

# ACORN SHED MUSIC

Stories & Songs

*'This Rain'*

A participatory song-writing toolkit



Supporting carers to  
explore their experience



life  
changes  
trust  
Creating better lives.

COMMUNITY  
FUND

Original drawing by K. McLean

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# About Us



Pauline



Carol

Acorn Shed Music is an arts organisation, based in East Dunbartonshire and established by Pauline Walmsley and Carol Beckwith. We set out with the aim of finding ways to use group song-writing to explore difficult conversations.

'This Rain' was the result of a partnership between Acorn Shed Music and Bridgeton Resource Centre (Alzheimer Scotland) and with funding from Life Changes Trust, it became a transformational project for everyone involved.

## **What's this toolkit all about?**

We have designed this toolkit to walk you through what we did when we spent time working with a group of Young Onset Dementia carers from Bridgeton Resource Centre. We have made this toolkit available as a downloadable resource for you to use freely.

The exercises will give you a flavour of our process and we have given some guidance so that you can run similar sessions in your own setting. We have offered some suggestions for materials you might want to use and some 'prompts' to get the conversations going.

The toolkit is structured as an illustrated A4 document, with a series of printable template pages for use in the workshops.

# About the Project

**Demonstrating how storytelling and song-writing can provide support and open channels for expression, for those who care for loved ones living with dementia.**

Acorn Shed Music approached staff at Alzheimer Scotland, Bridgeton Resource Centre and, after discussion, agreed that the proposed song writing project would go ahead and they would work in partnership with us. Funding was secured from Life Changes Trust 'Peer to Peer' resource fund and we agreed a start date for the project.

We made several visits to the Monday Young Onset Dementia café at Bridgeton to speak to the carers and staff. We spent time telling them about the song-writing workshops, answered their questions and encouraged them to think how they might be able to participate.

We explained that participation was voluntary but also encouraged carers, even if they were unsure, to think about coming along and trying it out.

We found that the time we spent getting to know people a little before the first workshop was beneficial to the overall success of the project. It gave people time to think about taking part, and time to consider the impact on the person they cared for, if they moved to another area of the building to be part of the workshops. The project was based within Bridgeton Resource Centre on a day when the usual café activities were running and so there were staff and volunteers to look after each participant's family member, leaving them free to take part.

# Workshop One

## “Getting to Know You”

No special resources are needed for this session however if you want to play any video or audio tracks you will need to have the use of a laptop to view videos and a device to play the music tracks (laptop/phone) so that everyone can hear them.

You may find it useful to record the session as an audio recording – this makes it easier to go back and review what has been said and this is useful when it comes time to write the songs.

As part of the project we made a film which you can find on the website. If you are making any kind of recordings, either audio or video, please ensure you obtain informed consent for this.

In this session we ‘broke the ice’ with some gentle conversation. We began by telling the group a bit about ourselves and our own backgrounds and experience with dementia and caring. We then explained what would be involved over the course of the song-writing project and agreed that we would talk and listen respectfully to one another while we were discussing and sharing experiences.

We then encouraged everyone to introduce themselves and share a little bit about themselves and their caring experience. This is still a good way to start a session even if members of the group already know each other, as sometimes carers don’t always get a chance to go beyond the immediate, ‘practical’ challenges they face while caring for someone.

We were of course interested in those practical issues, but we also wanted to provide the space where carers felt at liberty to go beyond their shared, caring experiences and begin to peel away the layers of loss and adjustment that are often hidden beneath the obvious.

We made it clear that if anyone didn't feel like talking and just wanted to listen in, then that would be ok and there would be neither pressure nor expectation on them.

We explained the way we work with stories and turn them, through a process of working with the words and finding a melody, into songs. We finished the session by playing a song that had recently been written by us about someone living with dementia and we talked about how their story led to the writing of the song.

The song is called '**Half of Something**' and it describes how the person feels when they 'lose' someone to dementia and wonder whether having only a remnant of the person they knew is better or worse than not having them at all. You can find the song on the website and the lyrics for the song are below:

*Safe in bed she hides away  
It's hard to tell if she's ok  
Her world is not the same  
Withdrawn she stares the time away  
So far from all her happy days  
Her world is not the same*

*And she misses all the faces that she knew  
And she misses all the places that she took you*

*She follows rules she follows orders  
Just as though she was a soldier  
Her world is not the same  
But her mind plays tricks, and she thinks she  
knows  
Just how the everyday things go*

*Her world is not the same  
But they say that half of something is less than  
nothing at all  
And she's tethered to a darkness  
With reminders on the wall*

*And she misses all the faces that she knew  
And she misses all the places that she took you*

*Weeks and months disappear  
As she re-lives her younger years  
Her world is not the same  
But no-one stops to recognise  
That she's just the same behind those eyes  
Her world is not the same*

# Workshop Two

**Suggested materials to use:**

Flip Chart  
Sticky Notes  
Pens

## “What’s Your Story of Caring”

**Question 1 - “What has profoundly affected your life following a dementia diagnosis?”**

**Question 2 - “What ‘something’ has changed the way you feel about caring?”**

In this session facilitators began by reflecting on our own experience of dementia and caring and encouraged discussion within the group based on Question 1.

Next, we put flip charts on the wall and asked everyone to write on the sticky notes, a couple of words or phrases that best described the main thing/s that had impacted on their life since they began caring for someone living with dementia. In some instances, carers asked the facilitators to write down what they had said and add that to the chart on their behalf.



Following on from this, we then asked carers to consider Question 2 and think about their own previous thoughts about carers and caring. Carers then added their comments to another flip chart on the wall, again using sticky notes.

Facilitators also made their own handwritten notes and later transcribed the content of the flip charts.

“You don’t realise how hard caring is”

“You can’t plan, you just can’t be ill”

# Workshop Three

## “Finding the Words”

In this session, we asked carers to browse through some old magazines and newspapers and select any headings, words, or phrases that they felt might describe some of their feelings, both currently and at other points in their caring journey. You can either do as we did and pre-cut a selection of headlines, or if you have more time, participants can cut them out themselves during the session.

We created a 'word bank' by collecting words and short phrases that we selected from health and social care resources and other related literature. We printed these on card and asked carers to choose as many or few that resonated with them. We then asked that they group these into those they felt had positive, negative, or neutral meaning for them. We then asked each person to talk about why they felt words were positive, negative, or neutral. It was an interesting discussion as we found that where a word may have positive meaning for one person, it had a negative meaning for others.



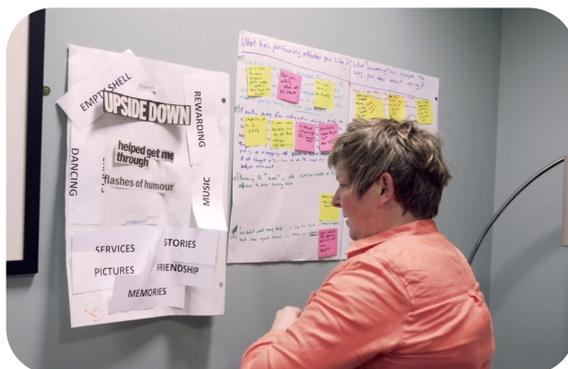
### Suggested materials to use:

Flip Chart  
Sticky Notes  
Pens  
Old newspapers/magazines  
Scissors  
Blue Tack  
[Word Bank](#)

This gives an opportunity to begin to try and understand that, if you can take the conversation beyond the obvious, every carer has a unique experience of caring to share, despite the similarities that lie on the surface.

Facilitators also made their own handwritten notes and later transcribed the content of the flip charts.

“A lot of the stories are similar.”



“It's knowing I'm not alone.”

# Workshop Four

## “Themes & Individual Stories”

**At each new session it is useful to collate all the notes and charts from previous weeks to maintain a sense of the ‘whole’ conversation in context.**

The facilitators had started capturing the emerging themes and along with each person’s stories, began to develop possible ideas for songs. It was at this point that the song ideas were shared with the group. Following lively discussion around phrasing and meaning, some minor modifications were made to the lyrics so that the songs reflected what had been said.

During the initial stages of the project, it was agreed with the carers that the songs would include some that focused on specific aspects of some individual carers and some that would reflect the group’s shared experiences of caring.

# Workshop Five

## “Melody Making”

You will need facilitators  
instrument of choice, guitar/  
piano/voice/drum etc. You might  
want to bring a selection of small  
percussion instruments or  
improvised home-made shakers.

This session was used to support the development of a variety of rhythms and melodies. Carers were asked to think about their favourite songs and think about what they liked about them. We then talked about slow/sad/minor and happy/upbeat/major melodies and how this could influence how you feel when you listen to a song. We then asked carers to discuss whether they thought specific lyrics we were using from their stories should sound happy or sad.

Percussion instruments were shared around, and carers were encouraged to join the facilitators in ‘making some noise’.

There was some more discussion on how carers wanted the songs to sound, and a few examples given which facilitators agreed to take away and work from as the songs were developed.

In this session, and following an impromptu performance, we discovered some new talent, much to the delight of others in the venue that day.



# Workshop Six

## “Bringing it All Together”

This last group workshop session was used to fine tune the final version of the newly created songs. Facilitators performed the songs as they were at that point and some minor adjustments were made in response to carers suggestions. A few words and phrases were changed around, and carers agreed that their stories were reflected in the songs and felt they had really been listened to in the workshops.



# What Came Next?

## Follow Up Visit

Facilitators continued to visit the café at Bridgeton and kept carers up to date with progress on the rehearsals of the songs and informed them of the various musicians who would be part of the eventual recording.

It was agreed that carers who wanted to remain involved would perform on two of these songs. We had a few short practices of the various backing vocals on the songs and a studio date was agreed with carers.



(Bridgeton Resource Centre)

## In the Recording Studio

Four of the carers opted to participate the recording session at CHEM19 Studio. On arrival, they were shown around the facility and we shared a light lunch together while preparing for the recording. All went well on the day with some lovely happy moments shared together as well as a very productive recording session.



(CHEM19—Studio 2)



# Project Launch

## Launch of 'This Rain'

In partnership with Bridgeton Resource Centre, a celebration launch was held. A few words were said by Colm McBriarty from Life Changes Trust who explained a bit about the Peer to Peer Fund. Following this, a live performance of 'This Rain' took place, including backing vocals from some of the carers.



A few words about the experience were then given by Lynn Meek, link worker at Alzheimer Scotland, Bridgeton Resource Centre. This was followed by a light lunch and a chance to mingle and share experiences of involvement with the project.

Invited guests included friends and families of the carers, staff from Bridgeton, Life Changes Trust, NHSGGC and representatives from several other interested agencies and individuals who shared a common interest.



CD artwork by Electric Kiwi

# Toolkit Development

## Toolkit Development

At the request of staff and carers, we continued to meet and discuss our experience and decided this was something we wanted to share with others so that they could also experience some of the positive benefits from involvement in sharing stories and writing songs.

We were awarded a further Life Changes Trust Award to continue as a group, develop a 'how to' guide and work towards producing a web-based resource in the form of a creative toolkit.

As we were all experiencing restrictions due to COVID19, we decided it would be best to move to online meetings via 'Zoom' and this, not surprisingly, slowed down our progress a bit in 2020 as we all learned to cope with the pandemic and the learning curve as we negotiated digital spaces.



We gained momentum again in 2021 and there has been a flurry of activity on 'Zoom' meetings where we continued to share our stories and support each other, with encouragement to keep going even though things have been tough.

## **“Creative Carers”**



The carers surpassed themselves, with self-directed work, creating poems, drawings, paintings, and songs, as a way of expressing how they felt as the months progressed.



## ONE YEAR ON .

It's coming up for one year now  
That Betty passed away  
The memories come flooding back  
Of that sad and horrible day

The room was filled with family  
And a couple of real close friends  
Who would have thought after only two years  
That this is where it ends

Her fight against these two cruel ills  
Was brave and with a smile  
Her strength and mental health had been  
Decreasing for a while

We met great people along the way  
On our journey through tough times  
MND and Dementia staff  
Were always there by our sides

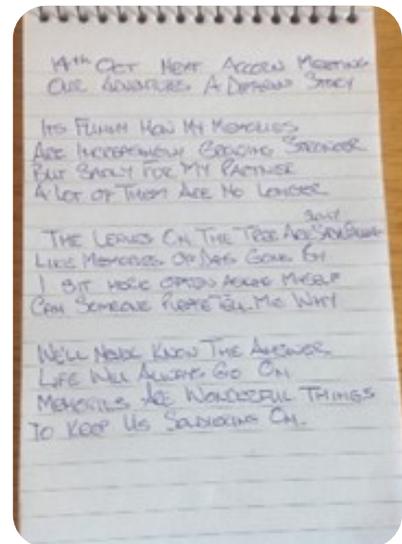
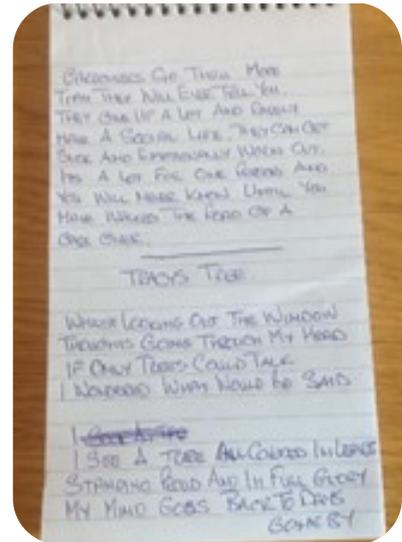
Friends and family gathered in the church  
A service fit for a queen  
How much she was loved and thought of  
Was there and clearly seen

One year on and it's not any clearer  
Of why she was taken so ill  
The mysteries of ill health, I don't understand  
And I guess I never will

Gone is the person we all loved so dear  
But her spirit is alive and well  
We have photos, possessions and memories  
And stories a plenty to tell

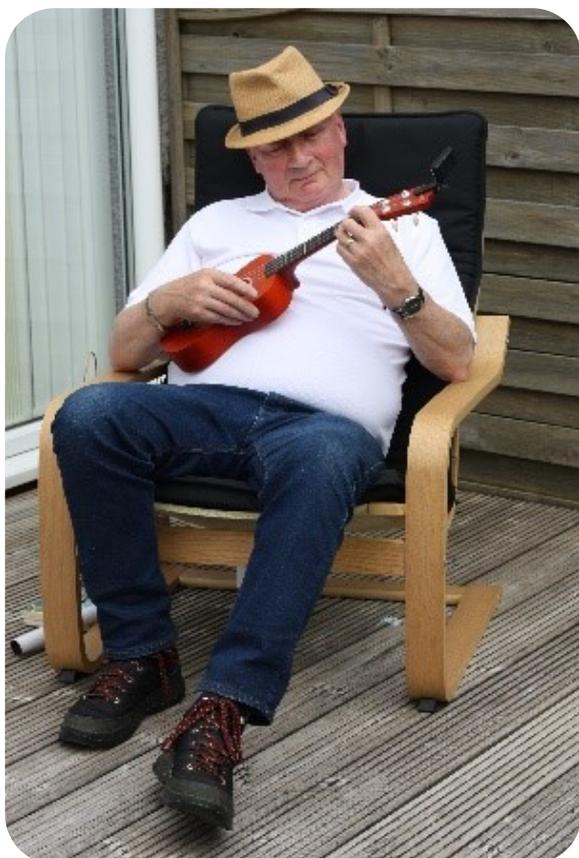
One year on is not the end  
Life will go on for ever  
Will the pain ever go away  
The answer to that is never

- Jim Dyer



We recently introduced the concept of writing new lyrics to a familiar tune and some of the carers have produced their own songs in response. They worked through this process by selecting a song they liked and set about the task of thinking what they wanted to say and worked on the rhythm and metre of the words and phrases.

It sounds easy, but it's quite a challenge to work with someone else's melody and fit your own words into the tune. This was a huge achievement in terms of understanding 'how songs work'.



Having said that, we know that song-writing can be a collaborative activity and one person in the group wrote beautiful lyrics and kindly agreed that we could compose a melody for them.

You can see how this was done if you visit the project page and listen to 'Get a Little Mad'. There is also a light-hearted, visual insight into the process in the form of a GIF, on the same page.

One of the group members decided that for one of his songs he would like to play the ukulele and so he spent quite a bit of time practicing in advance of the recording sessions.



In contrast to the first recording session where we all went to a recording studio, this time we went DIY. Considering the restrictions and individual pressures imposed by the pandemic, we set up our mobile studio in one of the members' homes.

A big bonus of this was that family members could be more involved in the process and this was always something that was important to us – to create a real sense of family, community, and for participants to take ownership of the work.

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**Links to the songs are here:**

['Beautiful Love'](#)

To the tune of 'The Skye Boat Song'

['Sing Us a Song'](#)

To the tune of 'Piano Man'

['We Are One But We Are Many'](#)

To the tune of 'I Am Australian'

['Get a Little Mad'](#)

We are grateful for a Life Changes Trust Award that enabled us to purchase some of the equipment needed for this.

# Reflective Evaluation

We asked carers to reflect on the time when we first spoke to them early in 2019 about taking part in a song-writing project. We asked what their initial thoughts were and why they agreed to take part in the song-writing workshops and what benefits they feel they have gained.



There was a mix of responses, but a key factor was the fact that the facilitators had experience in caring for someone living with dementia and that helped build a strong trust and a strong belief that the facilitators really understood what the carers were experiencing. Carers also recognised that, from an initial hesitation, they really enjoyed taking part in the project and sharing their stories and felt they had been listened to without any judgement and that was important to them.

They also really enjoyed their experience hearing the songs develop and taking part in the recording and while initially apprehensive, all agreed that it was fun, they learned a lot, were proud of their achievements and they were glad to have been part of the project.



# What's Next?

We are all very proud to have been part of this toolkit development and hope that other organisations and other carers may gain some of the positive and cumulative benefits that we have experienced through participating.

We hope you enjoy what we have made and have fun exploring and developing your own voice through song-writing, music and art.

The group plan to carry on with their creative endeavours and we hope that they will continue to be involved with Acorn Shed Music with our future projects.

# Acknowledgements

"This work is supported with funding from the Life Changes Trust. The Trust is funded by The National Lottery Community Fund."

## **Carol and Pauline would like to thank:**

Life Changes Trust; Alzheimer Scotland, Bridgeton Resource Centre, Alison McNair, Lynne Meek, Jane Brown and all the volunteers at Bridgeton; Jim & Betty Dyer, Donna, Eilidh, Erin, Rachael, Ava and Junior: Katie McLean; Tracy & Don Laing; Maria Quinn; Pete Crockett Music; James Faddes; RB Design; Piko Design



# Worksheet 1

## Workshop One

### “Getting to Know You”

#### Suggested materials to use:

Flip Chart

Sticky Notes

Pens

Equipment to play audio (laptop/  
speakers)

Lyrics sheets for songs being used  
(‘Half of Something’ – Worksheet 9)

*If this is the very first session you will need  
consent forms & pens*

*\*Note to facilitators – if you are writing songs collaboratively throughout the programme you will need to ensure you leave time to ‘write as you go’. If, as we did, you are writing the songs outside of the workshops then you may want to wait till the midpoint to ensure you have enough of the narrative accounts to base the songs on*

**Ensure informed consent is given for the activity. This should include consent to record audio/video footage if you intend to do any recording or take any photographs**

- Facilitator to start the conversation and share a bit about themselves and their own experience with caring.
- Tell the group what to expect from this session and from any follow-on sessions
- Agree some group ground rules
- Invite the group to introduce themselves share their own experiences on the topic but remind people that they under no pressure and only to share what they feel comfortable with
- Write down and display what people say in a way that everyone can see it (we used flip chart paper on the walls and post-it notes)
- Facilitators should be prepared to help with the writing/note taking on behalf of carers if needed
- An additional activity is to share a song that talks from the point of view of a carer (e.g., ‘Half of Something’ – Worksheet 9).
- Introduce the song and provide the lyrics for people to follow along with
- You might want to have a short discussion on the themes of the song, how the story is conveyed etc.

# Worksheet 2

## Workshop Two

**'What's your story?'**

### **Suggested materials to use:**

**Notes from session 1**

**Flip chart paper (alternatively, re-using Amazon packing paper or lining wallpaper are environmentally friendly options!)**

**Sticky notes**

**Pens**

Start this session by reflecting on the time since the last session. It can be useful for the facilitator to relate that to their own experience, if appropriate

Use this to lead into question 1:

**“What has profoundly affected your life following a dementia diagnosis?”**

Use the session materials to gather the responses from the group, again supporting this if necessary, by acting as 'scribe'

When this topic has been exhausted, move the conversation on to question 2:

**“What ‘something’ has changed the way you feel about caring?”**

**\*\*Add the material that you create from these two exercises to that from the first session**

You will find that as you move through the exercises you begin to build a narrative which you will eventually use as the basis for the songs.

Depending on how you store the charts and pages, you may want to consider condensing these by 'writing them up' as notes. This can make it easier to refer to them during your own writing sessions

# Worksheet 3

## Workshop Three

### “Finding the Words”

#### Suggested materials to use:

Notes from sessions 1 & 2

Flip Chart (see note in session 2)

Sticky Notes

Pens

Old newspapers/magazines

Scissors

Blue Tack

Word Bank ([Worksheet 8](#))

Take newspapers, magazines, leaflets etc and cut out any ‘stand out’ headlines. This can be done during the sessions or you can do it in advance, by sourcing and cutting out a wide selection of headlines and this will save time during the session.

Ask participants to select as many or as few headlines as they want to. Ask them to think about how the words or phrases resonate with them, what meaning they take from them in their own circumstances

Guide the process by giving an example if you think this will be helpful.

Another option is to use the word bank in [Worksheet 8](#) instead of newspaper/magazine headlines. Enlarge the font size and print them out on paper or card then cut them up so they are easy to read. You may want to make several sets of words for your group, and they will last longer if you laminate them.

**(You will notice that included in the list are the words ‘positive’, ‘negative’ and ‘neutral’)**

Once everyone has done this, ask them to place the words/phrases under the headings ‘positive’ ‘negative’ or ‘neutral’ according to what meaning the words hold for them.

This can make an interesting discussion especially if you find, as we did, that the same word may hold positive, negative, and neutral meaning for different people in the group.

# Worksheet 4

## Workshop Four

### “All Our Stories”

#### **Suggested materials to use:**

**Notes from sessions 1 – 3**

**Copies of draft songs if writing is done  
outside of the sessions**

**Materials as listed for previous sessions**

**Audio equipment if re-playing any song  
audio ‘sketches’**

Again, be sure to collate the notes and materials from each week and add them to the narrative.

You may have by this time identified some emerging and recurring themes. These might be general themes that everyone has contributed to or you may feel drawn to a very specific story. There are no rules other than that the process should be inclusive and that the songs should clearly reflect the narratives from the group sessions.

If you are writing outside of the workshops (as we did) you will want to start bringing your song sketches to the group at this session to allow time for ‘critical listening’ and feedback from the group

This workshop gives space to review what you have written and for the group to offer constructive feedback. This is an important element particularly if you are doing the bulk of the writing away from the group. If the group and the individuals in it are to retain a sense of ownership of the songs, then they need the opportunity to contribute to how they are shaped.

# Worksheet 5

## Workshop Five

### “Melody Making”

#### **Suggested materials to use:**

**Notes from all previous sessions**

**Materials as listed previously (if required)**

**Musical instruments for playing songs (if applicable)**

**Audio playing equipment**

**Additional musical/percussion instruments**

If you have any melody ideas, then it is a good idea to share them with the group so that they can comment as early as possible. At this point you may want to have conversations about pitch and tempo (this is important if you plan to have the group singing on any performances or recordings). There might also be conversations around the style or genre of the songs

If you present them with a ‘finished piece’ at the end of the project, it is likely to cause some uncomfortable moments if any of the group are unhappy with aspects of the melodies.

If you or another facilitator plays an instrument, then you may already have introduced these during previous sessions. Playing your ideas ‘live’ in the workshop is helpful as you can respond to feedback and make changes to the melodies. If you don't have the facility to do this then making a rough recording before the session on your phone would also work (just make sure that you can play it back with enough volume so that everyone can hear it)

You can have some fun during these music sessions and if you have any instruments that you can share with the group so that they can join in with the music making then this can help break down any remaining inhibitions about performing in front of people (useful if you intend to go on to record any of the songs). We took a selection of simple percussion instruments (shakers, tambourine, bodhran) but you can be as creative as you want.

# Worksheet 6

## Workshop Six

### **“Bringing it all together”**

This is the time to make any final changes to the songs, sing them through and think about what comes next.

You may want to plan a performance in front of an audience or make recordings of the songs.

Your performance can be as simple or as elaborate as you have resources for.

Recording doesn't have to be expensive, and you can make really good quality 'live videos' using a mobile phone.

For us this was talking about our plans to go to the recording studio and going over what that would mean for the carers and their caring responsibilities and making plans to officially 'launch' the CD.

#### **Suggested materials to use:**

**Copies of new song lyrics**

**Paper for planning activities**

**Pens**

**Musical instruments (if required)**

**Audio playing equipment**

# Worksheet 7

## Evaluation

**\*You may want to run this as a separate session or as part of Workshop 6.**

While we did use a simple evaluation questionnaire to gather some basic feedback, we were mindful that this project was about community and communication. So, we sat down with them and talked about what they liked about the project. We also asked what they would have liked to have done differently, done more of, or not done at all!

Doing the evaluation in this way is a really organic process, not stifled by 'black and white questions' and offers real opportunities to gain insight into how things can be made better for carers when they take part in projects like this.

To guide your evaluation, process you might want to refer to Creative Scotland's reflective toolkit for artists, arts organisations, partners, and participants – **'Is this the best it can be?'**

Informed by the prompts from [this Creative Scotland resource](#), you can use a participatory approach to work through your evaluation process (like those that you use in the early workshops)

# Worksheet 8

## List of Words for Workshop Three

<u>POSITIVE</u>	FUNDING	LOVED
<u>NEGATIVE</u>	CAREER	HELPING
<u>NEUTRAL</u>	RETIREMENT	CARING
PERSON-CENTRED	CARING RESPONSIBILITIES	MARTYR
COMPLEX	TIME OFF WORK	LONELY
UNPAID CARERS	FLEXIBLE WORKING	ALONE
HEALTH CARE	FAMILY FRIENDLY POLICIES	SUPPORTED
SOCIAL CARE	SAVINGS	FRIENDS
HEALTH & SOCIAL CARE	BENEFITS	FAMILY
FREE PERSONAL CARE	CARER'S ALLOWANCE	UNFAIR
ASSESSMENT	TIME OFF	ROUTINE
LOCAL AUTHORITY	FREE TIME	OUTSIDE AGENCIES
BUDGETS	HOLIDAYS	SOCIALISING
CARERS	GOING OUT	ISOLATED
STATISTICS	SUPPORT	DESPERATE
YOUNG CARERS	MY LIFE	NOT COPING
GIVING UP WORK	HEALTH & WELLBEING	COPING
WORKING	CARER SERVICES	LOST
STRESSFUL	COMMITMENT	GOOD OLD DAYS
PRESSURE	RESPONSIBILITY	MEMORY
TRAPPED	FINANCIAL CIRCUMSTANCES	FORGETTING
NO CHOICE	BEING UNWELL	REMEMBERING
LIMITED	HOSPITAL	TIME
RESTRICTED	RESIDENTIAL CARE	LEGAL RIGHTS
	WORK/LIFE BALANCE	SELFISH

# Worksheet 9

## Lyrics: 'Half of Something'

Safe in bed she hides away

It's hard to tell if she's ok

Her world is not the same

Withdrawn she stares the time away

So far from all her happy days

Her world is not the same

And she misses all the faces that she  
knew

And she misses all the places that she  
took you

She follows rules she follows orders

Just as though she was a soldier

Her world is not the same

But her mind plays tricks, and she thinks  
she knows

Just how the everyday things go

Her world is not the same

But they say that half of something is less  
than nothing at all

And she's tethered to a darkness

With reminders on the wall

And she misses all the faces that she  
knew

And she misses all the places that she  
took you

Weeks and months disappear

As she re-lives her younger years

Her world is not the same

But no-one stops to recognise

That she's just the same behind those  
eyes

Her world is not the same

# Worksheet 10

## Lyrics: 'Beautiful Love'

Beautiful love lasts all of our life  
Always for evermore  
Sharing the love, you know will go on  
Always for evermore

All of our years we travelled the world  
Travelled the whole world o'er.  
Our future plans, robbed of so much,  
Now we can travel no more

Adventures and fun, we still can share  
Different now, new ways to care.  
Life is so changed, and we are too  
But our love will see us through

Years will go by, where will we be?  
Will you know me no more?  
Hearts will be broken ripped to the core  
But we'll carry on just as before

One day we'll see how this can be fixed  
Before we lose any more.  
The fear will be gone, the future is bright,  
And you'll be as you were before

# Worksheet 11

## Lyrics: 'Sing us a Song'

Its 10 am on a Monday  
The regular crowd shuffle in  
To the café here in Brig'ton  
A new venture about to begin

Carol and Pauline come through the  
door  
Look around and take it all in  
Talk to the people and ask them  
If anyone would like to join in

La di da la la la

Sing us a song you can do it  
Sing us a song and see  
We will be there standing by you  
Carol on guitar and me

Well Betty volunteered me immediately  
Katie from our table came too  
It wasn't too soon we were all in a room  
And we had us another few

Nicki and Tracy and Susan as well  
wondering where this was going  
Out came the pens and the flip charts  
too  
Now our fears were growing

La di da la la la

We all told our stories and amazingly  
Our stories all sounded the same  
One thing in common that we all had  
Caring for our loved ones was our aim

Carol and Pauline encouraged us  
We began to feel more at ease  
More sessions were had and boy were  
we glad  
Our singing became more of a breeze

As the months went on, we grew  
stronger

As group we grew closer as well  
The reward it came when we launched  
This Rain  
Our stories to music to tell

We started as a group of individuals  
And now our group has grown  
It's been a transformation and this  
realisation  
That in caring, you're never alone

La di da la la la

Our ventures not stopping we must keep  
it going  
We must take it and spread it out further  
Because one thing we've learned you're  
never too far  
From people who help one another

# Worksheet 12

## Lyrics: 'Get a Little Mad'

It's easy to forget  
Who the person was before  
As you see them fade  
A little more  
Even though they're different,  
They are still there  
Still, you know, still you know

You feel as if....  
A journey's just begun  
Though you share memories and fun  
Every day changes  
We go round and round  
Through the ups and downs  
Ups and downs

Every day is day one  
An old tv re-run

So, go cry  
Be sad  
Take a little breath  
Get a little mad  
So, go cry

Be sad  
Take a little breath  
Get a little mad

It's a crazy life  
One hell of a ride  
So, tell your story  
To those like you  
Even if you think  
They've got no clue  
Trust me, trust me

Every day is day one  
An old tv re-run

So, go cry  
Be sad  
Take a little breath  
Get a little mad  
So, go cry  
Be sad  
Take a little breath  
Get a little mad

# Worksheet 13

## Lyrics: 'When All is Said and Done'

Caring for our people  
It's tough as it can be  
Getting them to join in  
To set their spirits free  
Sometimes it doesn't happen  
Sometimes it isn't fun  
But we continue anyway  
When all is said and done

We are one but we are many  
And from all different walks of life we  
come  
We take good care of our loved ones  
Stressful but rewarding  
When all is said and done

The rewards outweigh the sad times  
A happy look upon their face  
A smile, a glint inside their eyes  
They are in a happy place  
Memories come flooding back  
You know they're having fun  
You're happy that they're happy  
When all is said and done

We are one but we are many  
And from all different walks of life we  
come  
We take good care of our loved ones  
Stressful but rewarding  
When all is said and done

We are one but we are many  
And from all different walks of life we  
come  
We take good care of our loved ones  
Stressful but rewarding  
When all is said and done  
....Stressful but rewarding  
....When all is said and done

# Worksheet 14

## Consent Form for Participants

**Project Title:** \_\_\_\_\_

**Group Facilitators:** \_\_\_\_\_

I understand that my participation in this project is voluntary and I may withdraw at any time

I understand that the risks to me are minimal and agree that I have been given the opportunity to ask questions

I understand that I will be involved in participatory song writing workshops and that the song writers will be present during these times

I am not/I am happy that audio recording will be taken

I am not/I am happy that video recording will be taken

I am not/I am happy that photographs will be taken of me

I am not/I am happy that my name will be used to identify my comments in this project

If I have any concerns or complaints regarding the way the workshop is being or has been conducted, I can contact: \_\_\_\_\_

I understand that information provided by me will be used in song composition

I consent for it to be used in this manner.

Date \_\_\_\_\_

Name (please print) \_\_\_\_\_

Signature \_\_\_\_\_

“This work is supported with funding from the Life Changes Trust. The Trust is funded by The National Lottery Community Fund.”

# Worksheet 15

## Evaluation Form

**Project Title:** \_\_\_\_\_

**Facilitators/Songwriters:** \_\_\_\_\_

Why did you decide to take part in the song-writing workshops?

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What have you enjoyed most about taking part?

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What parts of the sharing of stories with others have you found worthwhile?

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What would you tell other carers about taking part in the song-writing workshops?

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Date \_\_\_\_\_

Name (please print) \_\_\_\_\_

Signature \_\_\_\_\_