



Rural Wisdom Evaluation

Case Study 3: Intergenerational activity through Rural Wisdom – Montgomerie Court and Eaglesham Primary School

January 2020



At the start of Rural Wisdom each community came together to discuss the key issues for older people living there and how Rural Wisdom could help. These issues helped inform the priorities for the Development Workers, their engagement with older people and work with organisations. The following case study highlights one example of what has been achieved and sustained in Eaglesham, Scotland.

“The children do their best for us - it’s just great – I thoroughly enjoy it”.
(Resident of Montgomerie Court.)

Children have been visiting residents of Montgomerie Court for some years.

“The children came across and sung at Christmas – and brought parcels at Harvest time”

They all enjoy it but, as another resident of the sheltered housing complex in Eaglesham said, ***“we wanted to get out and about”***.

Enter the Rural Wisdom Development Worker, who got in contact with the Warden at Montgomerie Court and the Community Links Co-ordinator at the school. These three enterprising women worked together to bring about ***“a big change, as the residents have now started going to the school”***.

Recent visits have included listening to Suffragette stories, guessing who’s who from baby photos, which was ***“hard, a bit tricky”*** and being an appreciative audience for musical performances ranging from Oliver Twist to Scottish verse and songs,

when residents explained the meanings of the Scottish words.

The children still visit Montgomerie Court but now it’s often the residents who are sharing their skills with them, like at Easter when they showed the pupils how to paint, decorate and roll hard boiled eggs. Or when children and older people are learning together, like when ***“one of the dads came in with the children at Chinese New Year and showed everyone how to make origami pigs”***.

It isn’t far to walk to the school, which is just across the road. Six or seven residents regularly go to activities there, and nearly all are involved when the children come to Montgomerie Court.



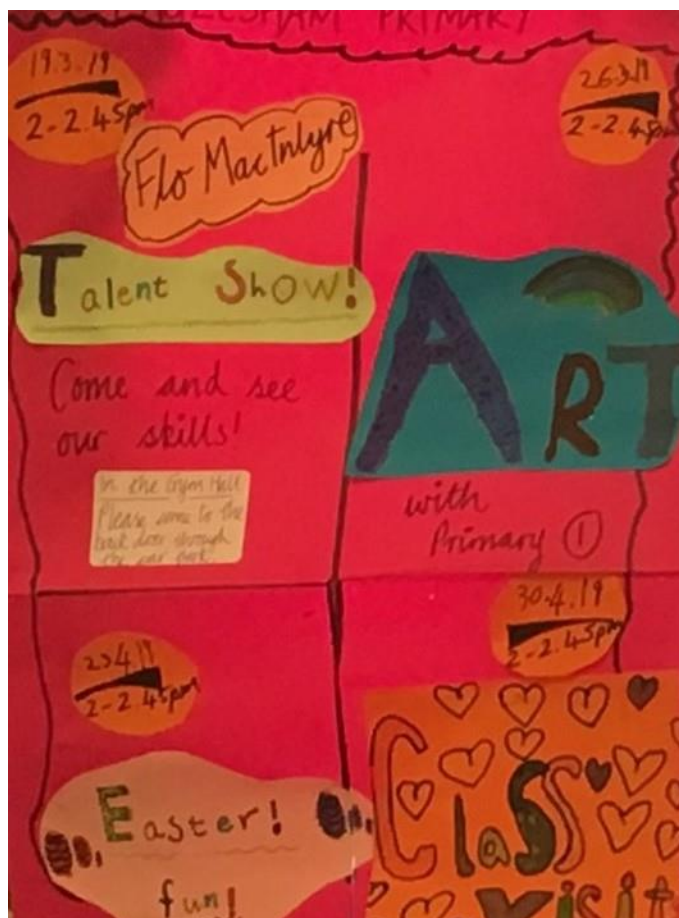
The difference it's making

So how are these new activities and friendships making a difference to the pupils and residents? One pupil explains that he likes **“spending time with older people as you can sit down and have a chat – they have time for you”**. In contrast his mates are **“running around all the time”**.

Older people having time to spend with the children is clearly important.

A resident added **“Kids want to tell their parents what they've done but their mothers have often got phones to their ears or the TV on”**.

The residents also enjoy spending time with the young people and are **“interested in the lessons and fascinated by the freedom they have – not sitting at desks but moving from one place to another”**. One commented that **“it is amazing seeing them doing so many things – violin, guitar, singing!”**



Poster made by pupils inviting residents to activities

“The children are kind and caring and respectful when they are with the older people”.

One resident enjoyed encouraging a pupil make a Mother’s Day card where she ***“helped draw a face as the little girl didn’t know how to do it”***. The teacher saw this going on and commented that they were really working well together. The resident added that ***“there is nobody in her family that age now”*** and so it’s nice seeing the children, ***“like having grandchildren”***.

Another resident has told the children stories of his Highland fishing trips to catch trout and has loved the opportunity to try out new things ***“like when the boys made a car out of Lego and drove it using an iPad”***. In contrast, he has shown the fascinated youngsters how to tell the time using a ‘clock with hands’, as most of them can only use digital clocks.

With time, relationships have grown between the children and residents and have resulted in letter writing, starting with a letter in a Harvest parcel. One resident says: ***“is lovely – I got three pages the other day all about their homes and families and the football, even if I didn’t understand everything about the football”***.

A teacher at the school noticed that the ***“children are kind and caring and respectful when they are with the older people”***. This seems to be a response to the atmosphere that being together creates, which one of the pupils says is ***“nice and friendly”***. A resident adds that ***“the children do their***

best for us - it’s just great – I thoroughly enjoy it”.

The children have gained skills in organising and publicising the activities they do with the residents. Two pupils, with some classmates from Primary 6 and 7 make a poster every four to six weeks with the upcoming activities at the school and put this up in Montgomerie Court to invite residents (see page 2.). There is something on most weeks. One of the pupils who makes the posters explains that she gets ideas from things she has done before with her family - like the baby pictures.

Now that the pupils do the planning and organising and the Warden just provides a room when they visit Montgomerie Court, the Rural Wisdom Development Worker does not need to be involved at all. But she has kept in touch with the residents who are now interested in other ways of strengthening connections in Eaglesham, not least in finding the right place for ‘Cup and Chat sessions,’ so people can come together in an accessible, informal space.

Resources

Find more information and resources at:
www.ruralwisdom.org

Other case studies from Rural Wisdom:

1. What's On (Milford Haven)
2. Transport Group (Highland Perthshire)
3. Intergenerational Work (Eaglesham)
4. Community Café (Leeswood)
5. Singing Group (Brechin)

All of the above documents are available to read here:

www.ndti.org.uk/news/rural-wisdom-evaluation

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