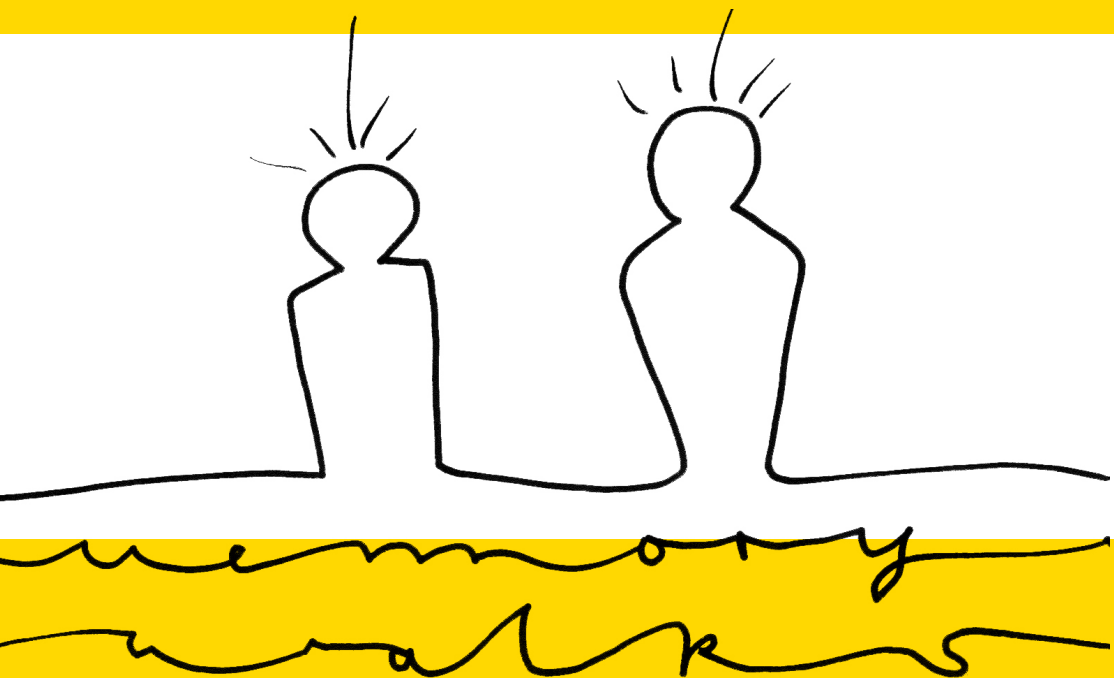


## *say hello to: memory walks*



**Arrange a local memory walk, during which older residents can share their stories of the local area with young people. This is an ideal project to introduce different age groups of the community to each other.**

Local stories and memories are a great way to get people to start talking about their area in a different way. Different people and ages look and need different things from their area. It is a good way of teaching young people (and old) in understanding different generations and understanding their area in a new way.

The walk could be recorded through photography, interview or film to create another event, like a film screening.

## *what you will need*

### **Different ages of people**

This is an ideal project for a primary school, guiding group or community group project.

### **Some old(er) people**

You could link with local care home, local grandparents or history/heritage groups.

### **Old photographs and maps of the area**

A route that covers the places with the most interesting history. Try and avoid busy roads if you can.

### **Plenty of adult helpers**

Parents or grandparents will come in handy here.

### **Optional extra, if you want to film the project**

A film-maker. Or if children are filming some of it themselves, perhaps someone to edit (could link in with a local college to become involved)

Somewhere to screen the film.

# *things to do*

- 1 Invite grandparents/local residents to come to a tea party at the school and tell them to bring old photographs of the area with them.
- 2 Host the party with plenty of tea and cake. Split the classes into groups and have at least one grandparent or older person with each group. Make sure that no one is left on their own and that there are lots of photographs. Do a trawl of the local archive (try the library) if you are short of pictures.
- 3 Ask the adults to tell the children what it was like growing up in the area, the shops and services that they had, where they played and any stories that might bring it alive – even if they are local legends.
- 4 Get the children to write down the information they have – if you have lots of alternatives then they could vote for their favourites.
- 5 Devise a route based on the stories you have heard and see if you can get one of the grandparents (the one with the best memory/stories) to act as the guide. Walk the route with the teacher and time it. Do a risk assessment if necessary and note any potential hazards.
- 6 Nominate one or two of the grandparents or older people to either accompany you on the walk or meet you at key points.
- 7 Ask one or two children to 'interview' the older people at key points on the walk while being filmed.
- 8 At the end ask the children what they think; ask them whether they play in the same places and what they'd like to be able to do in their neighbourhood.

# *how do I film this?*

- 1 Edit your film. Most computers come with free film-editing software, such as iMovies on Macs and Movie Maker on PCs.
- 2 Screen your film. You could do this at the school or at a community centre, or use it as part of the draw for a bigger community or engagement event.
- 3 The great thing about this kind of film is that it becomes a resource and something you can use to show potential funders as evidence that you've done some consultation and identified things that people (young people, especially) want to see in their neighbourhood.

## *share your projects*

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