters and prompts

"Which school did you attend?"

"What was the name of your favourite teacher? What was it about this teacher that made them so special?"

"What was your most memorable school event?"

"Did you ever go on school camp? Where did you go? What was this experience like for you?"

"What was your favourite/ least favourite subjects at school?"

"What playground antics did you get up to?"

"Did sport play a part in your school life? What school sports did you play?"

"Share your memories of school lunches."

"What are the main things that have changed 'in the classroom' since you were a student at school?"

Show and tell

A few kindergarten students stood up and shared their news stories and treasured items with the class and guests. Encourage Memory Room participants to ask the children questions and engage during this time.

Encourage Memory Room participants to then share any old school photos or awards they have brought from home with the class. Encourage children to ask the grown-ups questions about the items shared.

The kindergarten class also sang a few songs for the Memory Room group that were well known such as "You are my sunshine".

Art activity

Create a collaborative artwork of small hands and big handprints.

Using a roll of paper cut a length no smaller than 1 metre wide and fasten to the table using masking tape.

Using a paintbrush Invite the children and participants to paint the palms of each other's hands before pressing their hand onto the paper creating hand prints.

Encourage intergenerational interaction by suggesting a child paints a grown-ups hand and vis versa. Memory Room participants could use this time to ask the children any questions about school or share any memories with them about their school days. Once everyone has contributed their handprint to the artwork – children and grown-ups might like to use their fingertips to dip into the paint and add some spotty marks to the artwork.

Ask the adults and children what they most enjoyed about the activity.

Materials

Selection of acrylic paints

Brushes

Jars for washing brushes

Roll of white paper

Masking tape



Jim, a retired teacher, shares his ink well with the class.

7. All things sporty!

Invite participants to come along wearing their favourite sporting team colours, scarves, jerseys etc. and bring along any old trophies and sporting memorabilia.

This session was held at the 'Koori Knockout - 50 years' exhibition. This rugby league competition is the largest Aboriginal sporting event in the country. A great location to talk sport!

Setting the scene - an introductory activity

Invite participants to wander through the exhibition before taking a seat. Begin session by acknowledging any sporting jerseys, trophies etc. brought along to share.

Conversation starters and prompts

"I can see you are wearing a Wallabies jersey today; how long have you been following the Wallabies?" (Or any sporting attire worn).

If any participants bring in photos or trophies, you may like to ask:

"What sport were you playing in this photo? How old were you at the time? Where was the photo taken? What did you most enjoy about playing this sport? Ask questions to discover more about the item and its importance."

"How did playing Netball make you feel? Looking at this photo/trophy. What memories do you recall from this time?"

"Have a discussion around the social side of sports and staying connected to friends and the community through sport. For example, what was it like to be part of a sporting team or club?"

"Have you ever been to a major sporting event? What was this experience like for you?"

"Do you have friends, children or grandchildren you have watched on the sporting field? Share your sideline stories!"

Getting active

Set up several indoor sporting activities in the space. Group members can participate in the various 'sports' if they wish.

Quoits

Bean bag toss (cornhole)

10 pin bowling

Walk the line (balance activity)

Identify safety hazards to minimise the risk of falls. Ensure you have a few seats at each activity in case participants would like to participate from a seated position.

Art activity

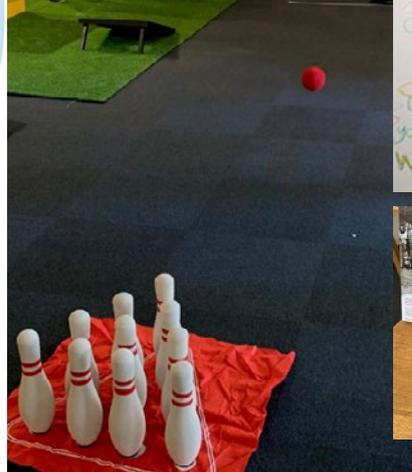
Set up a station with A3 sized paper and art materials of your choosing such as paint sticks and oil pastels. Create a sign in support of your favourite sporting team! Think of a slogan such as "Go you mighty Crows!!"

Materials

A3 paper or cardboard

Paint sticks

Oil pastels



8. Here comes the bride and groom!

Invite participants to bring along wedding photos. They could be their own wedding photos, a friend's wedding, a child or grandchild's photos or any wedding image that holds meaning for them.

Setting the scene - an introductory activity

Play some soft wedding music in the background as participants arrive. Such as Wagner: *Wedding March*. Have a well-presented table for participants to display their photos on upon arrival. Provide guest name cards and place them on the seats to add a lovely sense of occasion. Take it in turns asking participants about their photos. With the owner's permission, show the photo to each member in the group, before placing it back on the display table.

Conversation starters and prompts

Tell us about your photo. Ask questions to discover more about their special day such as:

"Where were you married? Do you remember the weather on the day? Did it affect your plans?"

"Did you have a reception? Tell us more about this."

"What are your memories of the days leading up to the wedding?"

"Can you describe what you were wearing? How did the clothes make you feel?"

"What kind of music did you have playing at your wedding?"

"Was there dancing? Cake? What sort of food was served?"

"Who was in your bridal party?"

"What kind of flowers did you have in your bouquet? Lapel?"

"Did you go on a honeymoon? If so, where did you go?"

"What emotions come back to you when thinking about your wedding?"

Art activity

Create a drawing to reflect how you were feeling on your wedding day.

Were you feeling nervous, excited, happy, in love, ecstatic, all the above? What do these emotions look like? Are they a particular colour?

Allow 15 minutes to create these drawings then spend some time inviting participants to share what they have created. You could ask "What emotion have you created in your drawing?"

Thank everyone for sharing.

Materials

A4 paper

Drawing materials of your choice such as:

Oil pastels

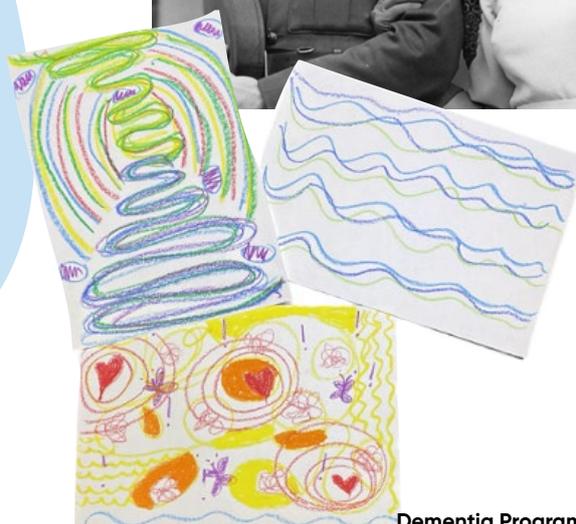
Soft pastels

Paint sticks

Coloured pencils

Cardboard (for guest name cards)

Metallic pen (for writing on name card)



9. Swings and rocketships – memories from the playground

Setting the scene - an introductory activity

Share some images of old playgrounds and parks from your local area with the group.

Encourage conversations of childhood memories playing at the park – swinging on swings, going down slides, climbing trees, taking turns on the seesaw, flying kites, or monkeying about on the monkey bars!

Conversation starters and prompts

"What are your childhood memories of playing at the park?"

"How did it feel to be lining up for the slide or waiting your turn on the swing?"

"Describe the feeling of the blisters on your hands after swinging back and forth on the monkey bars."

"Which was your favourite park?"

"In your opinion what is the importance of parks in the community?"

"Have you been invited to Birthday parties at the park? What was this like?"

"Describe your ideal picnic location."

Art activity

Create your own paper plane to fly against your fellow participants.

Take an A4 piece of paper and find a simple paper plane folding design to follow.

Do this activity step by step with the group. Once everyone has completed their paper plane, ensure each participant's plane either has their name on it or is decorated in a way that is recognisable to them.

Stand participants in a line to get ready to fly their paper plane.

If you have a large group perhaps consider having 3 or 4 participants fly their plane at a time, then the winners can verse each other. Have some fun!

Whose plane can fly the furthest?

Materials

A4 paper – white or coloured

Any materials needed to decorate your plane such as pencils, textas, paint sticks etc.



10. Dance floors, clubs and bands

Memory Room participants attended a selected club in the local area for morning tea.

Setting the scene - an introductory activity

Once participants have taken a seat and ordered morning tea, begin conversations around "clubs" and their role in the community.

Conversation starters and prompts

"Which club/s have you been a member of? It could be golf clubs, bowling club, leagues clubs, etc. What made you decide to become a member?"

"What benefits did members receive?"

"Have you ever seen a live stage show at a club? Where was it held and what was the name of the show?"

"What live musical performances have you seen? Bands, ensembles, concerts, operas?"

"How does listening to live music make you feel?"

"Have you ever won any Club raffles? What did you win?"

Activity

Bingo! Search online for free printable bingo cards and print out what you require.

Have a few prizes such as a meat tray from your local butcher, a vegie tray from your greengrocer and a seafood tray from your local fisherman's co-op.

Materials

Bingo sheets

Bingo dabbers

Prizes



4.3 Further afield



1. Sun sand and seaweed – a day at the beach

This session is best held near a beach. Many beaches have lifesaving clubs and facilities nearby that are available for use. Being outside in the breeze and salty air is recommended if it is a nice day.

Setting the scene - an introductory activity

Begin session asking participants to close their eyes to awaken their senses.

Conversation starters and prompts

"What sounds do you hear?"

"How do these sounds make you feel?"

"What is it like for you when you feel this way?"

"What can you smell?"

"How does this smell make you feel?"

"What is it like for you when you feel this way?"

Draw attention to the weather.

"Can you feel the warmth of the sun, a cool breeze, ocean spray?"

"What is this like for you and how does it make you feel?"

"Share memories of days at the beach."

"What do you enjoy/ not enjoy about going to the beach?"

Art activity

Using several large trays with a depth of approx. 4 cms collect some sand (wet and dry), shells, seaweeds, ocean water. See image below.

The sensory trays were set up by facilitators prior to the session so participants could sit down and engage with the trays by exploring and describing the different textures with their hands. One participant Margaret, spoke of how she missed being able to walk onto the beach and feel the salty sandy water on her feet. We created a tray for Margaret, filled with sand and salty sea water and she sat with her feet in the tray, exploring the texture once more with her toes.



Margaret enjoying the sensory trays at Nobby's Beach, Newcastle



Toes in seawater and sand

2. Maitland floods

Setting the scene - an introductory activity

Begin the session by sharing historic newspaper articles and images relating to Maitland Floods (or other localised floods) that made a significant impact to your local area.

Encourage conversation amongst participants as they recall memories, and research a few significant stories or articles you wish to share and read to the group. Video footage of the floods is also available online and provides excellent stimulus for recall and conversation.

Conversation starters and prompts

"What are your memories of the Maitland floods?"

"Have you ever been impacted by floods, what was this experience like for you?"

"What did it smell like?"

"Can you share your experiences of the clean up?"

"What lasting impacts does a flood event leave on a town?"

Art activity

Look at the image of the man on the roof during the flood.

"What thoughts do you think would be going through this man's head?"

"What do you think this experience was like for him?"

"Have you ever been in a situation where you felt fearful or afraid?"

Create a drawing to reflect how you think the man in the photo is feeling. You can create this as realistic or as abstract as you please.

Materials

A4 paper

Oil pastels/ water colours/ paint sticks/ pencils (offer a selection of art materials to allow participants to make a choice)

After artworks are completed ask participants if anyone would like to share. Ask each participant to consider what feeling or emotion they have created in their artwork and how they have expressed this.



3. Memories from around the campfire

Setting the scene - an introductory activity

This session could be facilitated in a space with an open fire. We could not access an open fire so used a large screen and played an image of a campfire. Participants sat in a U shape around the "campfire".

Spend the first 30 mins of the session asking participants to share their memories from around the campfire. Think camping trips, backyard firepits, sitting around your fireplace at home or when you've been abroad.

Conversation starters and prompts

Ask appropriate questions to discover more about these memories, such as:

"What did you most enjoy about this experience?"

"What was this experience like for you? How did it make you feel?"

Music therapy – allow 30 mins.

Ask participants if they recall any songs that were sung around the campfire. Using your smart phone and a speaker play any songs of interest and encourage a sing along. Encourage people to get up and have a dance if they feel like moving to the music, or clap/tap along with the beat.

Prepare some printed lyrics to some well-known songs that you could imagine singing around a campfire. Our Music Therapist played the following songs on guitar and we all had a sing along.

Take me home country roads by John Denver

Waltzing Matilda (traditional)

My Bonnie lies over the ocean (traditional)

Kumbaya (traditional)

* Check your library's music licensing agreement (One Music, APRA AMCOS)

Art activity – allow 30 mins.

Select some of the leaves from the table and place them with their vein side up so the ridges of the leaves are more prominent when creating the rubbing.

Place a sheet of white A4 paper over the leaves and using a soft pastel on its side, gently rub back and forth on the paper over the leaf. What should appear is a nice imprint of the leaves.

You can also try this activity using graphite, charcoal, oil pastels or coloured pencils.

Roasting marshmallows

To extend the "campfire" theme you could roast some marshmallows!

If you have access to an open fireplace you could sit around the fire with marshmallows on sticks roasting them over the fire.

Materials

White A4 paper

Soft pastels

Graphite / coloured pencils

Leaves



Participants making leaf rubbings

4. Colour your world!

An exhibition at the Lovett Gallery at Newcastle City Library, 'Social Fabric: Afghan – Australian stories in thread' provided the stimulus for this session. On display were the garments made by local and national Afghan – Australian designers. The use of bright colours in these creations has deep emotional resonance for Afghani women and recent immigrants to Australia.

For this session, participants were invited to dress in their favourite colours as a way of expressing themselves through colour.

Setting the scene - an introductory activity

Upon arrival. Invite participants to take their time looking around at the exhibition before taking their seats (allow approx. 10 mins).

The facilitator then shared some narrative written by one of the exhibitors, Lida Mangal – Ghan Fashion. Lida says *"My interest in fashion and women's empowerment began when I was quite young, working for an NGO in Pakistan on an income-generating sewing project for Afghan refugees. The women continually chose brown and black material, and I asked why not use colours, like in our traditional dresses? It turned out they were afraid to draw attention to themselves or sin by attracting men. I was shocked. I also grew up as an Afghan refugee in Pakistan, but in a family that valued women's education and equality. It never occurred to me that women should feel inferior. Then I started going to the market with the women to purchase colourful fabrics, encouraging them to see colour as a way to express themselves and their feelings. They started believing in colours and they started believing in themselves"*.

Ask participants for their thoughts around the shared narrative.

Conversation starters and prompts

Ask participants about the colours they have worn today and how these colours express themselves.

"What role does colour play in your life?"

"What colours are you drawn to?"

"Do you feel some colours are calming and others more chaotic?"

Discuss amongst the group and validate responses, remember there is no right and wrong.

Art activity

Create a collaborative painting encouraging all participants to contribute by selecting colours they favour and expressing themselves through mark making on the canvas.

In conjunction with this activity, set up a table with various coloured beads, wool and cardboard weaving circles. Ask participants to use the wool to weave in and out of the holes in the weaving circle adding beads – expressing themselves through colour.

Materials

Canvas

Paint brushes

Acrylic paints

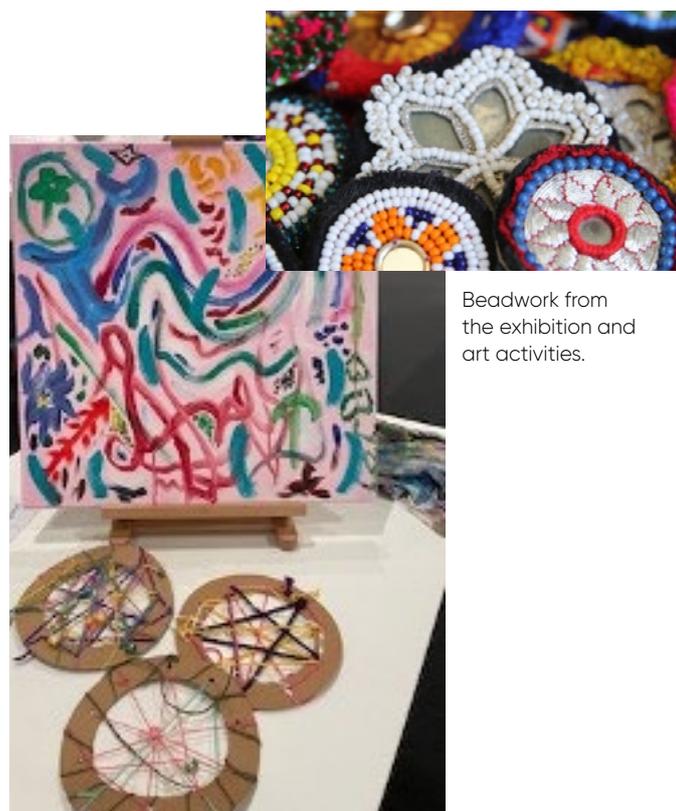
Pallet

Water jar to wash brushes

Weaving circles

Various coloured beads

Various coloured wool



Beadwork from the exhibition and art activities.

5. Ahoy there! – Memory Room on the water

This session we held onboard *William the Fourth*, an accurate operational replica of Australia's first steam powered paddlewheel ship.

Setting the scene - an introductory activity

Participants meet at the dock and are assisted onto the vessel. (Barriers to access were mitigated with assistance from the crew). Once all aboard, invite the group to explore the vessel and allow time to have photos taken at the helm, steering the ship or below deck in the crew quarters. Encourage participants to take in the view out to sea.

History of the vessel

Precall a crew member to share their knowledge and stories of the ship's history. Encourage participants to ask questions. Allow 30 mins to share this history, question, and answer time.

Conversation starters and prompts

Invite participants to share their experiences of being on board any ship, boat, yacht, kayak, canoe, tinny etc.

"What was this experience like for you?"

"Who were you with on the water?"

"Have you spent much time on the water fishing or sailing?"

"What have you caught? In your opinion, where are the best fishing locations?"

"Have you ever spent the night on a boat or ship? Tell us about this experience."

"Have you ever felt seasick? What remedies do you have for sea sickness?"

Art activity

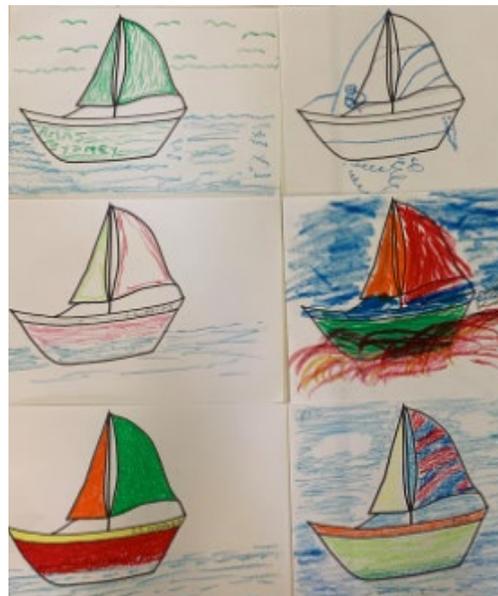
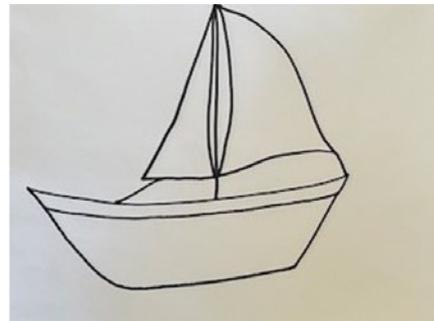
Using the boat stencil, ask participants to think of themselves as the boat. What name would they give their boat? For example, "The Kevin", "Summer Breeze", "Sunset afloat" etc. Write this name on their stencil.

"Ask participants to think about what kind of sea their boat is floating on. Is it a calm sea, choppy, or rough?"

"What is the weather like? Is your boat sailing on a sunny, windy, cloudy, rainy day?"

"Spend some time reflecting on your boat. What do you see and how does this relate to your life at the moment?"

Participants can choose to share their drawing with the group reflecting on how the image represents their present life.



Boat template and completed drawings



A crew member discussing the history of *William the Fourth*

6. Ink in the Lines

Memory Room participants ventured to Newcastle Museum to visit the exhibition *"Ink in the Lines,"* on loan from the Australian War Memorial. *"Ink in the Lines"* commemorates Australian veterans through the lens of their tattoos.

Setting the scene - an introductory activity

Invite participants to wander through the exhibition exploring the photographs on display. As they view the images, engage with individuals about what they see, what it means for them and how it makes them feel.

Conversation starters and prompts

"What do you think are the key reasons for veterans getting tattooed?"

"Why do you think it was important for the veterans to commemorate their service through tattoos?"

"How do the tattoos acknowledge war and mateship?"

"Which photograph stood out for you? What was it about that photograph that was significant for you?"

"Poppies are represented in many of the tattoos, what do you think the poppies represent?"

"Do you have any tattoos? What do they mean for you?"

A special guest who had many tattoos was invited to the session. Our guest shared her stories about why she chose her tattoos, what they mean for her and how they make her feel. Participants were given the opportunity to ask questions about her tattoos.



A participant shares his story about his military tattoo. Newcastle Museum 2023

Art activity

Creating a poppy brooch.

For this activity all the materials are pre-cut and ready for use.

Each participant received their materials which included:

Pre-cut red tissue paper petals

Circular red cardboard piece (to stick the petals to) with a safety pin attached to the back

Small black circular cardboard piece for the centre of the poppy

Using a glue stick, paste petals around the red cardboard backing. Once your first layer is complete paste your next layer of petals in the gaps – layering your poppy so it looks full.

Once you have completed three layers glue your black cardboard piece into the centre of your poppy. Pin onto your shirt!

Materials

Red cardboard

Black cardboard

Red Tissue paper

Scissors

Glue stick

Sticky tape

Safety pins



4.4 More ideas for themes



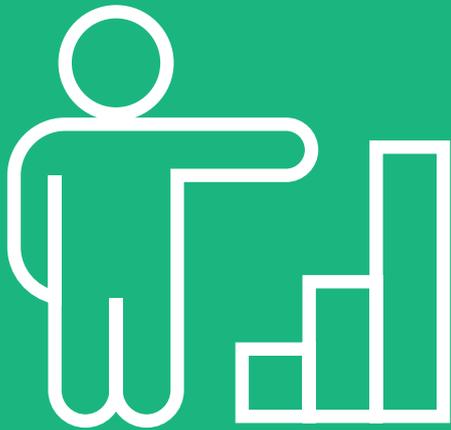


Ideas for themes are endless and participants often provide excellent suggestions for Memory Room sessions.

Further ideas are listed below:

- _____
- Hard yakka – my working life
- _____
- The swinging sixties
- _____
- A pub with no beer – Australian country music
- _____
- Trains, planes and automobiles
- _____
- What matters most?
- _____
- A big little bucket list
- _____
- A musical moment in time
- _____
- Friendships – a lifetime of memories
- _____
- Sparks of joy!
- _____
- Spring has sprung!
- _____
- Fast and slow – all about time
- _____
- Fun and games – memories of childhood toys
- _____
- Home is where the heart is
- _____
- Passport to the world
- _____
- The family pet
- _____
- Seasons change
- _____
- Underground – the life of a miner
- _____
- Out of your comfort zone
- _____
- Comedy gold!
- _____
- Fair dinkum! Australian words and idioms
- _____
- Memorable moments from Aussie TV
- _____

5. Adding value



5.1 Music therapy

Music therapy is a research-based allied health profession in which music is used to actively support people as they aim to improve their health, functioning and well-being. For people living with neuro-degenerative disorders, it has been shown to increase engagement and participation, promote wellness and relaxation, and support cognition and both verbal and non-verbal communication.⁸ A music therapist can add value to the program by providing stand-alone sessions or by being part of the planning and delivery of an integrated program.

5.2 Excursions

A program that includes sessions out in the community as well as in the library, helps to reduce social isolation and promotes active engagement for its participants. Visiting sites such as art galleries and museums, parks and beaches, cafes and clubs, etc., help to provide connection with the neighbourhood and with memories. You will note that several of our themed activities are out in the community.

5.3 Intergenerational activities

Sessions held in school classrooms or pre-schools provide opportunities for connection and conversation across all ages. Some seniors are separated from their grandchildren by distance and an opportunity to interact with children can be a joyful experience for young and old. Please refer to the activity session, 'School days' for some ideas.

5.4 Volunteers

Volunteers can bring considerable knowledge and experience to the program. Most organisations have specific policies regarding volunteer management. In this specific program, we engage community members of all ages who are empathetic and show care and consideration to all participants in the program. We encourage volunteers to learn about dementia through simple online courses such as those provided through [Dementia Friendly](#) communities, and the [Wicking Dementia](#) institute in Australia. Volunteers assist with room set up, preparation of food and refreshments, mobility assistance if needed, and provide further opportunities for conversation and reflection for the participants.

6. Measuring Success



We measure success by:

Reaching maximum attendance at most sessions

The high number of return participants

The extent of positive verbal and written feedback by attendees

The continued interest in the program by clinicians looking for social engagement activities for their clients

6.1 Things to consider for participants

A supportive public library dementia program has specific challenges that require careful consideration.

Selective participation

The Memory Room program is specifically designed for people living with the early stages of dementia. However, dementia can present in a range of physical and social behaviours that may be challenging in a group setting. Receiving general advice from health professionals and family members as well as having a thoughtful conversation with a potential member greatly assists to ensure the sessions run smoothly.

Program size

While it is tempting to increase the size of the groups, the value in limiting the number of participants allows for more opportunities for conversation and reflection and better meets the desired outcomes of the program.

Informed departure

Due to the progressive nature of dementia, there may be occasions where a long term and valued participant is not benefiting from the program. This can be complicated by the valuable support that the program provides the carer. These are very difficult decisions that require understanding, empathy, and expert advice.

Death of participants

Participants create close bonds after attending the program regularly. It can be emotional and confronting for all members when there is a death in the group. Expert advice is recommended.

6.2 Things to consider for staff

Learn

Have a fundamental understanding of dementia, including its causes, symptoms, and ways of responding to the needs of people living with dementia as well as the needs of their family members and carers. There are several free online courses available through the Wicking Institute, Dementia Australia, and other organisations. A sound knowledge of dementia and its impact is essential in creating an environment that is safe and supportive for participants.

Collaborate

Find out about the dementia services available in the community to inform the shape and focus of the program. Every community's needs will be slightly different. Meeting with local dementia services provides an opportunity to develop an overview of service provision in the community and where the gaps may be.

Listen

Those living with dementia and their carers are best placed to provide feedback about prospective programs. Their insight is invaluable and ensures that the program endeavours to meet their needs. Use the networks in the local community to meet prospective participants and carers.

Adapt

Regular evaluation and participant feedback from participants allows the program to grow and change with the needs of the group.

7. Creating Change



Let's change the narrative around dementia and help improve the quality of life for the growing number of people living with it.

A diagnosis of dementia should not be a life sentence of social isolation and inactivity. Public libraries can create inclusive services and spaces and play an important role in helping those with dementia to remain included, accepted and connected to their community.

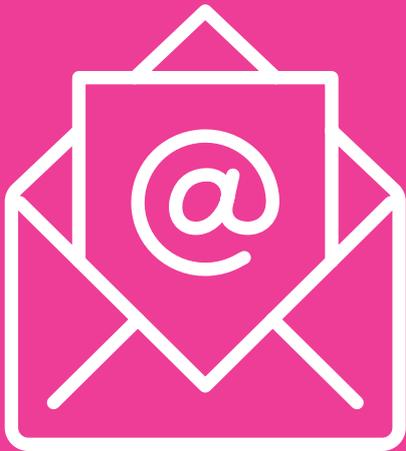


Esma taking part in the Memory Room project at Newcastle East Public School.

"A dementia-friendly community is a place where people living with dementia are supported to live a high quality of life with meaning, purpose and value."

dementiafriendly.org.au

8. Appendix



Example of an email invitation

NL Newcastle Libraries <library@ncc.nsw.gov.au>
To: Mary Haywood
Mon 26/06/2023 8:18 AM

No images? [Click here](#)

Library News

Your Invited

Hi everyone,

Our school days may be in the distant past, but many memories remain – long-time friendships, the very best (or worst) teachers, sports days, musicals, sour milk!

What do you remember from your school days? Did you wear a uniform? Was the cane or ruler dispensed regularly in your classroom? Is your handwriting still in beautiful cursive script?



A 1933 photo from Newcastle East Primary School (ABC News, 2016-01-30)

Please join us for 'School Days'. If you have an old school photo, memento, or report card to share, please bring it along.

Where: City Library
When: Tuesday, 19th September
Time: 11:00am – 12:30pm
Please RSVP by email, text or phone.

Best wishes,
Kay
m. 0400 000 000

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Newcastle Libraries
War Memorial Cultural Centre
Laman Street, Newcastle NSW 2300

Phone: 02 49 745300
Email: Library@ncc.nsw.gov.au

www.newcastle.nsw.gov.au/Library/Home

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10. Images

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Subsequent image sources are listed in the bibliography.

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