CROSS-GENERATIONAL ENGAGEMENT
Sustaining Community Archives’ Futures
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WELCOME

Cross-generational Engagement: Sustaining Community Archives’ Futures is designed to foster healthy inter-generational connection and communication in community-based archival spaces. This site provides information and activities designed to foster cross-generational connection in order to support the long-term sustainability of community archives. This site is a starting point for sustaining cross-generational dialogue, connection, and partnerships within and beyond your organization.

All of the concepts provided within this guide can be modified to suit your own personal and cultural beliefs, practices, wisdoms, and ways of connecting. Adapting the information for your own experience and the experiences of the members of your community is part of the process.

This website provides:

• Communication strategies for connecting across generational boundaries, as well as race, class, gender, sexuality boundaries
• Templates for outreach projects that are designed to foster intergenerational engagement
• Links to existing projects that bolster cross-generational connection
• Self-care resources so that we can sustain ourselves before showing up for our communities
The people that make up our community come from a variety of age groups. There is generational diversity in our community.

We want to foster more intergenerational engagement with the members of our community.

We aren't sure how to foster more intergenerational diversity within our community.

Communication across generational boundaries within our community is often contentious, difficult, and/or uncomfortable.

The people that make up our community come from a variety of age groups. There is generational diversity in our community.

We would like to engage with people that are of different generations than our own.

People of different generations in our community interact on a regular basis. There is frequent cross-generational dialogue in our community.

We want to foster more intergenerational engagement with the members of our community.

Communication across generational boundaries within our community is often contentious, difficult, and/or uncomfortable.

The people that make up our community come from a variety of age groups. There is generational diversity in our community.

We aren't sure how to foster more intergenerational diversity within our community.

Communication across generational boundaries within our community is often contentious, difficult, and/or uncomfortable.

Schedule a meeting with community organizers to discuss the topic questions: Why isn’t generational diversity a priority in our community? In the meeting, take turns answering this question. Follow up questions to be discussed should include: what does the future of our organization look like when we engage solely with people of our own generation? Are there any benefits to be gained from engaging with people of both older and younger generations?

Begin by looking through the Project Spotlight section of the website. Explore the intergenerational projects completed by other community-based archival organizations to gain inspiration for future projects in your own space.

Schedule a meeting with the primary members of your community to discuss potential outreach projects. Before the meeting, have everyone research one intergenerational community project and share it in the meeting. From there, commit to organizing a community outreach project of your own.

Begin by exploring the Skill Sharing section on the Communication Strategies page. Commit to organizing a community project that focuses on knowledge exchange across generations.

Explore the communication strategies section of this website. Organize an online meeting to practice Non-violent Communication as a means to discuss the existing issues within the community. Utilize the conflict resolution decision tree to guide your decision.
INTRODUCTION TO NVC

Generational differences offer opportunities for growth, connection, and creative problem-solving. Youth can learn strategies for engaging in activism from elders. Elders can learn from younger folx calling for intersectional inclusivity across so many spaces and settings. The Non-Violent Communication (NVC) modality for communication can serve as a bridge for understanding insights and differences across generational boundaries, paving the way for compassionate connection.

When we seek community, we seek a sense of belonging and the opportunity to be seen and heard. Arriving in this place of understanding does not always happen in a straight line. While community is a place where we seek connection, it is very possible to feel isolated even when surrounded by the people we like to be around. In moments when unpleasant feelings of un-belonging are present, decolonized non-violent communication can serve as a framework for mending misunderstandings.

Non-Violent Communication (NVC) is a communication framework rooted in compassion, deep listening, and empathy developed in the late 1960s by American psychologist Marshall B. Rosenberg. The NVC framework provides a method for verbally clarifying what we are observing and what emotions we are feeling, so that we may articulate what we need without letting judgment nor blame get in the way of our requests.

KEY CONCEPTS OF NVC

Universal Human Needs: Everyone shares the same needs. While there are basic human needs (e.g. food, water, and shelter), there are also non-material needs (e.g. expressing oneself, playing, creativity).

Feelings: Emotions are experienced within the body. They arise when certain needs are being met, and they arise when certain needs are not being met.

Strategies: Different strategies meet different needs. Conflict arises at this level, and never the level of needs.
Feelings/Emotions – Partial List

(internal sensations, without reference to thoughts, interpretations)

This list is a collaborative effort of many, and adapted from Marshall Rosenberg’s original list

The following are words we use when we want to express a combination of mental states and physical sensations. This list is neither exhaustive nor definitive. It is meant as a starting place to support anyone who wishes to engage in a process of deepening self-discovery and to facilitate greater understanding and connection between people.

A. Feelings we may experience when our needs are being met

<table>
<thead>
<tr>
<th>AFFECTIONATE</th>
<th>EXCITED</th>
<th>GRATEFUL</th>
<th>PEACEFUL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Compassionate</td>
<td>excited</td>
<td>appreciative</td>
<td>calm</td>
</tr>
<tr>
<td>friendly</td>
<td>animated</td>
<td>moved</td>
<td>clearheaded</td>
</tr>
<tr>
<td>loving</td>
<td>ardent</td>
<td>thankful</td>
<td>comfortable</td>
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<tr>
<td>openhearted</td>
<td>aroused</td>
<td>touched</td>
<td>centered</td>
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<tr>
<td>sympathetic</td>
<td>dazzled</td>
<td></td>
<td>content</td>
</tr>
<tr>
<td>tender</td>
<td>eager</td>
<td></td>
<td>equanimity</td>
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<tr>
<td>warm</td>
<td>energetic</td>
<td></td>
<td>fulfilled</td>
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<tr>
<td></td>
<td>enthusiastic</td>
<td></td>
<td>mellow</td>
</tr>
<tr>
<td>CONFIDENT</td>
<td></td>
<td>HOPEFUL</td>
<td>quiet</td>
</tr>
<tr>
<td>empowered</td>
<td>giddy</td>
<td>expectant</td>
<td>relaxed</td>
</tr>
<tr>
<td>open</td>
<td>invigorated</td>
<td>encouraged</td>
<td>relieved</td>
</tr>
<tr>
<td>proud</td>
<td>lively</td>
<td>optimistic</td>
<td>satisfied</td>
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<tr>
<td>safe</td>
<td>passionate</td>
<td></td>
<td>serene</td>
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<tr>
<td>secure</td>
<td>surprised</td>
<td></td>
<td>still</td>
</tr>
<tr>
<td></td>
<td>vibrant</td>
<td></td>
<td>tranquil</td>
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<tr>
<td>ENGAGED</td>
<td>EXHILARATED</td>
<td>JOYFUL</td>
<td>trusting</td>
</tr>
<tr>
<td>absorbed</td>
<td>blissful</td>
<td>amused</td>
<td>refreshed</td>
</tr>
<tr>
<td>alert</td>
<td>ecstatic</td>
<td>delighted</td>
<td>enlivened</td>
</tr>
<tr>
<td>curious</td>
<td>elated</td>
<td>glad</td>
<td>rejuvenated</td>
</tr>
<tr>
<td>engrossed</td>
<td>enthralled</td>
<td>happy</td>
<td>renewed</td>
</tr>
<tr>
<td>enchanted</td>
<td>exuberant</td>
<td>glad</td>
<td>rested</td>
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<tr>
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<td>radiant</td>
<td>happy</td>
<td>restored</td>
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<tr>
<td>fascinated</td>
<td>rapturous</td>
<td></td>
<td>revived</td>
</tr>
<tr>
<td>interested</td>
<td>thrilled</td>
<td></td>
<td></td>
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<tr>
<td>intrigued</td>
<td></td>
<td>INSPIRED</td>
<td></td>
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<tr>
<td>involved</td>
<td></td>
<td>amazed</td>
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<tr>
<td>spellbound</td>
<td></td>
<td>awed</td>
<td></td>
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<tr>
<td>stimulated</td>
<td></td>
<td>wonder</td>
<td></td>
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</tbody>
</table>

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B. Feelings we may experience when our needs are not being met

**AFRAID**
- apprehensive
- dread
- foreboding
- frightened
- mistrustful
- panicked
- petrified
- scared
- suspicious
- terrified
- wary
- worried

**CONFUSED**
- ambivalent
- baffled
- bewildered
- dazed
- hesitant
- lost
- mystified
- perplexed
- puzzled
- torn

**DISCONNECTED**
- alienated
- aloof
- apathetic
- bored
- cold
- detached
- distant
- distracted
- indifferent
- numb
- removed
- withdrawn

**EMBARRASSED**
- ashamed
- chagrined
- flustered
- mortified
- self-conscious

**TENSE**
- Anxious
- cranky
- distressed
- distraught
- edgy
- fidgety
- frazzled
- irritable
- jittery
- nervous
- overwhelmed
- restless
- stressed out

**ANGRY**
- angry
- enraged
- furious
- incensed
- indignant
- irate
- livid
- outraged
- resentful

**DISQUIET**
- agitated
- alarmed
- discombobulated
- disconcerted
- disturbed
- perturbed
- rattled
- restless
- shocked
- startled
- surprised
- troubled
- turbulent
- turmoil
- uncomfortable
- uneasy
- unnerved
- unsettled
- upset

**PAIN**
- agony
- anguished
- bereaved
- devastated
- grief
- heartbroken
- hurt
- lonely
- miserable
- regretful
- remorseful

**VULNERABLE**
- fragile
- guarded
- helpless
- insecure
- leery
- reserved
- sensitive
- shaky

**YEARNING**
- envious
- jealous
- longing
- nostalgic
- pining
- wistful

**SAD**
- depressed
- dejected
- despair
- despondent
- disappointed
- discouraged
- disheartened
- forlorn
- gloomy
- heavy hearted
- hopeless

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### Universal Human Needs – Partial List

*(without reference to specific people, time, actions, things)*

<table>
<thead>
<tr>
<th>Subsistence and Security</th>
<th>Connection</th>
<th>Meaning</th>
<th>Meaning</th>
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</thead>
<tbody>
<tr>
<td><strong>Physical Sustenance</strong></td>
<td><strong>Affection</strong></td>
<td><strong>Sense of Self</strong></td>
<td><strong>Transcendence</strong></td>
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<tr>
<td>Air</td>
<td>Appreciation</td>
<td>Authenticity</td>
<td>Beauty</td>
</tr>
<tr>
<td>Food</td>
<td>Attention</td>
<td>Competence</td>
<td>Celebration of life</td>
</tr>
<tr>
<td>Health</td>
<td>Closeness</td>
<td>Creativity</td>
<td>Communion</td>
</tr>
<tr>
<td>Movement</td>
<td>Companionship</td>
<td>Dignity</td>
<td>Faith</td>
</tr>
<tr>
<td>Physical Safety</td>
<td>Harmony</td>
<td>Growth</td>
<td>Flow</td>
</tr>
<tr>
<td>Rest / sleep</td>
<td>Intimacy</td>
<td>Healing</td>
<td>Hope</td>
</tr>
<tr>
<td>Shelter</td>
<td>Love</td>
<td>Honesty</td>
<td>Inspiration</td>
</tr>
<tr>
<td>Touch</td>
<td>Nurturing</td>
<td>Integrity</td>
<td>Mourning</td>
</tr>
<tr>
<td>Water</td>
<td>Sexual Expression</td>
<td>Self-acceptance</td>
<td>Peace (internal)</td>
</tr>
<tr>
<td></td>
<td>Support</td>
<td>Self-care</td>
<td>Presence</td>
</tr>
<tr>
<td></td>
<td>Tenderness</td>
<td>Self-connection</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Warmth</td>
<td>Self-knowledge</td>
<td></td>
</tr>
<tr>
<td><strong>Security</strong></td>
<td><strong>To Matter</strong></td>
<td><strong>Mattering to myself</strong></td>
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<tr>
<td>Consistency</td>
<td>Acceptance</td>
<td>Self-realization</td>
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<tr>
<td>Order/Structure</td>
<td>Care</td>
<td>Matter to myself</td>
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<tr>
<td>Peace (external)</td>
<td>Compassion</td>
<td></td>
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<tr>
<td>Peace of mind</td>
<td>Consideration</td>
<td></td>
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<tr>
<td>Protection</td>
<td>Empathy</td>
<td></td>
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<tr>
<td>Safety (emotional)</td>
<td>Kindness</td>
<td></td>
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<tr>
<td>Stability</td>
<td>Mutual Recognition</td>
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<tr>
<td>Trusting</td>
<td>Respect</td>
<td></td>
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<tr>
<td></td>
<td>To be heard, seen</td>
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<td></td>
<td>To be known, understood</td>
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<td></td>
<td>To be trusted</td>
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<td></td>
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<tr>
<td></td>
<td>Understanding others</td>
<td></td>
<td></td>
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<tr>
<td><strong>Freedom</strong></td>
<td><strong>Community</strong></td>
<td></td>
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<tr>
<td><strong>Autonomy</strong></td>
<td>Belonging</td>
<td></td>
<td></td>
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<tr>
<td>Choice</td>
<td>Communication</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ease</td>
<td>Cooperation</td>
<td></td>
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<tr>
<td>Independence</td>
<td>Equality</td>
<td></td>
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<tr>
<td>Power</td>
<td>Inclusion</td>
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<tr>
<td>Self-responsibility</td>
<td>Mutuality</td>
<td></td>
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<tr>
<td>Space</td>
<td>Participation</td>
<td></td>
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</tr>
<tr>
<td>Spontaneity</td>
<td>Partnership</td>
<td></td>
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<tr>
<td><strong>Leisure/Relaxation</strong></td>
<td>Self-expression</td>
<td></td>
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<tr>
<td>Humor</td>
<td>Sharing</td>
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<tr>
<td>Joy</td>
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<td>Play</td>
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<tr>
<td>Pleasure</td>
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<td></td>
<td></td>
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<tr>
<td>Rejuvenation</td>
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This list builds on Marshall Rosenberg’s original needs list with categories adapted from Manfred Max-Neef. Neither exhaustive nor definitive, it can be used for study and for discovery about each person’s authentic experience.
THE FOUR COMPONENTS OF NVC

1. Observations: Without judging, observe what is happening in the context of the conflict that has come up.

2. Feelings: Identify the emotions within you that are accompanying your observations. Following the decolonizing NVC approach, pay attention to the sensations within our physical body and ask yourself if you are comfortable engaging within the interaction.

3. Needs: State your needs. Check in with your body again. Notice whatever sensations are coming up when you do so.

4. Requests: Make a request to the person you are communicating with. When expressing a request, know that you must be ready to accept “No” as a potential response.
Decolonizing NVC expands, deconstructs, and redefines the core concepts and practices of NVC by acknowledging the lineages of trauma that have impacted every person who has grown up in the United States.

Meenadchi (they/them) is a facilitator and healer teaching non-violent communication skills through a transformative justice and decolonial lens. As articulated in their own words, “colonialism took us away from indigenous knowledge, away from shared resources, and away from belonging to each other. A decolonial lens seeks to explore and deconstruct the ways we have internalized messages of scarcity and “other” such that we can re-engage with wildly open-hearted care for one another along with healthy and appropriate boundaries.”

Meenadchi offers three conditions for being able to practice NVC:

• A person experiences themselves as having choice
• A person experiences an aligned somatic awareness of their own body
• A person experienced an aligned somatic awareness of the collective body

APPLIED ACTIVITY:
VISIONING INCLUSIVE FUTURES: A GROUP DISCUSSION ON ANTI-RACISM

Group discussion (in person/virtual event)
Topic: Anti-racism within the community
Purpose: Invite the members of your community to join a group talk about anti-racist and inclusive futures within your archives. Use the Decolonizing Non-violent Communication (NVC) framework to discuss concerns, issues, and requests that you may have for eradicating racism in all of its forms and manifestations within your community. As a collective, commit to concrete actions of anti-racist work.

Facilitation recommendations:
• This activity can be held either in-person or virtually
• Designate a “conversation leader” and a “note taker” for each session.
• Allow each participant to have the ability to say “please don’t include this in the notes” if they wish.
• Depending on the size of your group, your current circumstances as an organization, and your goals, you may want to pick just one or two questions to discuss per session.
• Host this discussion on a regular basis (e.g. weekly, biweekly, monthly)

Potential topic questions:
How is our community inclusive?
How isn’t our community inclusive?
Who are the people in our community that we are not yet connected with?
What does the term “anti-racism” mean?
What concrete actions can we take to commit to anti-racist work within our community?
What privileges do I have, and how can they be leveraged for the benefit for people without these privileges?
How can we support the Black Lives Matter movement in our community?

Use the NVC list of emotions, feelings, and needs to:
• Observe what you are seeing within your own community.
• Articulate your feelings in regards to what you are observing.
• Voice your needs.
• Make requests to your fellow community members to work towards a more compassionate, healthy, and inclusive environment.

For more resources on anti-racism, visit: www.racialequitytools.org
For more resources on Decolonizing NVC, visit: www.traumainformednvc.com
INTRODUCTION

Sharing knowledge, skills, and stories across generational boundaries strengthens relationships and helps assure the long-term sustainability of community archives. There are a number of strategies and scalable actions that can be implemented in your organization to nurture a culture of knowledge and skill sharing on a consistent basis. Doing so will open up new creative possibilities and connections among the people within the community.

Strategies and actions:

• Encourage the practice of asking questions
• Collaborate on projects
• Host skill sharing workshops
• Facilitate story-telling community events
• Document the institutional knowledge of your community members

ENCOURAGE THE PRACTICE OF ASKING QUESTIONS

Community-based archives thrive on the contributions of staff, volunteers, and community members. While archival work is often done individually, the practice of asking questions can spark an opportunity for collaboration in the form of skill and knowledge sharing. Creating an atmosphere of open-communication will give way to the ability to ask other team members questions when one is:

• Curious about the history of a collection or document within the archives
• In need of assistance on an archival project they are working on independently
• Wondering about the institutional history of the organization
• Looking to ask about board members’ histories and background with the organization
To encourage an “ask me anything” culture within your organization, management can make an effort to remind staff and volunteers that:

• There are no such thing as stupid questions
• Projects do not have to be completed in isolation
• There are a number of ways to get in touch with managers and board members. Share all of the ways to get in contact, such as: a phone call, a text, an email, a video-conferencing call, a socially-distanced meeting.

Other ways to encourage a culture of asking questions include:

• Allocating the last 10-15 minutes of board meetings for open questions
• Regularly remind team members that you are available as a resource
• Make time for one-on-one conversations with volunteers
• Ask others about their skillsets
• Remain curious and remember there is always something to learn from others
• Explicitly identify and practice as a space of care, hospitality, and inclusion
• Acknowledging that perfectionism is a construct of white supremacy culture and that the values of “working towards” as opposed to “working for perfection” promote a healthy work environment that allows people to reach out for help when needed.
• If space allows, create a co-working area with regular community office hours. Doing so will encourage the opportunity to work in the same space, even if projects are different.

COLLABORATE ON PROJECTS

Whenever possible, collaborate on projects as a team of at least 2 people. Working together allows for the opportunity for a greater impact of creativity, knowledge sharing, and skill sharing.

• When building a team, ask the following questions:
  • What skills does each project member have?
  • How will we divide the work?
  • How will we communicate?
  • How often will we communicate?
  • What platforms will we use to share our progress?
  • What is our timeline for completion?
FACILITATE STORYTELLING EVENTS

“When archives “pop up” and are visible outside the traditional walls of the archive that securely holds materials, they often feature a participatory and in-the-field documentation strategy wherein archivists, interns, and volunteers actively engage the public in oral history interviews. In this particular pop-up archive model, members of the public are urged to share stories about already identified topics that align with a strategy created by the archive itself.” –pg 188, Elizabeth Bentley and Jamie A Lee with FARR

Archives tell stories of lived experiences. Traces and remnants of work, joy, connection, despair, and desire live within written accounts of the page and imprints of vocal soundwaves on magnetic tape. Animating the archive through storytelling with the participation of youth and elders of a community is one way to interact and renew relationships with archival materials, and to bring these stories into the present tense. Consider hosting a cross-generational storytelling event in your community, such as:

• Host a community-based archival performance (see AQA POP-UP Archive in resource section for an example)
• Plan a storytelling event in public. Reclaim public space by using place making methods of participation and engagement.
• Facilitate a virtual storytelling event that invites creators of an archival collection to tell stories of how their materials came into existence, and how they ended up in the archives.

PASS ALONG INSTITUTIONAL KNOWLEDGE

“There is a tacit mutual responsibility for elders to sit, reflect, and recall while younger generations commit to recording, processing, and analyzing the previous generations’ historical knowledge.”

Passing institutional knowledge onto younger community members ensures that the histories of elders lives on in the memory of the next generation. Modalities of remembering can be instituted by traditional modes of archival practice—such as recording oral histories and systematically cataloging written accounts of experience—however they do not need to be limited to these approaches. Place making strategies, (dis)locational rhetorics, and feminist and queer methodologies may be employed to share and remember the histories of elders within communities.
HOST SKILL SHARING WORKSHOPS

Skill sharing workshops offer a straightforward strategy for sharing expertise with other members of the community. Facilitation of a skill sharing workshop can be done by one or multiple members of the community, however organization and formats should be discussed ahead of time so that everyone involved can get the most value out of the experience as possible.

In the following section, a skill sharing workshop activity is described in detail. Focusing on one skill per workshop, this event is designed to imbue willing members with a new skill, taught by one of their own community members. Follow the directions of the activity, but feel free to modify as needed. All templates shared on this website provide a basic roadmap—consider the values, missions, and needs of your community members and omit, add, and re-imagine the template as you see best.
APPLIED ACTIVITY:

STICKY NOTE ICEBREAKER

Group discussion (in person/virtual event)

Purpose: This activity is designed to rapidly share skills at the beginning of a project or with a community that wants to deepen communication, connection, and share skills with each other. Following the activity, workshops can be scheduled so skills can be shared to members of the community.

What you will need:

1. Markers for each participant
2. Sticky notes (or) small pieces of paper and tape
3. A timer
4. A wall where the sticky notes can be posted

Directions:

1. Designate one person to be the timekeeper. This person can also participate in the exercise.
2. Break out into pairs. Pairs should consist of people of different generations whenever possible.
3. Timekeeper sets a timer for 5 minutes. One person in each pair is the writer, the other is the speaker.
4. When the timekeeper says “Go” and starts the clock, the writer asks the question to their partner: What specialized skills do you have?
5. In a rapid-fire fashion, the speaker begins to say out loud their various skills.
6. The writer quickly jots down one skill per sticky note and sets them aside as the speaker continually lists their skills. This process continues until the 5 minutes is up.
7. After this first round, the partners switch roles—the speaker becomes the writer, and the writer becomes the speaker.
8. Timekeeper sets a timer for 5 minutes.
APPLIED ACTIVITY:

STICKY NOTE ICEBREAKER (CONT.)

9. Repeat steps 4 through 6.
10. When the time is up, each person should initial the bottom of each of their own skill sticky notes. (For example: I would initial the bottom of the notes which were written down by my partner but are representative of my own skills). The group reconvenes at the blank wall.
11. The group reconvenes at the blank wall.
12. Everyone puts their sticky notes up on the wall.
13. Everyone takes a few minutes to read all of the skills and take in the information.
14. As a group, begin to rearrange the skills in different categories
   • For example: sticky notes that say PHOTOGRAPHY, VIDEOGRAPHER, PHOTOSHOP, EDITING SOFTWARE might all be grouped together because they represent image-based media skills.
   • Feel free to take your time and discuss as a group.
   • As categories are solidified, create sticky notes for each category and place it above the group of skills.
15. Once the rearrangement process is complete, start with one category and bring whoever has those skills to the front of the room. Discuss if it would be beneficial for these individuals to host a workshop about this skillset.
   • If everyone agrees that it would be beneficial, set a date and time.
   • Not everyone in the group might want to share these skills. That’s perfectly okay. Whoever volunteers will host the workshop.
16. Repeat Step 15 for all other categories.
OUTREACH PROJECTS

APPLIED ACTIVITY:

ORAL HISTORY INITIATIVE

Purpose:
Launch an oral history initiative to connect community members of diverse generations within your immediate and extended communities. Archive personal stories, organizational histories, and stories pertaining to your organization’s history.

What you will need:

Project Participants
- Project team, including: interviewers, question writers, digital preservationist, archivist
- Interviewees or subjects
- A recording device, options:
  - Tascam or Zoom recorders with two microphones (for interviewer, interviewee)
  - Smart phone with recording capabilities
  - Zoom Conferencing software
  - Computer (to transfer files)
  - Hard drive or cloud-based storage (to save and backup files)
- A digital for sharing the oral histories with your community, options:
  - Website
  - Vimeo or Youtube
  - A listening station within your organization’s space
- Release forms
- A quiet place to sit and talk
- Approximately 30 minutes

Directions:
1. Decide on a topic for your oral history initiative. In launching this project, a new collection will be created. What are documentation goals and objectives

Potential topics:
- Younger members interview community elders
- Institutional history of the organization
- Personal histories of the members of your community/organization
- Personal connection to the neighborhood of your organization
- Document a specific cultural happening, such as a former collective, gathering space, or activist movement.
2. Build a project team. Deciding on the particular staff, intern, and volunteers will depend on their interests, skill sets, and ability to commit to the project within the designated timeline.

3. Have an initial project planning meeting with your team. In this meeting, tackle the following action items:
   - Decide team members’ responsibilities. Potential roles include (note that some roles might be shared or combined):
     - Interviewer
     - Question writer
     - Digital preservationist
     - Processing archivist
     - Access archivist
     - Transcript writer
   - Create a project timeline. Account for time it will take to interview subjects, create transcripts, archive the files, and digitally preserve the project.
   - Define the mission and topic of the oral history initiative in detail
   - Draft a list of prospective interviewees

4. Schedule a place and time to interview the first subject.

5. Draft a series of questions for the first interviewee. As a team, decide whether interviewees within the series will be asked the same set of questions or if each interviewee will receive a unique set of questions.
   - Reference the FFF Media #TalkStoryTalkPlace graphic for question and format ideas. Adapt for your project.

6. Conduct your first oral history interview.
   - Before beginning, be sure to familiarize yourself with your recording device and technology. If it makes you feel more comfortable, practice a mock-interview ahead of the official one with one of your team members.
   - Utilize the UCLA Center for Oral History Research resource page for guidance on conducting interviews and using audio equipment.

7. Once the interview is complete, take the following actions:
   - Ask your interviewee to sign the release form (Appendix II). Once signed, give the release form to the archivist and digital preservationist for safekeeping.
   - Deliver the file to the digital archivist to properly store and archive the materials. Follow the guidelines of the NDSA Levels of Preservation and Digital Sustenance: Mini-Manual for Community Archivists.
   - Give the files to the transcript writer to create a written transcript of the interview. Once completed, the transfer writer should deliver the transcript to the digital preservationist.
8. Repeat steps four through seven, for as many interviewees as desired.
9. After interviews are completed and digitally preserved, the processing archivist and access archivist should work together to write a finding aid for the collection and individual items and strategize a plan for making the interviews publicly available.
   - Access to the interviews might be made available on Vimeo, via the archive’s website, or through a content management system. Note that some interviews might have restrictions, based on the wishes and requests of the interviewee. Take privacy needs into consideration when sharing the interviews.
10. Continue the process of interviewing people and add to the collection over time and add to the collection for as long as necessary and beneficial. Whenever possible, invite members of the community of various ages to participate.
10. There are many possibilities of how the oral history project may evolve. Meet with community members on a semi-regular basis to discuss feature happenings with the collection. Possible creative outcomes include:
   - Re-interpreting the oral histories by performing stories from the recordings with community members
   - Create a compilation of clips and add related pictures and video, and share on social media or Vimeo.
   - Ask community patrons to listen and submit commentary and reactions to hearing the stories on the recordings.
# TalkStoryTalkPlace is a project of Form follows Function that brings together youth and older adults to help preserve stories about places in their neighborhoods together. Using a simple interview format, it aims to raise awareness around places while strengthening intergenerational relationships.

**WHAT YOU'LL NEED**
- An interview partner
- About 20 mins
- A smartphone with audio or video recording capability
- A quiet place to sit and talk
- Release forms (forms available on fffmedia.com)

**HOW IT WORKS**
1. Introduce yourselves to each other.
2. Start recording audio and/or video, and begin interview questions. Check out the suggested questions, or come up with your own.
3. Review your recordings to clarify information and correct spelling of names and places.
4. Take a picture of each other alone and together. Thank each other for sharing!
5. Go to fffmedia.com/talkstorytalkplace to submit recordings and information.
6. BONUS: Take pictures of the place mentioned in interviews and email to info@ffmedia.com.
7. View stories on fffmedia.com and share on social media using #TalkStoryTalkPlace.

**CONTINUE...**

**SUGGESTED QUESTIONS**
- What is your name and age?
- Where are you from and where do you live now?
- Is there a place in this neighborhood that you know well?
- What is the name of this place and where is it located?
- What is your relationship to this place? Why is it significant to you?
- What makes this place unique or special?
- Can you describe what this place looks or looked like if it doesn’t exist now?
- What is it like / what was it like to be at this place?
- What would you do there? Why would you go there?
- Was there someone who would always be there? Who were they and what would they do there?
- Is there a story that happened there that you would like to share?
- If this place were taken away, how would this neighborhood change?
- If this place no longer exists, how did this neighborhood change?
- What is your hope for this place now and what is your hope for this neighborhood?

**PLACE-BASED STORYTELLING IS A FORM OF ACTION AGAINST GENTRIFICATION.**
#TalkStoryTalkPlace is a project of Form follows Function, a place based media collaborative. For more information visit, www.ffmedia.com

**PEOPLE TO INTERVIEW**

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Graphic courtesy of **FFF Media**, the Los Angeles Contemporary Archive, and WAPOW, and Debbie L. Cho.

Created by FORM follows FUNCTION and implemented by the Los Angeles Contemporary Archive, #TalkStoryTalkPlace is an intergenerational participatory documentary project about places using an oral place-based history method. The project is a means for youth to engage with older adults to help preserve stories about places in their neighborhoods.
SAMPLE LEGAL AGREEMENT

I, ________________________________, do hereby give to ________________________________ the series of interviews ________________________________ recorded with me beginning on or about ________________________________ to be used for any research, educational, or other purpose that ________________________________ may deem appropriate. I give these as an unrestricted gift and I transfer to ________________________________ all right, title, and interest, including copyright. I understand that I may still use the information in the recordings myself without seeking permission from ________________________________.

I have read and agree to ________________________________’s Use Policy, which outlines the current and likely future uses of interviews donated to ________________________________ collection.

Unless otherwise specified above, I place no restrictions on access to and use of the interviews.

_____________________________________
Interviewee (Signature)

_____________________________________
(Typed Name)

_____________________________________
(Address)

_____________________________________
(Phone Number) ____________________ (E-mail Address)

_____________________________________
(Date)

Release form courtesy of the UCLA Center for Oral History Research.
Purpose:

Host a Cross-generational Personal Archiving Workshop with users of your archives to teach community members how to properly archive physical or digital personal materials. The workshop provides the tools, knowledge, and organizational skills necessary for safekeeping personal writings, artworks, papers, and objects.

Overview:

- The workshop can be held either virtually or in-person.
- The course is split into two days of workshops.
- There are two options for the workshop:
  - 2-day physical materials archiving workshop, or
  - 2-day digital archiving workshop.
- During the second day of the workshop, there will be time allotted for participants to share what they archived, which provides an opportunity for intergenerational engagement.
Workshop Option 1: Physical Materials

Each participant will need:
- Archival boxes (if acid-free archival materials are unavailable, use banker boxes, shoe boxes, and plastic storage containers.)
- Labels (4 inches by 6 inches)
- Felt-tip pen
- Papers, artworks, and objects to archive

Workshop Option 2: Digital Materials

Each participant will need:
- Computer
- Digital storage (cloud-based, SSD hard drive, spinning disk hard drive)
- Digital files and objects to archive
**Pre-Workshop: Plan, Promote, Invite**

1. Plan the basics of your Cross-Generational Personal Archiving Workshops.
   - Build a team! Decide who will host the workshops (a group of 2-3 people is best).
   - Decide upon two dates to host the workshop (Each day of the workshop should be 1½ hours, and it’s best to host the workshops within one week of each other. For example, two consecutive days such as Friday and Saturday, or two back-to-back Fridays).
   - Choose between the two workshop options: physical or digital
   - Decide who will host the workshops. Preferable, two to three people will share this role. Including hosts of diverse ages is best to maximize intergenerational engagement.
   - Conceptualize the workshop and write a description

2. Promote and recruit participants
   - Refine the written description of the workshop with your team (include dates and times)
   - Create a Google Form that collects the following information for sign-up:
     - Name
     - Email address
     - Phone number
     - Pronouns
   - Share the workshop description and Google Form with members of your community via e-mail and social media. Provide a deadline to sign-up.

3. After the sign-up deadline has passed, confirm all participants and email final instructions for participating, including information about what each person will need to successfully complete the workshops. Give at least one week’s notice so that all participants can acquire the necessary materials for the workshops.

4. Leading up to the workshop, hosts should stay in communication and clarify all responsibilities beforehand.
**Workshop Day 1: The Fundamentals of Archiving**

1. Day one of the workshop has arrived! Meet in the designated meeting space, whether it be digital or virtual.

2. Once everyone has gathered and settled, one of the hosts introduces the workshops, providing a brief overview of what’s to come (5 minutes).

3. Take turns briefly introducing selves, including hosts and participants (30 - 60 seconds each, 10 minutes total).

4. One of the hosts dives into the first lecture of the workshop: teaching the fundamentals of archiving (30 minutes)
   - Utilize visual aids such as presentation slides or demonstrative objects to teach the basics of archival arrangement, description, processing, and preservation.

5. Hosts open up the workshop for questions (10 minutes).

6. Second lecture of the workshop topic: Archiving personal materials
   - Utilize visual aids such as presentation slides or demonstrative objects to teach the basic details of archival arrangement, description, processing, and preservation.

7. For the next portion of the workshop, it’s time for workshop attendees to begin archiving their own material. Invite attendees to start this process and ask questions along the way.

8. For the closing five minutes, describe what is to come in the next day of the workshop. Invite participants to use the information they gathered in this first workshop to begin archiving their own materials ahead of workshop day 2.

<table>
<thead>
<tr>
<th>Introduce workshop</th>
<th>5 minutes</th>
<th>5 minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participant intros</td>
<td>15 minutes</td>
<td>20 minutes</td>
</tr>
<tr>
<td>Talk: Fundamentals of Archiving</td>
<td>25 minutes</td>
<td>45 minutes</td>
</tr>
<tr>
<td>Q+A</td>
<td>10 minutes</td>
<td>55 minutes</td>
</tr>
<tr>
<td>Talk: Archiving personal materials</td>
<td>15 minutes</td>
<td>1 hour, 10 minutes</td>
</tr>
<tr>
<td>Activity: Begin to archive!</td>
<td>15 minutes</td>
<td>1 hour, 25 minutes</td>
</tr>
<tr>
<td>Closing: Next workshop</td>
<td>5 minutes</td>
<td>1 hour, 30 minutes</td>
</tr>
</tbody>
</table>
Workshop Day 2: Personal Archiving Day

1. Day two of the workshop is all about actively archiving one’s own personal materials! This day is divided into two activities: actively archiving personal objects and sharing with the group.

2. A host introduces the day’s activities: archiving and sharing.
   • Archiving: Using the principles learned in the first workshop, begin or continue the process of archiving one’s own personal materials. Ask questions along the way.
   • Sharing: Each participant takes 5-10 minutes to share what they learned and what they archived.

3. Begin the archiving personal materials portion of the workshop
   • All hosts should make themselves available for questions throughout the duration of this process.
   • Personal archiving does not have to be completed by this time. The purpose is to start the process so that it can be continued on the participant’s own time after the workshop.

4. Move onto the sharing portion of the workshop
   • Coming together as a group, each participant takes 5-10 minutes sharing what they learned and archives.
   • During this section, storytelling about one’s own personal archives is encouraged for intergenerational engagement.

5. A host closes the workshop by recapping what was learned and gained throughout the two days of personal archiving.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Time</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction</td>
<td>5 minutes</td>
<td>5 minutes</td>
</tr>
<tr>
<td>Archive personal materials and ask questions</td>
<td>50 minutes</td>
<td>55 minutes</td>
</tr>
<tr>
<td>Share out</td>
<td>30 minutes</td>
<td>1 hr, 25 minutes</td>
</tr>
<tr>
<td>Closing</td>
<td>5 minutes</td>
<td>1 hr, 30 minutes</td>
</tr>
</tbody>
</table>
APPLIED ACTIVITY:
CONSCIOUSNESS RAISING (CR) GROUP

Purpose:

Consciousness raising (CR) groups were an integral part of the women’s liberation movement and continue to serve as a potent and effective way for organizing, learning, and building community in LGBTQIA2+ circles. The purpose of facilitating CR groups is to bring people together in an informal setting on a weekly or biweekly basis to discuss human rights, intersectional social justice, and political topics. Forming an intergenerational CR group will create bonds, connections, understanding, and knowledge pertaining to topics that require activist work across the span of many generations.

Facilitation recommendations:

• The group should be casual in nature.
• Meetings should reoccur on a regular basis depending on the organization (e.g. weekly, biweekly, monthly).
• Virtual and in-person meetings are both effective.
• Create a collaborative document where CR group members can suggest and vote on various topics.
• Focus on one topic per meeting.
• Consider planning a topic series, where one topic is the subject of discussion for several meetings in a row.
• Limit the meeting size to 20 people maximum. If more people are interested, consider creating two groups, and divide participants into preferred topic areas.
• Limit the meeting to an hour, so it can accommodate most peoples’ schedules.

What you will need:

• Community participants
• A meeting space (physical or virtual will do)
• Community co-written rules and guidelines
• Shared spreadsheet for contributing topics and agendas for upcoming meetings
Directions:

1. Create a Google Form that is designed to collect information from interested participants. On the form, ask:
   - Name
   - E-mail address
   - “What motivates you to participate in our CR group?
   - Would you prefer weekly, biweekly, or monthly meetings?
   - “What days of the week and times of day work best for your schedule?”
   - “What topics of discussion would you like to engage with? (option to do multiple choice, if there are already a limited number of topics selected)

2. Spread the word!
   - Email the Google Form to staff, interns, volunteers, and community members.
   - Post the form to social media pages and invite community members to fill out the form if they are interested in joining.
   - Set a deadline for responding.

3. Follow up with one or two more reminders before the deadline.

4. Crunch the data.
   - Once each participant has responded, analyze the most frequently requested topic area of discussion.
   - Based on the answers, decide upon the frequency of meetings and the date and time of each recurring meeting.

5. Secure a space.
   - Prepare the virtual or physical meeting room. For virtual meeting rooms, Zoom and Jitsi are both great options, although Jitsi has a better privacy policy.

6. Draft the community guidelines and rules, and invite others to participate.
   - Create a collaborative document where other community members can leave comments contributing to the guidelines and rules.
   - Include guidelines such as: please don’t speak over others; don’t offer unsolicited advice to people; no one person should dominate the conversation; be respectful at all costs, etc.

7. Invite attendees to the first meeting, via e-mail.
   - Share the meeting date and time for the first meeting.
   - If the meeting will take place virtually, include the meeting room ID, link, and password.
   - Ask for RSVPs.
8. It’s time to host the first meeting!
   • Gather in the designated meeting place.
   • Begin with brief introduction of the group’s mission and the topic of the day
   • Take turns introducing oneself briefly (share name and involvement in the
     organization. 30 seconds each)

9. Start the conversation!
   • Tips for keeping the conversation flowing and on topic:
     • If someone has not spoken in awhile, another member can engage that
       person to see if they would like to contribute. Some folks are not as
       forthcoming as others, so it’s up to the group to create an atmosphere of
       inclusion.
     • Designate a moderator at the beginning of the meeting. Whenever there is
       a lull or a moment when the conversation should be redirected to remain on
       topic, the facilitator can ask a question or spark a new thought to keep things
       on track.
   • Keep holding respect and practicing deep listening throughout the meeting.

10. Continue to host meetings, and in the process, encourage members to submit
    feedback for improving the community atmosphere.
MISSION STATEMENT

Cross-generational Engagement: Sustaining Community Archives’ Futures is designed to help community archivists foster intergenerational connection, engagement, and communication to help bolster the long-term sustainability of their archives and communities. This resource takes an intersectional and inclusive approach towards fostering intergenerational communication.

While many groups of people who come together around a common identity, cause, and vision strengthen relationships among themselves, expanding that core group to include people of different generations—both younger or older—can be challenging at times. This resource includes strategies for expanding communities to include people of all ages.

ABOUT THE CREATOR

Casey Winkleman is a recent graduate of the UCLA MLIS program where she specialized in Archival Studies. While earning her degree, she worked in the UCLA Library Preservation Studios as the Audiovisual Preservation Assistant. In Summer 2019, she was an archives intern with the Sequoia Kings Canyon National Parks Museum and Archive. She recently completed a year-long archives internship with the June L. Mazer Lesbian Archives.

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