

Sound Archives for Football Memories: Exploring Innovations in the Use of the
Scottish Football Museum Archive for Older People

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Abstract

Football Memories Scotland (FMS) groups provide examples of sports-based reminiscence (SBR) wherein a range of football-related stimuli is used with older people to trigger memories and prompt socialisation. The Scottish Football Museum, who are affiliated with FMS, identified a largely untapped resource: Scottish football-related sound archival materials. This PhD explores the use of these materials with older people in FMS contexts. It develops frameworks for both the selection of FMS themes and the production of FMS tailored audio resources that feature sound archival materials. These approaches are exemplified by the production and use of the '67 audio – an audio resource themed around the England 2 - 3 Scotland fixture at Wembley in 1967. The '67 audio was shared with five community-based FMS groups. I observed FMS participants' responses to hearing the audio, and conducted follow up interviews with FMS group attendees, carers and facilitators. The findings evidence that the '67 audio was well received and, notably, seemed to play a significant role in triggering memories and prompting socialisation. This study therefore presents a novel yet potentially impactful approach for FMS theme selection, and the production and use of sound archival materials in FMS and, perhaps, wider SBR contexts. It also proposes a broad session structure for the use of sound archival materials with multi-sensory stimuli. Still, further research remains necessary to both determine whether the frameworks are applicable beyond this PhD and assess the value of the proposed session structure in FMS and/or wider SBR contexts.

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1. Introduction

1.1. Background

In the United Kingdom (UK) and for much of the globe, the population of older people has increased, and projections indicate that this trend will likely continue (Age UK, 2019, p. 3; ONS, 2019, pp. 4, 9; ONS, 2021, pp. 2, 10, 11; WHO, 2021). Of course, increased longevity is not negative, but it does raise concerns and/or challenges regarding a corresponding increase in support requirements (Clark et al. 2015, pp. 202-3; Sander et al. 2015, p. 185; Laidlaw et al. 2024, p. 1). One of these challenges relates to the significant number of older people in the UK (and in Scotland, specifically) who experience social isolation and/or loneliness (Age Scotland n.d.; Age UK 2018; Age UK 2019, p. 11; Age UK 2024, p. 4). Pertinently, individuals living with dementia may be particularly vulnerable to social isolation and/or loneliness (Age UK 2024, p. 8; Clark et al. 2015, p. 203; Coll-Planas et al. 2017, p. 355; Victor et al. 2020). Therefore, as Clark et al. posit, it seems fair to suggest that:

We need to find means of meeting this challenge that are effective, affordable, easily and flexibly used (including in different settings), and which meet the ethos of how health and social care are developing (especially in terms of being person-centred, addressing prevention and working with communities).

(Clark et al. 2015, p. 203)

Sports-based reminiscence (SBR) could be, or perhaps already is, one intervention or activity that fits this description (Clark et al. 2015, p. 209). SBR is reflective of a psychosocial intervention that befits a person-centred and relationship-centred approach to care wherein sport-related stimuli that is associated with individuals' interests/experiences is utilised to trigger related memories and encourage socialisation – i.e., meaningful social interaction and associated connections (Clark et al. 2015, pp. 204-6; Clark et al. 2017, pp. 58-9; Coll-Planas et al. 2017, pp. 356, 359; Sass et al. 2021a, p. 1; Oatley 2021, pp. 4-10).

The Football Memories Scotland (FMS) project, with which this PhD is associated, provides a prominent example of SBR. The FMS project was established by the Scottish Football Museum (SFM), Falkirk FC, Aberdeen FC, the Hibernian Historical

Trust, Alzheimer Scotland and Glasgow Caledonian University as a means of using football-focused SBR to support individuals living with dementia (FMS 2025, para. 1). It was initially implemented as a pilot project in 2009 (see Schofield and Tolson 2010) but has since expanded to include “nearly 600 groups across Scotland” with the intention of providing “support [to] people who are experiencing social isolation” – including those living with dementia (McBrearty 2025, para. 1, 6). The impact has gone beyond football, with FMS inspiring similar activities across sports (Memories Scotland 2026a, para. 1.). Regarding FMS activity, groups utilise a range of resources provided by the SFM – such as, “[FMS] cards, audio, visuals, museum tours, and a dedicated website” (McBrearty 2025, para. 3). However, whilst the above does highlight the use of audio, the SFM has identified sound archival materials as a potentially impactful but largely untapped resource. This insight, in collaboration with the University of Stirling, led to the inception of this PhD. The purpose of which is to explore innovations regarding the use of Scottish football-related sound archival materials with older people in FMS contexts.

1.2. Research Aims and Objectives

Taking the above aspects into account, this PhD presents an opportunity to contribute to and advance FMS/SBR research and practice – that is, with a focus on using sound archival materials in an FMS context. The research aims and associated objectives for this PhD are reflective of this position.

Aim 1: Contribute to understanding of the key theoretical concepts and practical considerations that underpin sports-based reminiscence research and practice.

- Objective 1.1: Identify key theoretical concepts in existing sports-based reminiscence research and consider the implications for this PhD.
- Objective 1.2: Identify key practical considerations in existing sports-based reminiscence research and consider the implications for this PhD.
- Objective 1.3: Identify relevant key concepts from wider literature and consider the implications for this PhD.
- Objective 1.4: Identify gaps and areas for further research in existing sports-based reminiscence research and consider the contributions of this PhD.

Aim 2: Apply key theoretical concepts and understanding of the socio-cultural context of football in Scotland to identify sound archival materials and develop a delivery method for their use in Football Memories Scotland contexts.

- Objective 2.1: Apply key theoretical concepts and understanding of the socio-cultural context of football in Scotland to identify an appropriate theme for sound archival research.
- Objective 2.2: Identify and collate relevant sound archival materials with consideration of the key processes involved in sound archival research.
- Objective 2.3: Select and justify the use of a delivery method for sharing sound archival materials in Football Memories Scotland contexts.
- Objective 2.4: Consider use of delivery method alongside key literature to inform an approach tailored to Football Memories Scotland contexts.
- Objective 2.5: Produce a resource which supports the use of sound archival materials in Football Memories Scotland contexts.

Aim 3: Explore the implications of and for using sound archival materials in Football Memories Scotland contexts.

- Objective 3.1: Establish a methodological position which befits the research topic, aims and objectives.
- Objective 3.2: Consider how concepts, methods and other approaches used in preceding sports-based reminiscence research can inform this PhD.
- Objective 3.3: Outline, justify and reflect on the methods used to collect data for this PhD.
- Objective 3.4: Consider the ethics for this PhD and implement an ethically-approved approach.
- Objective 3.5: Present and analyse data in relation to the implications of and for using sound archival materials in Football Memories Scotland contexts.
- Objective 3.6: Synthesise findings with key theoretical concepts and practical considerations to establish the implications of and for using sound archival materials for Football Memories Scotland/sports-based reminiscence research and practice.

1.3. Outline

As demonstrated by the above aims and associated objectives, this PhD requires a multi-faceted approach comprising of the following methods: i) literature review; ii) sound archival research; iii) delivery method development; iv) data generation via observations and semi-structured interviews (group and one-to-one); and v) thematic data analysis. Accordingly, these methods are reflective of this PhD's chapters. Said chapters include and are sequenced as follows: i) literature review; ii) sound archival research; iii) delivery method development; iv) methodology; v) findings; vi) discussion; and viii) conclusion.

The literature review will focus on the first aim and associated objectives 1.1 – 1.3. It will systematically identify, present and then analyse existing SBR research via consideration of i) underpinning theoretical concepts; ii) outcomes; iii) approaches to SBR; iv) training and guidance; and v) limitations. By focusing on the above areas, the literature review will inform the theoretical and practical approaches employed by this PhD. It will also enable the identification of gaps and areas for further SBR research – and thus, the contributions of this project.

The sound archival research and delivery method development chapters will pertain to the second aim and associated objectives 2.1 – 2.5. The sound archival research chapter will apply the key concepts highlighted in the literature review alongside an understanding of the socio-cultural context of football in Scotland to select an appropriate theme, and to identify and collate sound archival materials which could be utilised in an FMS context. This will lead into the delivery method development chapter, which will include consideration of – and justification for – the selected delivery method: a podcast tailored to an FMS context. Informed by key literature and existing SBR-related podcasts, this chapter will subsequently detail the key processes surrounding the production of an FMS tailored podcast episode (the '67 audio) which centres around the England 2 – 3 Scotland fixture at Wembley in 1967.

The methodology chapter will focus on the third aim and associated objectives 3.1 – 3.4. It will initially explore, clarify and justify my methodological position for this PhD: a broadly constructivist ontological and epistemological perspective with a focus on generating qualitative data (Braun and Clarke 2022, p. 6; Howell 2013a, p. 90; Lincoln

et al. 2024, p. 77). This chapter will then consider how methods employed in preceding SBR research can inform this PhD. Subsequently, this chapter will reflect on my positionality before outlining the methods utilised for this PhD – namely, i) pre-study meetings; ii) observations; iii) interviews (group and one-to-one); and iv) thematic analysis. The methodology chapter will then present the ethical considerations of this PhD. The final sub-chapter will pertain to my methodological reflections for this research.

The findings and discussion chapters will also look to achieve the third aim but with an emphasis on objectives 3.5 – 3.6. Via application of Braun and Clarke's (2022) reflexive thematic analysis, the findings chapter will analyse and present this PhD's findings by theme. The discussion chapter will consider how the findings relate to wider literature and consider their implications – i.e., their significance, contributions and recommendations for FMS/SBR research and practice.

The conclusion chapter will present a summary of this PhD with reflection on i) how the aims and objectives were achieved; ii) the significance and contributions of the findings for SBR research and practice; iii) limitations of the research; and iv) recommendations for further research.

2. Literature Review

2.1. Introduction

Aim 1: Contribute to understanding of the key theoretical concepts and practical considerations that underpin sports-based reminiscence research and practice.

- Objective 1.1: Identify key theoretical concepts in existing sports-based reminiscence research and consider the implications for this PhD.
- Objective 1.2: Identify key practical considerations in existing sports-based reminiscence research and consider the implications for this PhD.
- Objective 1.3: Identify relevant key concepts from wider literature and consider the implications for this PhD.
- Objective 1.4: Identify gaps and areas for further research in existing sports-based reminiscence research and consider the contributions of this PhD.

As per the above aims and objectives, this literature review will identify, present and analyse existing sports-based reminiscence (SBR) studies and - where deemed appropriate - consider wider, relevant concepts and research. Structurally, this chapter will begin by outlining the approach to systematically collating existing SBR-research and present the resultant evidence base. This will lead into five discursive sub-chapters; the topics of which have been generated via analysis of the evidence base – i.e., i) underpinning theoretical concepts; ii) outcomes; iii) approaches; iv) training and guidance; and v) limitations. It is worth highlighting that whilst methods employed by SBR studies will be noted in this chapter, they will be discussed in more detail in the methodology chapter (as to inform the methods employed for this PhD). Still, by focusing on the topics above, this literature review will inform the theoretical and practical approaches. Specifically, in relation to exploring the use of sound archival materials for SBR in a Football Memories Scotland (FMS) group context. It will also enable the identification of gaps and areas for further SBR research – and thus, the theoretical and practical contributions of this research. To conclude, this chapter will summarise the key insights derived from reviewing the literature and – as above – the implications of this PhD.

2.2. SBR research: a systematic approach to collating the evidence base

This literature review has – where practicable and applicable – adopted a systematic approach to identifying and selecting SBR-related studies for analysis. The process has been largely informed by both the *Preferred Reporting Items for Systematic reviews and Meta-analyses* (PRISMA) 2020 statement and associated checklist (Page et al. 2021, p. 4), and Heyn et al.'s guidance for producing a review article and description of a synthesis-based review:

A systematic literature review that is based on synthesis methodology includes a protocol and results from all available studies related to the topic of interest, and provides a thorough analysis of the results, strengths, and weaknesses of the collated studies. It addresses a focused, clearly formulated question and uses systematic and explicit methods.

Heyn et al. (2019, pp. 197-8)

Informed by the above, the following paragraphs will outline the processes involved in systematically identifying, selecting and appraising SBR-related studies for this literature review.

With the intention of analysing studies that provided evidence-based insights regarding the implementation of SBR, I initially established clear *inclusion* criteria: i) empirical studies with a specific focus on the implementation of SBR with older adults (group and/or one-to-one)¹; ii) specification of methods and findings; and iii) published in English. There was an initial preference to include exclusively peer-reviewed studies – however, due to the relatively limited quantity of SBR studies, non-peer-reviewed studies have also been included. Also, whilst the inclusion criteria excluded unsuitable sources by default, it is worth highlighting *exclusion* criteria which may be otherwise unclear: i) autobiographical and biographical accounts out with a specific SBR activity context; ii) newspaper articles; iii) magazine articles; iv) undergraduate/master's dissertations; and v) audio/visual content (i.e., images, audio and/or video).

¹ Age-range not specified – 'older' individuals assumed to be included (directly or indirectly) but not used as a keyword due to high potential for ambiguous phrasing. Intergenerational studies were included.

The process for systematically identifying studies that would be relevant to this literature review was threefold: i) filtered keyword searches of selected databases; ii) citation tracking; and iii) my pre-existing knowledge. As SBR is not necessarily associated with a single discipline, it was deemed necessary to combine databases to cover a range of potentially relevant subject areas. Applying the terminology used in the University of Stirling's (2025) *Library Subject Guide*, subjects were identified as: i) sport studies; ii) dementia studies; iii) health; iv) heritage; v) history; vi) nursing; and vii) psychology. Accordingly, a combination of databases associated with one or more of the above subjects were searched: i) *University of Stirling Library Search*; ii) *Scopus*; iii) *Web of Science Core Collection*; iv) *APA PsycINFO*; v) *CINAHL Complete*; and vi) *Medline*.

To ensure database searches were neither too broad nor too narrow, keywords required a process of refinement. This resulted in respective database searches comprising of the following keywords: “sport” AND “reminiscence”; OR “sports” AND “reminiscence”; OR “sporting” AND “reminiscence”; OR “football” AND “reminiscence”; OR “Sporting Memories Network”; OR “Football Memories Scotland”. Whilst similar across databases, *Table 1* outlines the filters applied to each search.

Database	Keyword search filters
University of Stirling Library Search	Any field; contains
Scopus	Article title, abstract, keywords
Web of Science Core Collection	All fields
CINAHL Complete	All text; find all my search terms
APA PsycInfo	All text; find all my search terms
Medline	All text; find all my search terms

Table 1: Database keyword search filters

The filters applied for Scopus present a slight outlier – this was due to a notable increase in the breadth of initial search results (likely owing to a wider range of data categories included in the search functionality). As per the inclusion/exclusion criteria,

it is also worth noting that an English language only filter was applied across databases – either as part of the initial search or to the search results. Final database searches were completed in July 2025.

Database search results were imported into Endnote 2021 (The EndNote Team 2013). I subsequently followed a systematic process of manually i) identifying and removing duplicates; ii) screening titles and abstracts to identify reports for inclusion/exclusion; iii) retrieving reports and assessing them for eligibility; iv) identifying studies via other methods; v) retrieving studies identified via other methods and assessing them for eligibility. *Figure 1* illustrates the processes outlined above for the purposes of this literature review and, notably, has been adapted using the following template: *PRISMA 2020 flow diagram for new systematic reviews which included searches of databases, registers and other sources* (Page et al. 2021, p. 5; PRISMA 2025).

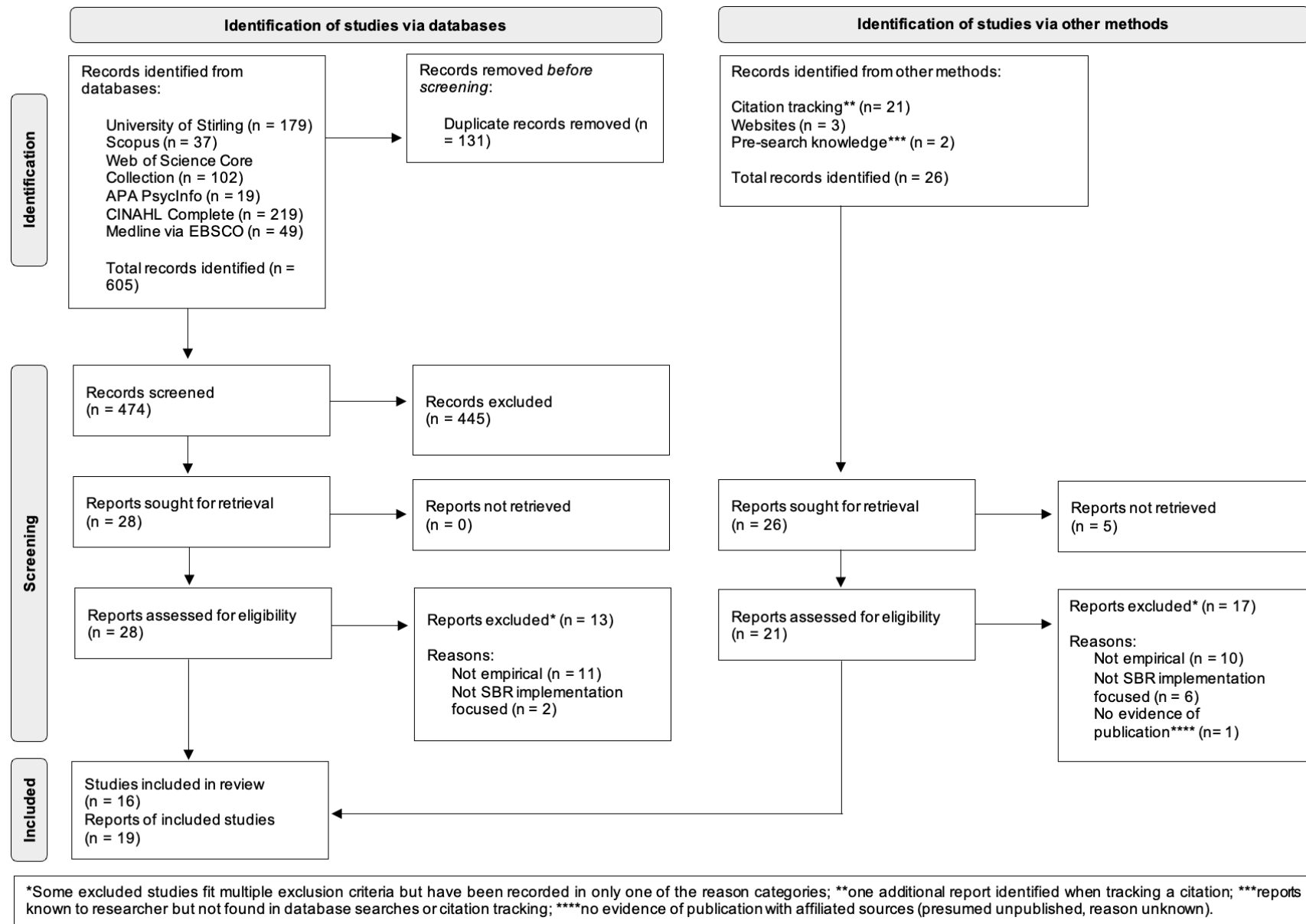


Figure 1: Flow diagram for the systematic identification and inclusion of SBR-related studies (Page et al. 2021, p. 5; PRISMA 2025)

As *Figure 1* demonstrates, a final total of 19 reports comprising 16 studies were included in this literature review. These will be analysed in relation to the following discursive sub-chapters – the topic of each has been identified as pertinent to existing SBR-research and the aims of this PhD: i) underpinning theoretical concepts; ii) outcomes; iii) approaches to SBR; iv) training and guidance; and v) limitations. In support of this analysis, *Table 2* has been produced to collate included reports and present overarching characteristics. It is worth noting that *Table 2* is intentionally simplified and key findings/other relevant data will be tabulated and analysed throughout this chapter.

Albeit not included in *Table 2*, the Mixed Methods Appraisal Tool (MMAT) (Hong et al. 2018) was used to critically appraise the methodological quality of included studies. The MMAT was utilised as it enables appraisal of “qualitative research, [randomised] controlled trials, [non-randomised] studies, quantitative descriptive studies, and mixed methods studies” (Hong et al. 2018, pp. 1-2). This literature review includes studies that employed qualitative, quantitative and mixed methods (*Table 2*). The process involves two overarching screening questions followed by “methodological quality criteria” questions specific to each method category (Hong et al. 2018, pp. 1-2). The MMAT (Hong et al. 2018, p. 8) also provides an algorithm to support with selecting the appropriate method category. Befitting Hong et al’s (2018, p. 1) advice, overall MMAT scores have not been calculated - rather, my MMAT ratings for each study (and reports) will be included with more detail as part of the *Limitations* sub-chapter.

A final point worth noting is that processes outlined throughout this sub-chapter – i.e., systematically searching, identifying, including/excluding and appraising reports – have been undertaken independently (Page et al. 2021, p. 4). I, of course, acknowledge that multiple reviewers would have likely increased the methodological quality of a systematic approach and the application of the MMAT (Hong et al. 2018, p. 1). This level of collaboration, however, would have been deemed inappropriate for the purposes of this PhD. Still, the processes outlined above are intended to demonstrate a systematic approach that is replicable for a future SBR-focused review.

Report	Author(s)	Source type	Focus	Location & setting	Participants (data collection)	Methods
1	Clark et al. (2015)	JA; CS	SBR (SM); social inclusion; mental health	Leeds, UK (CH & COMSET)	CH staff (managers) (T: NS)	Qualitative - SMN reflections - Pilot: telephone interviews - Extension: discussion and reflection
2	Clark et al. (2017)	JA; CS	SBR (SM); dementia; CH staff training	Leeds; Kirklees, UK (CH)	CH staff (T: NS)	Qualitative - Pilot: survey, pen portraits and telephone interviews/emails - Extension: participant observations and survey
3	Coll-Planas et al. (2017)	JA; CS	SBR (football); dementia	Barcelona; Valencia; Bilbao, Spain (DH & CH) Lanarkshire, Scotland (CH)	Spain: - OP living w/ mild cognitive impairment/dementia and interest in football (some OP living w/out dementia also included) (CH residents) (T: 20, G: 3W & 17M, A: >65) Scotland: - OP living w/ dementia (CH residents) (T: 8, G: M, AR: 72-89)	Mixed methods Spain: - Observations - Semi-structured interviews - Pre and post intervention validated scales (cognition, behaviour, function, communication, quality of life and caregiver's burden) Scotland: - Audio-recorded SBR sessions - Documentary photographs - Field notes - Reflective logs (facilitator and care-home staff w/ family member(s) input) - Records/data analysed pre and post intervention (falls, sleep, MUST and medication)

4	Cronin (n.d.)	R; CS	SBR (SM); intergenerational activities	Bristol (SCH)	Telephone interviews w/: - SMN Director - So2012 Director of Policy & Research - So2012 Programme manager - Care worker - Teachers (T: 2) Consensus workshop and discussion: - YP (students) (T: 7)	Qualitative - Telephone interviews - Consensus workshop and discussion
5	Gibbons et al. (2020)	JA; CS	SBR (football); intergenerational activities	Northeast England	OP living w/ dementia and interest in football (Mental Health Concern service users) (T: 4, G: M, E: WH, AR: 72-81) YP from local football team (T: 3, G: M, AR: 11-14)	Mixed methods - Observations - Pre-measures: MMSE; PAL checklist (Pool 2012)
6	Hawkins et al. (2020)	JA; CS	SBR (American football); dementia; cognitive decline	Clemson, South Carolina, USA (CH)	OP living w/ dementia or cognitive decline and connection or interest in American football, sport, Clemson university (CH residents) (T: 16)	Mixed methods - Pre and post intervention measures: cognition (MoCA) and quality of life (DEMQOL) - Observations - Interviews
7	Haynes (2020)	JA; CS	SBR; intergenerational activities; sports heritage	Glasgow, UK (COMSET)	YP (students) (T: 24, AR: 9-10, mixed abilities, diverse cultural backgrounds) OP (members of local sports community) (T: 10, AR: 48-80)	Qualitative - Oral history interviews (conducted by children w/ older people) - Group interviews (researcher w/ groups of children) - Feedback from older people

8	Haynes et al. (2023)*	AB; CS	SBR; digital delivery	Scotland (CH & COMSET)	NS	Qualitative - Recorded meetings - Observations
9	James et al. (2018)	JA; CS	SBR (football); intergenerational activities	Newcastle, UK (DH)	Ex-footballer and other participants (presumed OP/SBR group attendees) and staff (T: NS) YP from local football organisation (T: 3, A: 10)	Qualitative - Semi-structured interviews
10	Laidlaw et al. (2024)	JA; CS	SBR (SM)	South Australia (DRC, ALC & COMSET)	OP (T: 16, G: 4W & 12M, AR: >65)	Qualitative - Focus groups
11	Oatley (2021)	PhD; CS	SBR (football and rugby); dementia; women's experiences	Midlands and Northern England (COMSET)	Observations: - Group attendees w/ & w/out dementia (care partners also involved) (T: <i>up</i> to 126) Interviews & pen portraits: - 3 living w/ dementia; 3 partners (and 1 daughter) of individuals are living w/ or who lived w/ or dementia (T: 7, G: W, AR: 50s – 80s)	Qualitative - Observations - Interviews - Pen portraits - Researcher field notes and diary reflections
12, 13 & 14	Sass et al. (2021a)	JA; CS	SBR; dementia; men's experiences; creative non-fiction	Northern England (COMSET)	Observations only: - NS (presumed men living w/ dementia (and group attendees) (T: 5) Interviews and observations: - OP living w/ dementia (T: 12, G: M, AR: 59-82); spouses (T: 13, G: all W, AR: 60-82);	Qualitative - Participant observations - Semi-structured interviews - Session materials (presumably photographs) - Researcher reflections

					additional group members (T: 9, G: M, AR: 64-75); FAC/VOL (T: 12, G: 7W & 5M, AR: 23-79)	
	Sass et al. (2021b)	JA; CS	SBR; wellbeing and social inclusion; barriers to support for men living w/ dementia	As above.	As above (though, less detail provided).	Qualitative - Observations - Interviews - Informal conversations - Detailed field notes
	Sass et al. (2021c)	JA; CS	SBR; masculine identity (men living w/ dementia)	As above.	As above.	Qualitative - Participant observations - Semi-structured interviews - Informal conversations
15 & 16	Schofield & Tolson (2010)	R; CS	SBR (football); dementia	Scotland (North-East, Glasgow, the West of Scotland, Falkirk, and Edinburgh) (COMSET, CH and FH)	CS 1: - OP living w/ dementia (T: 3); FAC (T: 1); VOL (T: 3); spouses (T: 3); local link worker (T:1) CS 2: - OP living w/ dementia (former players) (T: 3, G: M, AR: 47-92); family member (T: 1); FAC (T: 1) CS 3: - CH residents (T: <i>up to</i> 10 (3-5 in each of 2 CH groups*), (G: NS beyond predominantly M); FAC (T:1, G: W); carer (FAC)/FAC (T: 1, G: M)	Qualitative - Observations - Interviews

					CS 4: - FAC (football club historian) (T:1) *One CH group included OP living w/ and w/out cognitive impairment, and one hard of hearing individual.	
	Tolson & Schofield (2012)	JA; CS	SBR (football); dementia; realistic evaluation.	As above.	As above (though, less detail provided).	Qualitative - Non-participant observations - Interviews - Notes re conversations w/ OP living w/ dementia
17	Solari & Solomans (2012)	JA; CS	SBR (football); football-based activities	Newbury, UK (memory clinic)	OP (memory clinic attendees) and carers (T: 29, G: 21W & 8M, A: majority >80)	Mixed methods - Questionnaire
18	Tumosa (2015)	JA; CS	SBR (baseball); dementia; mental health (depression)	Missouri, USA (COMSET)	OP w/ dementia (T: 7) or depression (T: 3) and interest in baseball (military veterans) (T: 10, G: 1W & 9M)	Mixed methods - Pre and post intervention measures: dementia (SLUMS) and depression (GDS) - Self-reported statements - Caregiver feedback (method not specified)

19	Watchman et al. (2015)	CS	SBR (football); dementia	Scotland (CH)	OP, w/ dementia or cognitive impairment and interest in football (T: 5 regular & 3 sporadic, G: M)	Mixed methods - Audio-recorded SBR sessions - Reflective logs (FAC & CH staff) - Documentary photographs - Overt non-participant observation (field notes) - Routinely collected data at weeks 6 and 12 (age, dementia diagnosis and type, Malnutrition Universal Screening Tool (MUST), medication, falls risk and sleep pattern)
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A: age; ALC: assisted living centre; AR: age-range; CH: care home(s); CS: case study/studies; COMSET: community setting(s); DEMQOL: Dementia Quality of Life; DH: day hospital; DRC: day respite centre; FAC: facilitator(s); FH: family home(s); G: gender; GDS: Geriatric Depression Scale; JA: journal article; M: man/men; MA: mean age; MMSE: Mini Mental State Exam; MoCA: Montreal Cognitive Assessment; MUST: Malnutrition Universal Screen Tool; NS: not specified; SCH: school(s); SLUMS: Saint Louis University Mental Status Examination; SM: Sporting Memories; SMN: Sporting Memories Network; So2012: Spirit of 2012; OB: observation; T: total; W: woman/women; YP: younger people.

*I was involved in this research project but not this specific abstract (Haynes, Ritchie and Tomaz 2023)

Table 2: Systematically identified SBR-research

2.3. Underpinning theoretical concepts

The SBR-related studies included in *Table 2* have been broadly framed with reference to theoretical concepts relating to one or more of the following areas:

- Challenges for older people: dementia/cognitive impairment, mental health, social isolation and/or loneliness (Clark et al. 2015, pp. 202-3; Clark et al. 2017, pp. 55-58; Coll-Planas et al. 2017, p. 355; Cronin n.d., p. 3; Hawkins et al. 2020, p. 33-4; Haynes et al. 2023, p. 669; Laidlaw et al. 2024, pp. 1-2; Oatley 2021, pp. 4-7; Sass et al. 2021a, pp. 1-2; Sass et al. 2021b, p. 28; Sass et al. 2021c, p. 2171; Schofield and Tolson 2010, pp. 7-8; Solari and Solomons 2011, pp. 699-700; Tumosa 2015, p. 43; Tolson and Schofield 2012, p. 64; Watchman et al. 2015, pp. 16-7).
- Biopsychosocial model of health and nonpharmacological/ecopsychosocial approaches (Clark et al. 2015, p. 203, 206; Clark et al. 2017, p. 58; Oatley 2021, pp. 4-7).
- Person-centred and/or relationship-based care (Clark et al. 2015, p.203; Clark et al. 2017, p. 58-9; Coll-Planas et al. 2017, p. 356, 359; Sass et al. 2021a, p. 1; Oatley 2021, pp. 4-10).
- Reminiscence (including preceding SBR) (Clark et al. 2015, pp. 204-5; Clark et al. 2017, p. 58-9; Coll-Planas et al. 2017, p. 356; Cronin n.d., p. 8; Gibbons et al. 2020, p. 28; Hawkins et al. 2020, pp. 34-5; Haynes 2020, pp. 263-4; Haynes et al. 2023, p. 669; James et al. 2018, p. 22; Laidlaw et 2024, p. 2; Oatley 2021, pp. 7-14; Sass et al. 2021a, p. 2; Sass et al. 2021b, p. 28; Sass et al. 2021c, pp. 2172; Schofield and Tolson 2010, pp. 7-8; Solari and Solomons 2011, p. 700; Tolson and Schofield 2012, p. 64; Tumosa 2015, p. 43; Watchman et al. 2015, pp. 13-17).
- Significance of sporting history, heritage, culture, experiences and/or identities (Clark et al. 2015, p. 203; Clark et al. 2017, p. 59; Coll-Planas et al. 2017, p. 356; Cronin n.d., p. 8; Gibbons 2020, p. 28; Hawkins et al. 2020, pp. 34-5; Haynes 2020, pp. 258-64; Oatley 2021, pp. 14-16; Schofield and Tolson 2010, p. 8; Tolson and Schofield 2012, p. 64).
- Gender-related experiences (Clark et al. 2015, p. 205; Clark et al. 2017, p. 59; Coll-Planas et al. 2017, p. 356; Cronin n.d., p. 3; Oatley 2021, pp. 16-21; Sass

et al. 2021a, pp. 1-2; Sass et al. 2021b, p. 28; Sass et al. 2021c, pp. 2171-2; Solari and Solomons 2011, pp. 699-700).

- Intergenerational activity (Cronin n.d., p. 9; Gibbons et al. 2020, p. 28; Haynes 2020, pp. 263-4; James et al. 2018, p. 22; Sass et al. 2021c, pp. 2171-2).

Owing to the breadth of research surrounding these topics, alongside time and word-count limitations, this PhD cannot justify exploring each aspect with a substantial level of depth. Still, the above areas do provide a broad theoretical context for SBR-research. Thus, the following sub-chapter will provide a brief narrative that draws on the above areas to consider how related concepts broadly frame existing SBR-research and, ultimately, inform this PhD. It is worth noting, however, that intergenerational activity will not be discussed in this sub-chapter. Rather, it will be considered as part of the approaches sub-chapter of this literature review.

2.3.1. Challenges for older people: dementia/cognitive impairment, mental health, social isolation and loneliness

In the UK and for much of the globe, the population of older people has increased, and projections indicate that this trend will likely continue (Age UK, 2019, p. 3; ONS, 2019, pp. 4, 9; ONS, 2021, pp. 2, 10, 11; WHO, 2021). Of course, increased longevity is not negative, but it does highlight a potentially corresponding increase in requirements for support (Clark et al. 2015, pp. 202-3; Sander et al. 2015, p. 185; Laidlaw et al. 2024, p. 1). Whilst challenges for older people may be linked to physical health and/or a range of other factors (see Age UK 2019; Christensen 2009), SBR – as above – has largely been framed as an exemplar of an activity which may provide some level of support to older people living with or experiencing: dementia/cognitive impairment, mental health issues, social isolation and/or loneliness (see above for specific SBR studies).

Dementia UK provide a clear overview of what dementia entails:

Dementia is an umbrella term for a range of progressive conditions that affect the brain. Dementia damages [the brain's] nerve cells so messages cannot be sent effectively, which prevents the brain from functioning normally.

Impaired brain function can result in “a decline in intellectual functioning, personality changes and behaviour problems which disrupt independent living skills and social relationships” (ScotPho 2025, para.1). It is important to recognise that “there [are] many different types, subtypes and causes of dementia... [and] it is possible to have more than one type of dementia at the same time” (Dementia UK 2023, p. 1). The most common dementia types are i) Alzheimer’s Disease; ii) Vascular Dementia; iii) Frontotemporal Dementia; and iv) Lewy Body Dementia (Dementia UK 2023, p. 1). It is also important to recognise that whilst the likelihood of dementia increases with age and is most common in those aged 65 and over, “it is not an inevitable part of the [ageing] process” nor is it exclusive to older people (Dementia UK 2023, p. 1). Young onset dementia is diagnosed in individuals “where symptoms develop before the age of 65” (Dementia UK 2023, p. 1). Specific symptoms of dementia vary across individuals and dementia type (Dementia UK 2023, p. 3) but broadly pertain to memory problems, cognitive ability, communication and/or mood and behaviour (Dementia UK 2023, pp. 3-4). For clarity, the symptoms documented by Dementia UK (2023, pp. 3-4) are tabulated below (*Table 3*).

Symptom category	Symptoms
Memory problems	“Have problems retaining new information”
	“Get lost in familiar places”
	“Struggle to remember names of people and objects”
	“Become increasingly forgetful”
	“Misplace things regularly”
Cognitive ability (processing information)	“Have difficulties with concentration and short-term memory”
	“Have problems understanding time and place, [for example,] getting up in the middle of the night to go to work, even if they are retired”
	“Struggle with choosing items when shopping and paying”
	“Have difficulty with reasoning”

	“Have problems making decisions”
Communication	“Repeat themselves often”
	“Have difficulty finding the right words”
	“Struggle with reading, writing and numeracy”
	“Lose interest in seeing others socially”
	“Following and engaging in conversation can be difficult, so a formerly outgoing person might become more introverted. Their self-confidence might also be affected”
Mood and behaviour	“People with dementia might develop changes in personality, behaviour and mood, and may experience anxiety and depression as a result of the changes they are going through and their effect on their life”
	“Some people with dementia feel a sense of restlessness and prefer to keep moving than sit still; others may slow down and lack the motivation to take part in activities they used to enjoy”

Table 3: Symptoms of Dementia (Dementia UK 2023, pp. 3-4)

These symptoms – particularly those categorised as communication and/or mood and behaviour – highlight the impact that dementia can have on a person’s social engagement, self-confidence, and mental health (depression and/or anxiety, notably) (Dementia UK 2023, pp. 3-4).

The symptoms outlined above may provide some level of explanation as to why individuals living with dementia could be vulnerable to social isolation and/or loneliness (Age UK 2024, p. 8; Clark et al. 2015, p. 203; Coll-Planas et al. 2017, p. 355; Victor et al. 2020). Though, it is worth acknowledging that a significant number of older people in the UK (and in Scotland, specifically) experience social isolation and/or loneliness – including those living without dementia (Age Scotland n.d.; Age UK 2018; Age UK 2019, p. 11; Age UK 2024, p. 4). At this juncture, it is worth explaining what loneliness and social isolation entail (respectively) and the associated implications. Whilst loneliness and social isolation are related concepts, there are important distinctions between the two (Care Connect and Age 2018, p. 1; Age UK 2019, p. 11; Age UK 2024, p. 7). Loneliness, for example, pertains to:

A subjective feeling about the gap between a person's desired levels of social contact and their actual level of social contact. It refers to the perceived quality of the person's relationships. Loneliness is never desired and lessening these feelings can take a long time.

(Care Connect and Age UK 2018, p. 1)

On the contrary, social isolation is:

An objective measure of the number of contacts that people have. It is about the quantity and not quality of relationships. People may choose to have a small number of contacts. When they feel socially isolated, this can be overcome relatively quickly by increasing the number of people they are in contact with.

(Care Connect and Age UK 2018, p. 1)

The distinction between loneliness and social isolation is notable as it highlights that more social interactions do not automatically equate to a reduction in loneliness (Care Connect and Age UK 2018, p. 2). That is not to say one may not impact the other – rather, if the goal of an intervention is to reduce loneliness, for example, the impetus would be on encouraging an increase in both the quantity and the quality of interactions and relationships (Care Connect and Age UK 2018, p. 2).

Prior to distinguishing the conceptual differences between loneliness and social isolation, this PhD highlighted its prevalence amongst older people. Said prevalence is particularly significant as social isolation and loneliness (in-particular) are associated with a range of negative health and well-being outcomes. These include:

- Negative impact on a person's well-being and quality of life (Age UK 2018, p. 3).
- Increased risk of dementia (Age Scotland n.d., pp-6-7; Sutin et al. 2020).
- Increased risk of stroke and heart disease (Age Scotland n.d., pp. 6-7; Valtorta et al. 2016).
- Increased risk of mental health conditions (e.g., depression) (Age Scotland n.d., pp. 6-7).

- Poorer cognitive function (Shankar et al. 2013).
- Increased risk of frailty (Gale, Westbury and Cooper 2018).
- Higher blood pressure (Hawkley et al. 2010).
- Increased risk of care home admission (Hanratty et al. 2018).

Given the association with the above health and well-being outcomes, it seems fair to posit that supporting older people – individuals living with dementia, in particular - requires an understanding of the importance of socialisation to overall health. The biopsychosocial model of health presents such a perspective.

Put simply, a bio-psycho-social model of health posits that whilst there are some fixed features of health (e.g. dementia) there are other aspects “which can be influenced through biological (e.g. medical) and psychosocial interventions” (Spector and Orrell 2010, p. 959). Notably for this discussion, psychosocial refers to nonpharmacological – or, ecopsychosocial, which Zeisel et al. (2016) consider to be a more fitting (and positive) term – interventions which are aimed at “improving a person’s psychological state or social situation” (Zeisel 2016, p. 504).

Reminiscence presents such an intervention. Though, prior to outlining what reminiscence entails, it is worth clarifying that memory and reminiscence are distinct albeit related concepts. The American Psychological Association (APA) define memory in the following ways:

1. The ability to retain information or a representation of past experience, based on the mental processes of learning or encoding, retention across some interval of time, and retrieval or reactivation of the memory.
2. Specific information or a specific past experience is recalled.
3. The hypothesized part of the brain where traces of information and past experiences are stored.

(APA 2018, para. 1-3)

This differs to reminiscence in that, in the context of this PhD, the latter refers to an *intentional* activity or intervention. This is captured by Dempsey et al. (2014, p.187). As an outcome of their concept analysis, they define reminiscence as:

The deliberate use of prompts, for example photographs, smells, music and questioning, to promote the recall of pleasant memories. The focus of reminiscence work is to stimulate the person, provide enjoyment and foster a sense of achievement and self-worth. The anticipated outcomes of reminiscence work are enhancement of the person's quality of life, behaviour and mood.

(Dempsey et al. 2014, p. 187)

The above distinction is key as reminiscence has been shown to have a range of health and wellbeing benefits for older people living with dementia - albeit to varying extents and somewhat inconsistently (see respective systematic reviews/meta-analyses by Saragih et al. 2022; Woods et al. 2005; Woods et al. 2018).

Reminiscence is often supported by familiar or personal prompts that are often familiar or personal to individuals (Dempsey et al. 2014, p. 181; Woods et al. 2005, p.9; Woods et al. 2018, p.3). It is also worth highlighting that familiar multi-sensory prompts are considered helpful for reminiscence (Dempsey et al. 2014, p. 181; Kasl-Godley and Gatz 2000). Central to SBR and this PhD, Clark et al. (2014, p.204) advocate that approaches to reminiscence reflect the interests and values of individuals. The notion of tailoring resources – and activities – to an individual is reflective of a person-centred approach to care. Person-centred care is “a holistic and integrative approach designed to maintain well-being and quality of life for people with dementia [that] includes the elements of care, the individual, the carers, and the family” (Kim and Park, 2017, p. 381). It “involves tailoring a person's care to their interests, abilities, history and personality” (Alzheimer's Society 2025, para.1). It makes sense, then, that person-centred care appears to inform or at least relate to the way in which some studies frame SBR (Clark et al. 2015, p. 206; Clark et al. 2017, pp. 58-9; Coll-Planas et al. 2017, pp. 356, 359; Sass et al. 2021a, p. 1; Oatley 2021, pp. 4-10). Key to SBR being considered an activity or intervention reflective of a person-centred approach to care is the significance of sport. As noted at the beginning of this sub-chapter, the significance of sport is highlighted across multiple SBR studies in relation to history,

heritage, culture, experiences and/or identities (see Clark et al. 2015, p. 203; Clark et al. 2017, p. 59; Coll-Planas et al. 2017, p. 356; Cronin 2012, p. 8; Gibbons 2020, p. 28; Hawkins et al. 2020, pp. 34-5; Haynes 2020, pp. 258-64; Oatley 2021, pp. 14-16; Schofield and Tolson 2010, p. 8; Tolson and Schofield 2012, p. 64). Haynes seems to aptly capture why sport may present an evocative reminiscence topic for individuals – particularly, those who with a historic engagement with and/or interest in sport:

Emotions associated with sport in an individual's past experiences can provide a powerful cue to recall family histories and cultural traditions, and provide informants with a narrative identity.

(Haynes 2020, p. 263)

Moreover, for older people that hold an interest in sport, SBR appears to present a potentially impactful psychosocial intervention which is reflective of a person-centred approach to care.

Notwithstanding the above, the purpose of SBR extends beyond providing stimuli which resonates with individuals and triggers memories. As highlighted, multiple studies have framed SBR as a response to some of the oft interlinked challenges that older people may face – i.e., dementia/cognitive impairment, mental health, social isolation and/or loneliness (Clark et al. 2015, pp. 202-3; Clark et al. 2017, pp. 55-58; Coll-Planas et al. 2017, p. 355; Cronin 2012, p. 3; Hawkins et al. 2020, p. 33-4; Haynes et al. 2023, p. 669; Laidlaw et al. 2024, pp. 1-2; Oatley 2021, pp. 4-7; Sass et al. 2021a, pp. 1-2; Sass et al. 2021b, p. 28; Sass et al. 2021c, p. 2171; Schofield and Tolson 2010, pp. 7-8; Solari and Solomons 2011, pp. 699-700; Tumosa 2015, p. 43; Tolson and Schofield 2012, p. 64; Watchman et al. 2015, pp. 16-7). Taking account of previous discussion related to these challenges, it makes sense to emphasise the social component of SBR. Coll-Planas et al. (2017, p. 359), for example, posit that SBR “encouraged interaction between participants and provided a sense of belonging, thus [minimising] social isolation and loneliness”. Coll-Planas et al. (2017, p. 359) take this further, arguing that football reminiscence “goes beyond person-centred care, because it is an example of a relationship-centred intervention”. They explain this in relation to the Senses Framework (Nolan et al. 2006, p. 22):

[Football reminiscence] links into a sense of security (feeling safe in our existential being, safe places – stadia), a sense of belonging (football belonging – sense of home and familiarity), a purpose (enjoying football reminiscence), a sense of continuity (“I am still me”), achievement (“I can talk about football”) and significance (feeling valued as a person).

(Coll-Planas et al. 2017, p. 359)

By drawing on the Senses Framework (Nolan et al. 2006, p. 22) and emphasising the social aspect, Coll-Planas et al. (2017, p. 359) present football reminiscence (and perhaps, SBR generally) as an intervention for older people living with dementia that could have a range of positive impacts including, pertinently, reduced social isolation and loneliness.

With the purpose of delineating the underpinning theoretical concepts of SBR, then, the above highlights how SBR might be considered an approach which is reflective of many – if not all – of the elements discussed thus far (even if they are not highlighted in *every* SBR study included). It seems fair to frame SBR as a psychosocial intervention - befitting a person-centred and relationship-centred approach to care – wherein sport-related stimuli that resonates with past interests/experiences is utilised to trigger related memories and encourage socialisation – i.e., meaningful social interaction and associated connections (Clark et al. 2015, pp. 204-6; Clark et al. 2017, p. 58-9; Coll-Planas et al. 2017, p. 356, 359; Sass et al. 2021a, p. 1; Oatley 2021, pp. 4-10). Furthermore, it is plausible that said socialisation could contribute to a reduction in social isolation and loneliness for people living with dementia (and, potentially, older people more generally) (Coll-Planas et al. 2017, p.359). At this stage of the literature review, however, the intention is not to establish whether SBR achieves (or can achieve) the above. Rather, the intention of this sub-chapter is to broadly frame SBR in relation to these underpinning concepts – which, arguably, the above does.

A yet to be discussed topic that was highlighted at the beginning of this sub-chapter links to gender – particularly, the notion that SBR has oft been framed as an activity that is for (or, at least, suitable for) older men – most notably but not exclusively those living with dementia (Clark et al. 2015, p. 205; Clark et al. 2017, p. 59; Coll-Planas et al. 2017, p. 356; Cronin n.d., p. 3; Oatley 2021, p. 39; Sass et al. 2021a, pp. 1-2; Sass

et al. 2021b, p. 28; Sass et al. 2021c, pp. 2171-2; Schofield and Tolson 2010, pp. 5-6; Solari and Solomons 2011, pp. 699-700; Tumosa 2015, p. 44). As one of the earlier proponents of SBR, Clark et al.'s (2015, p. 205) paper provides useful insight. That is, one of the founding premises of the Sporting Memories Network (SMN) pertains to the idea that older men are deemed to be "[particularly] vulnerable to isolation" (Clark et al. 2015, p. 205). Clark et al. (2015, p. 205) highlight that this vulnerability is exacerbated for those in care homes, as "they may not wish to participate in many of the activities traditionally run in these institutions". As a result, these men may be less likely to experience the associated benefits that engaging with activities might provide (Clark et al. 2015, p. 205). Furthermore, one of the initial underpinning concepts of the SMN was that SBR "would be most applicable to men in care homes" (Clark et al. 2017, p. 59). Watson et al. (2018, p. 375) provide a little more detail – suggesting that as older men "are often deeply wedded to the socio-history of British sporting culture", it is reasonable to suppose that they are "more attracted to engaging in [SBR] sessions in their locales" and therefore, more likely to participate and experience the positive outcomes associated with SBR activity.

Clark et al. (2015, p. 205; 2017, p. 59), however, indicate that SBR – Sporting Memories (SM) activities, specifically – "are not... [exclusive] to older men". Rather, they acknowledge that men are not alone in their long-held sporting interests and affiliations (Clark et al. 2017, p. 59). Clark et al. (2015, p. 207; 2017, p. 59) also highlight that, owing to the cultural significance of sport (in the UK), SBR appeals to a wider audience than they initially anticipated. Some participants, for example, did not have a strong interest in sport but were still able to participate (Clark et al. 2017, p. 59). That all said, as Oatley (2021, pp. 16-17) points out, SBR may not be as inclusive as the above implies. This is captured by Oatley's final PhD reflections – a PhD which, pertinently, provides the only example of a study that is focused on women's experiences of SBR:

The key findings have demonstrated that [SBR] could be a meaningful activity for some women affected by dementia. Indeed, I believe these findings could be extended to note sport could be meaningful for *some* men... Whilst sport has been, and continues to be, politically framed as inclusive and wide-reaching, this study has demonstrated that the highly gendered context of sport, and [SBR]

groups, could exclude and devalue women's histories, and unique, and shared experiences.

(Oatley 2021, p. 224)

The above is notable as the idea that SBR could be meaningful for “some” men or women (Oatley 2021, p. 224), arguably, still pertains to the broad conceptual framework established previously – i.e., that SBR is a psychosocial intervention befitting a person-centred and relationship-centred approach to care, wherein sport-related stimuli that resonates with past interests/experiences could be utilised to trigger related memories and encourage socialisation – i.e., meaningful social interaction and associated connections. Yet, equally, the above highlights a necessity for this PhD to demonstrate an awareness that the often highly gendered (hegemonically masculine) nature of sport and SBR may prove exclusionary for some individuals – particularly, women (Oatley 2021, pp. 16-7, 224) and/or individuals who identify as non-binary/other genders.

Notwithstanding the above, however, it is also worth recognising that the hegemonically masculine context may be deemed a positive facet of SBR. Sass et al.'s (2021c) study, for example, seem to frame the gendered aspect of SBR as beneficial for older men. That is, with one core finding suggesting that “the [SBR] groups provided an environment for men with dementia to explore, reflect upon and reinforce their masculine identities through the subject of sport” (Sass et al. 2021c, p. 2170). Of course, this is not to dismiss the problematic aspects of SBR perhaps being a hegemonically masculine activity (Oatley 2021, pp. 16-9). Rather, I recognise that a highly gendered SBR context could benefit some individuals whilst simultaneously having a negative impact on/excluding on others (Sass et al. 2021; Oatley 2021, pp. 207-9). Moreover, as this PhD is focused on the use of sound archival materials, the selection of said materials (i.e., stimuli) will demonstrate an awareness of the above. This topic of discussion will, accordingly, be revisited at different points throughout this PhD.

2.4. Outcomes

The sub-chapter above established that, underpinned by the idea that sport-related stimuli that reflects an individual's past interests/experiences *can* trigger memories and encourage socialisation, SBR can be framed as a psychosocial intervention that befits both a person-centred and relationship-centred approach to care and *could* help reduce social isolation and loneliness for some older people (Clark et al. 2015, p. 206; Clark et al. 2017, p. 58-9; Coll-Planas et al. 2017, p. 356, 359; Sass et al. 2021a, p. 1; Oatley 2021, pp. 4-10). To consider whether SBR has been evidenced to demonstrate the above, this sub-chapter will highlight and analyse the outcome-related findings for studies included in *Table 2*. The key findings across SBR-research demonstrate that there are notable outcome categories. These can be broadly categorised as i) social; ii) self-esteem; iii) symptoms of dementia and/or mental health; iv) sense of identity; v) engagement and enjoyment; and vi) negative outcomes.

2.4.1. Social outcomes

Given that SBR *may* provide an activity which helps tackle loneliness and social isolation for some older people, the range of social outcomes are pertinent. As established in the previous chapter, activities that may help tackle these issues should aim to provide opportunities to increase both the quantity and the quality of social interactions and relationships (Care Connect and Age UK 2018, p. 2). It is therefore worth beginning this component of the review by highlighting the social outcomes which, perhaps to varying extents, reflect this aim.

Coll-Planas et al. (2017, p. 358) found that participants' engagement with SBR increased both the quantity and quality of their social interactions. With more emphasis on the relationship-building aspect of tackling loneliness and social isolation (Care Connect and Age UK 2018, p. 2), a range of studies highlighted that SBR provided participants with opportunities to build connections with other participants, staff, family members and/or younger people (Clark et al. 2015, pp. 206-7; Cronin 2012, pp. 19-22; James et al. 2018, p. 24; Haynes et al. 2023, p. 273; Laidlaw et al. 2024, p. 5; Sass et al. 2021a, p. 6; Sass et al. 2021b, p. 29). On a similar note, Watchman et al. 2015, pp. 8-9) reported that SBR participants had increased involvement in group activity and, pertinently, Laidlaw et al. (2024, pp. 4-5) highlight that SBR participants felt

included. SBR has also been found to prompt discussion about memories beyond sport – e.g., topics relating to more social history (Clark et al. 2015, pp. 207-8; Schofield and Tolson, 2010, pp. 41-2). Linked (or at least, akin) to the above outcomes, studies also found that SBR participants were more sociable, communicative and/or talkative (Coll-Planas et al. 2017, p. 358; James et al. 2018, p. 24; Sass et al. 2021b, p. 29; Schofield and Tolson, 2010, pp. 41-2; Tolson and Schofield 2012, p. 67; Watchman et al. 2015, pp. 8-9). SBR was shown to provide opportunities wherein participants could share with or learn from/about others (Coll-Planas et al. 2017, p. 358; Hawkins et al. 2020, pp. 39-42; James et al. 2018, p. 24; Laidlaw et al. 2024, p. 5; Sass et al. 2021a, p. 6).

Notably, two studies indicated that the social outcomes of SBR may also extend beyond SBR activities (Coll-Planas et al. 2017, p. 358; Cronin n.d., p. 20). That is, Coll-Planas et al. (2017, p. 358) reported that SBR participants' communication "increased... on the "football days" [(i.e., SBR days)] compared to other days of the week", and Cronin (n.d., p. 20) indicated that SBR (which included physical activities, in this instance) prompted reflections about the activities/activity even weeks or months after (Cronin n.d., p. 20). A final yet significant social outcome is that SBR was deemed to provide a context wherein participants could talk about health in a way they may not usually (Sass et al. 2021b, p. 29) and, more generally, felt able to speak about different topics without being judged (Laidlaw et al. 2024, p. 4; Sass et al. 2021a, pp. 6, 23).

Whilst the above presents an overwhelmingly positive picture of SBR in relation to social outcomes, it is worth highlighting that one study did report an adverse social outcome for SBR. That is, as discussed in the previous chapter, the highly gendered nature (often hegemonically masculine) of SBR "could exclude and devalue women's histories, and unique, and shared experiences" (Oatley 2021, p. 224). Additionally, Oatley (2021, p. 138) noted that they observed "little evidence of participants sharing individual or collective memories during activities". That said, Oatley (2021, p. 168) did highlight that "sport could be an appropriate topic to stimulate conversation, enjoyment, and social interaction for some women". Oatley's (2021) research is necessary to highlight as it provides a nuanced – and largely contrasting – perspective. Specifically, it highlights how gendered SBR environments may be exclusionary for

some (most notably, women – but one could perhaps extend this to non-binary/other genders), yet provide environments wherein others felt included and – pertinently – able to talk in ways/about things they may otherwise not (Laidlaw et al. 2024, p. 4; Sass et al. 2021a, pp. 6, 23; Sass et al. 2021b, p. 29). Moreover, notwithstanding the above, the evidence base does overwhelmingly suggest that SBR can be considered an activity wherein a range of positive social outcomes are possible for participants. Thus, it seems fair to posit that SBR can be considered – for *some*, at least – an activity that could help reduce social isolation and loneliness.

2.4.2. Self-esteem, sense of identity and symptoms of dementia and/or mental health

Findings across the studies included in *Table 2* also highlight that SBR has been associated with a range of outcome categories beyond social outcomes. To understand the significance of these findings, it is worth briefly reflecting on the challenges that older people face – particularly, those living with dementia. That is, symptoms of dementia broadly relate to issues with i) memory; ii) cognition; iii) communication; and iv) mood and behaviour (Dementia UK 2023, pp. 3-4). The specific symptoms associated with the above (see *Table 3*) highlight the impact that dementia can have on a person's social engagement, self-confidence, and mental health (depression and/or anxiety, notably) (Dementia UK 2023, pp. 3-4). Moreover, it seems fair to suggest that SBR outcomes for older people that are reflective of the following categories are potentially significant: i) self-esteem; ii) sense of identity; and iii) symptoms of dementia and/or mental health issues. To establish the above as possible SBR outcomes for the purposes of this literature review, it remains necessary to provide examples.

SBR research, as above, has been shown to have outcomes related to participants' self-esteem. For instance, two studies found that SBR participants demonstrated more confidence and/or self-esteem (Coll-Planas et al. 2017, p. 358; Schofield and Tolson 2010, pp. 41-2; Tolson and Schofield 2012, p. 67). Multiple studies found similar findings – specifically, related to the notion that SBR participants felt valued, useful, recognised and/or proud as a result of sharing their knowledge, experience, achievements and/or being positioned as experts (Coll-Planas et al. 2017, p. 358;

Sass et al. 2021b, p. 29; Watchman et al. 2015, pp. 8-9). One study also found that a participant felt proud of a fellow participant's achievements/experiences (James et al. 2018, p. 24).

Beyond but perhaps not unrelated to self-esteem, multiple studies found that SBR can have positive outcomes which relate to individuals' sense of identity. Notably, and relevant to prior discussion regarding the gendered aspects of SBR, Sass et al. (2021a, p. 6; Sass et al., 2021c, p. 2170) found that SBR enabled participants to connect with, explore, reflect on and/or reinforce their masculine identities. Seemingly related to this finding – albeit highlight elsewhere (same study, different journal article) – Sass et al. (2021b, p. 29) suggested that SBR provided an opportunity for participants “to [be] themselves”. These findings perhaps support Tumosa's (2015, pp. 44-5) suggestion that SBR could appeal to men who would not necessarily feel at ease in other group contexts. Somewhat akin to the above, multiple studies highlighted the group aspect of SBR. More specifically, they indicated that SBR helped provide or create a group culture, tradition and/or sense of connection, belonging and/or fitting in (Gibbons et al. 2020, p. 30; Hawkins et al. 2020, pp. 39-42; Haynes 2020, p. 273; Sass et al., 2021a, p. 30; Sass et al., 2021b, p. 29; Schofield and Tolson, 2010, pp. 41-2). Also linked to identity but perhaps on a broad level, James et al. (2018, p. 24) found that SBR triggered participants' memories about their life experiences. Studies also considered SBR to be a meaningful activity for participants (Clark et al. 2017, pp. 60-2; Haynes et al. 2023) or, at least, a potentially meaningful activity (Oatley 2021, p. 204).

SBR research has been linked to a range of outcomes related to mental health and/or symptoms of dementia. For example, several studies found that SBR had a positive impact on mood, psychological well-being and/or mental health generally (Clark et al. 2015, pp. 207-8; Coll-Planas et al. 2017, p. 358; Gibbons 2020, p. 30; Tumosa 2015, p. 44). SBR has also been associated with improvements in the following areas: i) quality of life (Hawkins et al. 2020, p. 39); ii) communication (Coll-Planas et al. 2017, p. 358; Watchman et al. 2015, pp. 8-9); iii) sleep (Coll-Planas et al. 2017, p. 358; Watchman et al. 2015, pp. 8-9); iv) cognition (Coll-Planas et al. 2017, p. 358); and v) self-awareness (Coll-Planas et al. 2017, p. 358; Watchman et al. 2015, pp. 8-9).

2.4.3. Engagement and enjoyment

As demonstrated by the outcome-related findings highlighted above, there is a growing body of evidence that suggests SBR can be beneficial for older people – particularly those living with dementia, experiencing loneliness and socialisation and/or facing challenges with their mental health. This is not to say SBR is a treatment for these challenges – but, it does seem to present a potentially beneficial activity for said individuals. Key to the positive outcomes is – seemingly – a focus on sport as a topic. This suggestion has been a core theme of this literature review. That is, with a person-centred approach comprising of tailoring activities (and prompts) to individuals' backgrounds and interests (Dempsey et al. 2014, p. 181; Alzheimer's Society 2025, para.1). Perhaps, then, the final SBR research outcome category – engagement and enjoyment – provides evidence that highlights sport in-particular as a suitable topic for reminiscence. For instance, SBR was found to engage participants (Sass et al. 2021, p. 29; Gibbons et al. 2020, p. 30) and provide a stimulating, fun and/or enjoyable activity (Gibbons et al. 2020, p. 31; James et al. 2018, p. 24; Haynes et al. 2023; Schofield and Tolson 2010, pp. 41-2; Tolson and Schofield 2012, p. 67; Watchman et al. 2015, pp. 8-9). SBR also, quite pertinently, prompted anticipation of future sessions (Coll-Planas et al. 2017, p. 358; Schofield and Tolson 2010, pp. 41-2; Watchman et al. 2015, pp. 8-9).

The engagement and enjoyment outcomes do seem to emphasise the suitability of sport as part of a person-centred approach to reminiscence. Still, overall, it remains important to recognise that the social component is likely of equal importance to many of the outcomes highlighted in this sub-chapter. Moreover, it seems fair to consider that the evidence base suggests that SBR – for older people with an interest in sport – presents a potentially beneficial activity that befits a psychosocial, person-centred and relationship-centred approach to care that is underpinned by the idea that sport-related stimuli that reflects an individual's past interests/experiences *can* trigger memories and encourage socialisation – i.e., meaningful social interaction and associated connections (Clark et al. 2015, pp. 204-6; Clark et al. 2017, p. 58-9; Coll-Planas et al. 2017, p. 356, 359; Sass et al. 2021a, p. 1; Oatley 2021, pp. 4-10). At this juncture, it is worth noting that the specific approaches to SBR that led to the outcomes highlighted in this sub-chapter will be discussed in due course.

2.4.4. Negative outcomes

While the above paragraphs highlight largely positive outcomes, it is worth acknowledging that SBR may trigger negative emotions (Hawkins et al. 2020, p. 44; Oatley 2021, p. 225; Schofield and Tolson 2010, p. 37; Watson, Parker and Swain 2018 p. 375; Watchman et al. 2015, p. 78). The potential for negative emotions is also highlighted in relation to reminiscence more generally. For example, Woods et al. (2018, p. 11) – largely akin to Chao et al. (2008, pp. 2649-50) – recognise that negative emotions or memories may be triggered by reminiscence but, notably, suggest it is the role of facilitators to anticipate and manage these situations (Woods, 2018, p. 11). Therefore, the possibility of negative emotions is not considered a potential outcome that should deter the use of reminiscence activity with older people (Chao et al. 2008, p. 2650; Woods et al. 2018, p. 30). The significance of this for SBR, however, is somewhat unclear and prompts further discussion.

Schofield and Tolson (2010, p. 37) suggested that there is no evidence that SBR (football reminiscence, specifically) has any negative impact on people with dementia. Oatley (2021, p. 225), however, reported that “some women found [that] the sporting topic... triggered difficult emotions and thus, [SBR] could be a negative experience for some women”. Somewhat akin to Chao et al. (2008, p. 2560) and Woods et al. (2018, p. 30), Oatley (2021, p. 225) goes on to suggest that difficult emotions “added a complexity to reminiscence that must be carefully handled”. Watchman et al. (2015, p. 78) acknowledge the possibility that negative memories are always a risk with reminiscence (including SBR) and suggest that they are likely to emerge in unexpected moments – “when the topic has moved beyond football”, for example. Still, the potential for negative memories and emotions may not necessarily be a wholly adverse outcome. Rather, as Hawkins et al. (2020, p. 44) state, “the ability for participants to feel a wide variety of emotions, including negative emotions, may also provide a sense of dignity and freedom for participants”. From this perspective, perhaps the most impactful SBR would prompt more a wide range of memories and emotions. However, whilst this may be the case, negative memories and emotions may still be distressing for participants and, as above, the facilitator’s role remains key (Chao et al, 2008, pp. 2649-50; Woods et al. 2018, p. 30). This is echoed in the context of SBR, with Clark et al. (2017, p. 58) stating that facilitators “should be prepared and

supported to address [negative emotions and memories] should they arise” (Clark et al. 2017, p. 58). The notion of supporting facilitators is a key aspect to this statement and highlights an area to be discussed in due course. Specifically, in relation to training and guidance.

Taking account of the above, then, this PhD will proceed with the understanding that negative memories and emotions are a possible outcome of SBR. They do not, however, need to deter older people from engaging with reminiscence or facilitators from providing opportunities for them to do so. Rather, accessing a range of emotions is important for individuals (Hawkins et al. 2020, p. 44) and, if negative memories and/or emotions do arise, the impetus is on facilitators to provide appropriate support (Chao et al, 2008, pp. 2649-50; Clark et al. 2017, p. 58; Oatley 2021, p. 225; Woods et al. 2018, p. 30).

2.5. Approaches to SBR

The following sub-chapter will analyse the approaches to SBR implementation apparent in SBR research. This will involve consideration of the following aspects of SBR i) group or one-to-one; ii) session structure; iii) intergenerational activities; and iv) themes and content. In analysing the above, this sub-chapter aims to highlight key features of SBR interventions with consideration of implications for this PhD. *Table 4* has been produced to support analysis – it provides broad detail regarding the approaches to SBR associated with the studies in focus for this literature review.

Authors	Settings	Approaches
Clark et al. (2015)	Care home; community-based	- SBR - Group reminiscence - Flexible
Clark et al. (2017)	Care home	- Care home staff training (for SBR)
Coll-Planas et al. (2017)	Care home; day hospital	- SBR (football) - Group reminiscence - Structured

Cronin (n.d.)	Community-based; school	- SBR - Group reminiscence - Physical activities/games - intergenerational - Structured
Gibbons et al. (2020)	Community-based (albeit not specified)	- SBR - Group reminiscence - Standard reminiscence (comparison) - Intergenerational - Structured
Hawkins et al. (2020)	Care home	- SBR (American football) - Group reminiscence - Structured
Haynes (2020)	Community-based	- SBR - Group reminiscence/activities - Intergenerational - Structured
Haynes et al. (2023)	Care home; community-based	- SBR (using digital means)
James et al. (2018)	Day hospital	- SBR - Group reminiscence - Intergenerational
Laidlaw et al. (2024)	Community-based; day respite centre; assisted living centre	- SBR - Group reminiscence - Flexible (within planned structure)
Oatley (2021)	Community-based	- SBR - Group reminiscence - Structured
Sass et al. (2021a)	Community-based	- SBR - Group reminiscence - Physical activities
Sass et al. (2021b)		
Sass et al. (2021c)		
Schofield & Tolson (2010)	Community-based; care home; family home	- SBR (football) - Group and one-to-one reminiscence - Flexible approach
Tolson & Schofield (2012)		
Solari & Solomons (2012)	Memory clinic	- SBR (individual questionnaire/quiz)
Tumosa (2015)	Community-based	- SBR (baseball) - Group reminiscence

Watchman et al. (2015)	Care home	- SBR (football) - Group reminiscence - Structured
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Table 4: Approaches to SBR

It is worth noting that both Clark et al.'s (2017) and Solari and Solomons' (2012) respective studies have been included but provide little insight regarding the topics of this sub-chapter. The reason being that the former (Clark et al. 2017) is focused on training care home staff to deliver SBR as opposed to SBR. The latter's (Solari and Solomons 2012) approach to SBR comprises a quiz included as part of a questionnaire – whilst this could be considered an example of SBR, the study seems to predominantly focus on gauging desire for SBR as opposed to delivering it. Thus, neither of these studies (Clark et al. 2017; Solari and Solomons 2012) will significantly feature in the following sections.

2.5.1. Group or one-to-one

A key component regarding the approaches to SBR pertains to whether they involve one-to-one or group sessions. Both, seemingly, have merits. Notably, *Table 4* illustrates that SBR research (and practice) has often involved groups (Clark et al. 2015, pp. 205-6; Coll-Planas et al. 2017, pp. 356-358; Cronin n.d., pp. 13-14; Gibbons et al. 2020, p. 29; Hawkins et al. 2020, pp. 35-7; Haynes 2020, p. 266; Haynes et al. 2023, p. 663; James et al. 2018, p. 22; Laidlaw et al. 2024, p. 2; 38, 40; Sass et al. 2021a, p. 3; Sass et al. 2021b, p. 28; Tolson and Schofield, 2010, pp. 15-35; Tumosa, 2015, p. 44; Watchman et al. pp. 7-8, 20, 22). This is pertinent on account of the wide range of positive outcomes highlighted in the previous sub-chapter (see sub-chap. 2.4.). For example, Coll-Planas et al. (2017, p. 358) found that participants' engagement with SBR increased both the quantity and quality of their social interactions and many studies highlighted that SBR provided participants with opportunities to build connections with other participants, staff, family members and/or younger people (Clark et al. 2015, pp. 206-7; Cronin 2012, pp. 19-22; James et al. 2018, p. 24; Haynes et al. 2023, p. 273; Laidlaw et al. 2024, p. 5; Sass et al. 2021a, p. 6; Sass et al. 2021b, p. 29). It would seem fair to posit, then, that the group approach to SBR is likely key to the positive outcomes associated with SBR. That is, considering the underpinning notion that SBR is reflective of psychosocial intervention that befits

a person-centred and relationship-centred approach to care wherein sport-related stimuli that is associated with interests/experiences is utilised to trigger related memories and encourage socialisation – i.e., meaningful social interaction and associated connections (Clark et al. 2015, pp. 204-6; Clark et al. 2017, p. 58-9; Coll-Planas et al. 2017, p. 356, 359; Sass et al. 2021a, p. 1; Oatley 2021, pp. 4-10).

Notwithstanding the above, however, there are potentially challenging or negative aspects to an SBR group dynamic. For example, Oatley 2021 (p. 212) found that “[SBR group] activities showed little awareness of the different strengths and abilities of participants”. For Oatley (2021, p. 212), this could be attributed to “limited staff resources (in terms of numbers and training), a context of passive entertainment, and stigmatised views of dementia”. Oatley (2021, p. 212) also found that “[SBR group] activities relied heavily on verbal communication, as well as unimpaired speeds of cognition and sensory ability” which likely led to fewer participant’s engaging in conversation (which was deemed to be “largely dominated by the facilitator’s voice”). Furthermore, there seems to be an impetus on SBR group facilitators to demonstrate understanding of a person-centred approach to care – i.e., an approach that is tailored to the abilities of individuals involved (Alzheimer’s Society 2025, para.1; Oatley 2021, p. 212). This should be reflected in the activities and resources utilised, but also the group size. The former will be discussed in the *Themes and content* section of this literature review. The above highlights requirements for training and guidance, which will also be discussed in due course (see sub-chap. 2.6.). The implications of the above for group size, however, do relate to the topic of this sub-chapter. That is, Oatley (2021, p. 212) advocates an approach to group SBR wherein fewer participants are involved. This is reflected by both Coll-Planas et al. (2017, Appendix 1²) and Laidlaw et al. (2024, pp. 4-5). Notably, Coll-Planas et al. (2017, Appendix 1) suggests a group size of between four and 12. Laidlaw et al. (2024., pp. 4-5) however, found that “group sizes between six and eight people” were identified as contributory to an inclusive approach for SBR.

The above is notable for this PhD as – owing to this project’s partnership with the SFM and FMS – the focus will be on utilising sound archival materials with FMS groups

² Coll-Planas et al.’s (2017) *Appendix 1* is not accessible via the article link in the reference list. It can be accessed via this link: https://researchonline.gcu.ac.uk/ws/portalfiles/portal/25320817/Text_HO_D_.pdf

(Scottish Football Museum, 2019). Whilst this will largely prevent influence over group sizes, it does highlight that some individuals may be excluded for a range of reasons (Oatley 2021, p. 212). Thus, it may be necessary to consider how the use of sound archival materials may be differentiated/adapted to suit participants (Watchman et al. (2015, pp. 9-10).

Beyond and SBR group context, it is also worth highlighting that a one-to-one approach to SBR may help mitigate some of the issues discussed above. Schofield and Tolson (2010, p. 38), for example, report that one-to-one sessions enabled individuals living with dementia (moderate to severe) and/or experiencing difficulties with sight, hearing or speech to “participate without distraction”. Additionally, Schofield and Tolson (2010, p. 38) draw on Gibson’s (2004) work to posit that one-to-one sessions “may... draw out people who appear depressed or tearful and agitated and whose behaviour (displays of aggression for example) would not be tolerated in a group session”. One might, however, expect one-to-one sessions to limit opportunities for the positive social outcomes discussed previously. Schofield and Tolson (2010, p. 40), however, report the contrary – stating that “both reminiscence groups and one-to-one sessions fulfilled people’s desire for companionship, a need to feel valued, and to be engaged in stimulating activity”. It would appear, then, that a one-to-one approach to SBR could be both inclusive and impactful. However, there are limitations to this approach and the evidence supporting it. Regarding the evidence, Schofield and Tolson (2010) provide the only empirical study which involves one-to-one SBR. Additionally, the number of individuals involved with one-to-one SBR appears to be relatively small – though, the exact number is somewhat unclear (Schofield and Tolson 2010, pp. 22-3, 28-9, 32-3). Beyond the evidence base, it is worth recognising a related practical barrier to the implementation of SBR more generally. Whilst SBR may be valued by staff and short sessions beneficial, care home staff have reported difficulty in finding time and space to facilitate sessions (Clark et al. 2015, p. 207; 2017, p. 63). Thus, it seems fair to argue that one-to-one facilitation with multiple individuals would require more time and subsequently, limit the number of potential participants. Still, notwithstanding the limited evidence and additional time/resource requirements, Schofield and Tolson (2010, p. 38) do demonstrate that one-to-one SBR is a potentially beneficial approach – particularly for older individuals who may find SBR group dynamics challenging and/or exclusionary.

2.5.2. Session structure

A further discussion worthy feature of SBR relates to whether facilitators employ a structured or unstructured approach. It is worth noting that four studies included in this review employed intergenerational SBR (Cronin n.d.; Gibbons et al. 2020; Haynes 2020; James et al. 2018). This presents a notably different approach to other studies and as such, will be discussed separately (see s. 2.5.3.). Beyond intergenerational SBR, the level of insight regarding structure is limited as several studies do not provide much detail as to how specific SBR sessions were structured (Clark et al. 2015; Tumosa 2015; Haynes et al. 2023). That said, i) Tumosa (2015, p. 44) highlights a range of activities built around a baseball theme (including “guest speakers”, “discussions” and “field trips”); ii) Clark et al. (2015, p. 205) provide an overview of Sporting Memories (SM) work – which includes the use of “resource packs” for facilitators, images, and a weekly publication (“Sporting Pink”) with a “spot the ball”; and iii) Haynes et al. (2023, p. 669) highlight the use of “live streamed and digital sport heritage experiences for triggering reminiscence in a hybrid context”.

Beyond the above, *Table 4* illustrates that a number of studies adopt a structured approach to SBR – albeit with varying degrees of standardisation and specification (Coll-Planas et al. 2017, pp. 356-7; Hawkins et al. 2020, pp. 35-7; Oatley 2021, pp. 78, 116-123; Watchman et al. 2015, pp. 23-4). Other studies present somewhat more exploratory approaches – albeit with varying degrees of pre-planning (Laidlaw et al. 2024, pp. 3-5; Sass et al. 2021a, pp. 4-6; Sass et al. 2021b, p. 28; Schofield and Tolson 2010, pp. 15-35). The following paragraphs will provide outlines of the studies pertaining to both groups to better understand what features contribute to an impactful approach and thus, establish the implications for this PhD.

Coll-Planas et al. (2017, pp. 356-7), as above, employed a structured approach to SBR. Their project was based between Spain (four care homes) and Scotland (one care home). Both locations involved 12-week SBR programs which comprised of 11 (two hour-long) weekly SBR sessions and, on the final week, groups visited a football stadium and/or football museum (2017, pp. 356-7). Moment by moment structures are not provided for each session but Coll-Planas et al. (2017, pp. 356-7) do provide detail regarding the general composition of groups in Spain and Scotland, respectively. In

Spain, sessions included: i) projections of football-related images and audio; ii) discussion following projections; iii) work on a *Life Story Book* (collaboration with family members which included pictures related to SBR participant's (older person's); iv) museum/stadium visit (as above); and iv) "the facilitator presented reminiscence memorabilia and a variety of football objects such as football cards, newspaper clippings, pennants, and videos to trigger conversations" (Coll-Planas et al. 2017, p. 357). In Scotland, sessions included: i) a themed context – i.e., in the room, "retro football shirts and scarves were hung across the back of chairs, and other artifacts were displayed as visual triggers"; ii) "structured activities were themed around Scottish, English, and European football players, matches and associated factors such as match food and drink, and travel to games"; and iii) participants were provided with pie and Bovril at "half-time" (Coll-Planas et al. 2017, p. 357).

Watchman et al.'s (2015) study was based in Scotland. It included three care homes (one SBR group) and involved a 12-week SBR program consisting of 11 (60-90 minutes long) weekly SBR sessions and, on the final week, a group visit to SFM at Hampden Park (Watchman et al.'s 2015, pp. 8, 23-4). Watchman et al. (2015, pp. 23-4) detail what became the project's standardised approach to SBR (football) – this comprised of: i) a "first half" wherein the group started off by singing together. Participants then shared their names and suggested topics - a team or player, for example (this was initially prompted by a football being passed around but progressed into picking names out of a hat). Topic suggestions were then discussed before playing "a 'hangman' style of game"; ii) a "half time" wherein participants were provided with pie and Bovril "with the intention of stimulating the sensing whilst recalling football match refreshments"; and iii) a "second half" which included "[one-to-one] time with staff, volunteers and facilitator" and the use of football-related stimuli ("photographs and memorabilia from local and national teams"). The sessions ended with group singing (and thanks).

Hawkins et al.'s (2020, pp. 36-7) study included one SBR group based in a care home in the United States and involved twice-weekly SBR (American football) sessions over the course of three weeks. Sessions lasted 60-80 minutes – albeit with suggestions for a shorter duration (30-45 minutes) (Hawkins et al. 2020, p. 37). Whilst Hawkins et al. (2020, pp. 35-6) do not delineate a moment-by-moment structure akin to Watchman

et al. (2015, pp. 23-4), they do provide a high level of detail regarding an overarching approach and the materials used. The overall theme related to Clemson University's (American) football heritage - the six sessions were reflective of different aspects of this. These included: i) "going to the game"; ii) "stadiums"; iii) "tailgating"; iv) "famous game"; v) "famous people; and vi) "traditions" (Hawkins et al. 2020, p. 37). The stimuli used was identified from the university archives and online databases as to intentionally reflect each of the above themes and the age-range of SBR participants (Hawkins et al. 2020, p. 35). Said materials included a range of relevant memorabilia and objects, as well as video and audio ("fight songs, stadium sounds, national anthems") (Hawkins et al. 2020, p. 35). Session protocols are reported to be available upon request, but have not been accessed (Hawkins et al. 2020, p. 36). Still, Hawkins et al. (2020, p. 37) do outline the general approach. That is, facilitators "rotated throughout the group of participants to reiterate points of conversation, ask questions, and share artifacts to help prompt the sharing of individual memories". In addition to the above, it is worth noting that sessions also included physical activities/games – e.g., "playing cornhole, shaking pom poms, and cheering" (Hawkins et al. 2020, p. 35).

Whilst the three studies above (Coll-Planas et al. 2017, pp. 356-7; Hawkins et al. 2020, pp. 35-7; Watchman et al. 2015, pp. 23-4) were involved in the implementation of the outlined approaches to SBR as a core part of their study, Oatley's (2021) research was focused on understanding women's experiences of/in existing SBR. Still, albeit not implementation of SBR, Oatley's (2021, pp. 78, 116-123) observations of four SBR groups (community-based and affiliated with professional sports clubs in England) do provide useful insights into the way SBR sessions are/were structured. For example, Oatley (2021, p.116) notes that SBR sessions had pre-planned activity structures which included: i) "reminiscence-based discussion"; ii) "speakers"; iii) "video footage"; iv) "photographs" (e.g., "former and current players, managers, and stadiums"; iv) quizzes; and v) physical activities (arm raises or stadium walking tours). Themes were related to both sport and general social history (Oatley 2021, p.116). Regarding sport, topics were predominantly club specific and included: i) "former managers"; ii) "favourite players"; iii) "foreign players"; iv) "victories"; v) "derby matches" (and "rival teams"); vi) "matchday experiences"; and vi) "stadiums". Associated stimuli ("triggers") were dated "from the 1970s to modern day" and comprised of i) "video footage" (e.g., "highlights, matchday documentary footage and interviews with former managers [that

originated] from 1970s to modern day”); ii) “spoken word”; iii) “printed photographs”; and iv) “objects” (Oatley 2021, p.117). SBR sessions also included resources and activities related “general social history” – this included some activities (and resources) that would be described as reminiscence and others that would not (e.g., a “general knowledge quiz” or an “art-based activity”) (Oatley 2021, p.116).

The above studies demonstrate a largely structured approach – that is, an approach to SBR which is pre-determined. Prior to analysing the implications of said structure, it is worth also outlining the perhaps less structured approaches to SBR associated with research by Sass et al. (2021a), Laidlaw et al. (2024) and Schofield and Tolson (2010).

Sass et al (2021a, p. 3) did not implement SBR but, notably, did undertake “ethnographic fieldwork” with five SBR (SM) groups who met on a weekly basis in England (all community-based contexts – two libraries, three “in functions rooms at football grounds”). Sessions lasted between 90 minutes and 2 hours, and said involvement took place over the course of between four and 11 months (Sass et al 2021a, p. 3). Whilst a session structure(s) (or a standardised structure) is not outlined across any of the associated reports (Sass et al. 2021a; Sass et al. 2021b; Sass et al. 2021c), one of said reports (Sass et al. 2021a, pp. 4-6) presents the results via a non-fiction narrative which provides a descriptive insight into what a SBR (SM) session might look like. Additionally, another of the reports (Sass et al. 2021b, p. 28) broadly highlights the activities included in sessions. Furthermore, it seems to fair suggest that whilst sessions may not have necessarily followed a rigid standardised structure, they did include a range of SBR and physical activities (Sass et al. 2021a, pp. 4-6; Sass et al. 2021b, p. 28). Of the five groups, three only included SBR activities whereas the other two *also* included physical activities (Sass et al. 2021b, p. 28). SBR activities “consisted of discussions, quiz activities and presentations from histories about sporting events in history” (Sass et al. 2021b, p. 28). Resources seemed to include: i) “old pictures”; ii) “old newspaper clippings”; and iii) “a ‘spot the ball’ competition” – this may have been part of an older resource (e.g., a newspaper clipping as above). Physical activities included: “boccia, darts and table tennis” (Sass et al. 2021b, p. 28).

Laidlaw et al. (2024) did not implement SBR as a specific feature of the study but did – somewhat similarly to the above (Sass et al. 2021a; Sass et al. 2021b; Sass et al.

2021c) – generate data which provided insight into how SBR (SM) was/is structured. Laidlaw et al.'s (2024, p. 3) study was associated with three SBR contexts in Australia – “a community day respite service, an assisted living community” and a community-based setting. Laidlaw et al. (2024, p. 5) found that SBR groups generally had some level of structure in that facilitator's plan and bring along “props and stimuli”. However, Laidlaw et al. (2024, p. 5) also report that the approach to SBR (SM) is flexible which enables a facilitator to adapt to the group. Whilst, at first, these seems like contradictory ideas – perhaps this description is reflective of Sporting Memories (SM) work more widely. Sass et al.'s (2021a; Sass et al. 2021b; Sass et al. 2021c) study is also focused on/associated with SM and their description of SBR seems to reflect a somewhat similar approach to Laidlaw's et al. (2024, p. 5) – albeit with some level of description regarding the SBR activities involved (Sass et al.'s (2021a, pp. 4-6; Sass et al. 2021b, p. 28). Additionally, Clark et al. (2015, p. 207; Clark et al., 2017, p. 63) focus on SM and highlight that SBR is/can be a flexibly delivered activity.

The final study to be outlined in this section was conducted by Schofield and Tolson (2010) in Scotland and presents the inaugural contribution to SBR research. The study comprises of four case studies across four contexts (three community-based and one care home): i) community-based; ii) day centre; iii) care home; and iv) a participant's (older person's) home (Schofield and Tolson 2010, pp. 15-36). The approach was largely exploratory, included both group and one-to-one SBR and broadly consisted of facilitators sharing football-related photographs with SBR participants (Schofield and Tolson 2010, pp. 15-36).

Overall, session structures evidently differ. Multiple studies employ an almost rigid structure with a largely standardised chronology – albeit to varying degrees of specification (Coll-Planas et al. 2017, pp. 356-7; Hawkins et al. 2020, pp. 35-7; Oatley 2021, pp. 78, 116-123; Watchman et al. 2015, pp. pp. 23-4). Other studies present more flexible approaches – albeit with some level of planning (Laidlaw et al. 2024, pp. 3-5; Sass et al. 2021a, pp. 4-6; Sass et al. 2021b, p. 28; Schofield and Tolson 2010, pp. 15-35). Notably, whilst the approaches to session structure varied, all studies indicated that SBR was (or could be) associated with positive outcomes related to the following categories:

- Social (Coll-Planas et al. 2017, p. 358; Hawkins et al. 2020, pp. 39-42; Laidlaw et al., pp. 4-5; Sass et al. 2021a, pp. 6, 23; Sass et al. 2021b, p. 29; Schofield and Tolson 2010, pp. 41-2; Watchman et al. 2016, pp. 8-9).
- Self-esteem (Coll-Planas et al. 2017, p. 358; Schofield and Tolson 2010, pp.41-2; Sass et al. 2021b, p.29; Watchman et al. 2016, pp. 8-9).
- Sense of identity (Hawkins et al. 2020, pp. 39-42; Sass et al. 2021a, pp. 6, 30; Sass et al. 2021b, p. 29; Sass et al. 2021c, 2170; Schofield and Tolson 2010, pp. 41-2; Oatley 2021, p. 204).
- Symptoms of dementia and/or mental health (Coll-Planas et al. 2017, p. 358; Hawkins et al. 2020, p. 39; Watchman et al. 2016, pp. 8-9).
- Engagement and enjoyment (Sass et al. 2021b, p. 29; Schofield and Tolson 2010, pp. 41-2; Watchman et al. 2016, pp. 8-9).

Whilst the implication seems to be that SBR can be impactful with a range of structured or more flexible approaches, there is a level of nuance required. For example, Oatley shares a somewhat critical perspective regarding the SBR approaches they observed:

Across all groups, the activity programme largely relied upon unimpaired hearing, attention, cognition speed, memory recall and verbal ability. Without additional staff or volunteers to support individual people with activities, the onus was upon care partners to provide any additional support required.

(Oatley 2021, p. 116)

This is notable as one could argue a rigidly structured approach – with activities that are reliant on the above abilities – would likely make it harder for individuals to engage. Some level of flexibility, however, would potentially enable changes to be made to suit individuals. That said, flexibility could potentially be planned beforehand as to ensure activities are inclusive. Either way, the implication of the above seems to relate back to a core theme of this PhD: whether it be linked to abilities, needs, experiences and/or interests, impactful SBR likely requires a tailored approach that befits the individual (Alzheimer's Society 2025, para.1; Oatley 2021, pp. 116, 212, 221-3; Watchman et al. 2015, p. 9). There is perhaps, then, no individual structure that works best for SBR. Rather, it may be largely dependent on the group dynamic and individuals that attend. That is, one individual may require (or prefer) a level of flexibility and a context wherein

they can engage with stimuli at their own leisure, whereas another individual may prefer more structure. The latter, for example, is highlighted by Laidlaw et al. (2024, p. 4) who found that a consistent structure and culture was deemed inclusive in that it gave participants the opportunity to “lean in” and learn about others and themselves. Taking the above into account, I recognise that a focus on using sound archival materials alone will be unlikely to reflect the needs of all participants. Thus, there remains a requirement to consider how said resources might be adapted as to reflect the abilities (and interests) of individuals (Clark et al. 2015, p. 204).

2.5.3. Intergenerational activities

As highlighted above, a somewhat alternative approach to SBR is the inclusion of intergenerational activities. As *Table 2* illustrates, most studies focused on older people as SBR participants. Four studies, however, utilised intergenerational activities as part of an approach to SBR (Cronin n.d.; Gibbons et al. 2020; Haynes 2020; James et al. 2018). It is worth noting that this PhD will not include intergenerational activities on account of the focus on using sound archival materials with older people in FMS contexts. Still, it remains important to consider the potential of intergenerational SBR and any learnings that could be applied.

James et al.’s (2018, p. 22) study comprised of implementation of “a series of groups which involved presentation of photographs and YouTube and music clips”. Central to James et al.’s (2018, p. 22) study was one intergenerational session which was largely focused on an SBR group attendee who had been a professional footballer – that is, alongside the involvement of three 10-year-olds who were involved with a local football organisation. The session comprised of the young footballers having lunch with the SBR group, after which said young footballers participated in/conducted a private “question-and-answer session” with said ex-footballer. The young footballers then gave a 20-minute skill demonstration to the SBR group. This was followed by a presentation relating to the ex-footballer’s career and a subsequent quiz led by one of the authors/researchers (a school student).

In some respects, Gibbons et al. (2020, p. 29) employed a largely similar approach to (James et al. 2018) as they also involved young footballers and followed a clear structure. A core difference is that Gibbons et al. (2020, p. 29) implemented two

sessions: one was SBR (football) and the other, a “standard reminiscence” session. In the standard session, participants i) “[listened] to music from their past”; ii) played catch with a ball; iii) engaged in craft activities; and iv) “[looked] through photographic books depicting well-known landmarks”. The SBR (football) session was focused on “stimulating all of the participants’ senses” and comprised of: i) football-themed environment (decor) and music as they entered; ii) DVD of local football teams; iii) skill demonstration from the young footballers wherein they interacted with SBR group participants and encouraged involvement; iv) refreshment break (Bovril and shandy) during which young footballers and SBR group participants sat together; and v) a football quiz with a young footballer on each team (Gibbons et al. 2020, pp. 29-30).

Cronin (n.d., pp. 13-4) employed a largely similar approach albeit with what seems to have been a larger scale. That is, Cronin (n.d., pp. 13-4) present an intergenerational SBR (SM) case study which involved two schools. One school (44 students) organised an activity day for local care homes (approximately 70 older people attended) which comprised of a wide range of SBR and physical/games activities – notably, from an SBR perspective, one of said activities was an exhibition featuring historical sporting photographs (Cronin n.d., p. 13). The second school (eight students in Year 9) visited a SBR (SM) group on a weekly basis for six weeks (Cronin n.d., p. 14). Pupils interviewed SBR group participants. They also worked with the group “to generate oral histories and provide captions for printed reminiscence cards” that were (presumably) used with the aforementioned exhibition (Cronin n.d., p. 14).

The last of the four studies to be outlined was conducted by Haynes (2020) and presents a perhaps more exploratory approach to intergenerational SBR. 24 young people (aged 9-10) visited a range of sporting clubs (and “local lost spaces [of] sport”) and met senior club representatives as a means of learning about sporting heritage (Haynes 2020, pp. 265-6). The project comprised of “methods and activities co-created with the school and local clubs” – such as, i) “intergenerational communication and reminiscence”; ii) “community heritage activities including site visits and museum visits”; iii) “interpretation of sports films and visual culture”; iv) exploration of “continuities and transformations in sports cultures in their localities through the use of local sport histories, websites and digital resources [via researcher’s iPad]”; and v) “playing... sports in the club venues” (Haynes 2020, p. 266).

Whilst four studies arguably present a limited evidence base for intergenerational SBR, the outcomes are notable (see sub-chap. 2.4.). That is, the above studies demonstrate that an approach to SBR wherein intergenerational activities are employed has the potential to bring about a range of positive outcomes related to triggering memories (James et al. 2025, p. 24) and, perhaps more pertinently, providing opportunities for meaningful social interactions and associated connections (James et al. 2025, p. 24; Gibbons et al. 2020, pp. 31; Cronin n.d., pp. 4-5; Haynes et al. 2020, p. 273). Which is, notably, reflective of what has been established as a core justification for SBR as a psychosocial intervention that befits a person-centred and relationship-centred approach to care wherein sport-related stimuli is utilised to trigger related memories and encourage socialisation – i.e., meaningful social interaction and associated connections (Clark et al. 2015, pp. 204-6; Clark et al. 2017, p. 58-9; Coll-Planas et al. 2017, pp. 356, 359; Sass et al. 2021a, p. 1; Oatley 2021, pp. 4-10). This is significant as it continues to demonstrate that a range of approaches to SBR can be impactful – not just in terms of whether they are intergenerational or not, but also in terms of structure and activities as was demonstrated by the previous sub-chapter (see s. 2.5.2). The implications for this PhD are limited at this juncture as the intention is not to include an intergenerational aspect. That said, the above does highlight the potential of intergenerational SBR – thus, the use of sound archival materials via intergenerational SBR could present an area worthy of further research.

2.5.4. Themes and content

2.5.4.1. Individual interests

Perhaps the most important facet of an approach to SBR for this PhD relates to the themes and content utilised as stimuli. It has already been established that sport-related stimuli is a central component to SBR being considered a person-centred approach (Clark et al. 2015, pp. 204-206; Clark et al. 2017, pp. 58-9; Coll-Planas et al. 2017, pp. 356, 359; Sass et al. 2021a, p. 1; Oatley 2021, pp. 4-10). Clark et al. capture this sentiment well:

Given that activity is important to people in terms of expressing their identities and needs to connect with things that they have an interest in, it is important that

reminiscence activities are selected to fit with the interests of each person and with things that they value.

(Clark et al. 2015, p. 204)

The way in which this is reflected in SBR themes somewhat differs across studies. As *Table 4* highlights, SBR research has largely involved SBR groups wherein themes relate to a range of sports and themes. There are, of course, some studies that focus on specific sports – such as: American football (Hawkins et al. 2020), baseball (Tumosa 2015) or football (Coll-Planas et al. 2017; Schofield and Tolson 2010; Tolson and Schofield 2012; Watchman et al. 2015). However, a general sporting theme or even a sport-specific theme may still limit the potential of SBR. As Oatley (2021, p.119) highlights, if there is no mechanism through which a facilitator can identify SBR group attendees' backgrounds or interests, providing personalised sport-related personalised stimuli is a difficult task.

SBR groups that are affiliated or focused on a particular team/club may present scenarios wherein stimuli would perhaps be more aligned with individuals' interests. That said, Oatley (2021, p. 119) considered that “assumptions of interest in the club” often failed to resonate with group attendees as said club was perhaps not reflective of their own interests. This perspective does, however, contrast with other SBR research. Tumosa (2015, pp. 44-5), for example, suggests that SBR is viable with any sport that has a “local fan base”. Hawkins et al.'s (2020, p. 35) present a notable example of this. They themed sessions Clemson University's (American) football heritage (Hawkins et al. 2020, p. 35; see s. 2.5.2). The resources (i.e., stimuli) utilised were selected from Clemson University's archives and online databases as to intentionally reflect these themes and the age-range of SBR participants (Hawkins et al. 2020, p. 35). They found that a focus on these topics (and presumably, the associated materials) “created meaningful engagement for residents” (Hawkins et al. 2020, p. 43). Moreover, whilst I acknowledge the difficulties with not knowing a person's interests (which is not likely to always be possible – and will not be possible for this PhD), some level of informed assumption may be necessary and still provide impactful SBR sessions. That all said, this does highlight a gap in SBR research pertinent to this PhD. That is, there seems to be a requirement for further research that focuses on selecting and utilising relevant stimuli – both in regard to theme/topic,

as highlighted above, but also the types of resource and whether they are impactful in an FMS context (e.g., sound archival materials).

2.5.4.2. The reminiscence bump

Alongside individual interests and values (Clark et al. 2015, p. 204), the notion of a reminiscence bump provides a theoretical concept which may help identify relevant stimuli (Munawar et al. 2018). The reminiscence bump is considered a well-established “phenomena in autobiographical memory” and pertains to the idea that there is “a tendency for middle-aged and elderly people to access more personal memories from [the approximate]” ages of ten and 30 (Munawar et al. 2018, p. 1). The above is evidenced by a systematic review which comprised of 68 quantitative studies dated up until 2017 (Munawar et al. 2018). A specific feature of the reminiscence bump which is highlighted by Munawar et al.’s (2018, p. 2) review and relevant to this PhD is the tendency to recall important public events from an approximate age-range of 12 to 29 years old (Koppel 2013; Schuman and Rodgers 2004). However, whilst well-established, the reminiscence bump has been considered a feature of autobiographical memory research (Munawar 2018, p. 3) and as such, does not seem to have been applied to SBR in any context.

Notwithstanding the above, Janssen et al.’s (2012) study provides a notable example of the reminiscence bump in relation to football – albeit not technically SBR. The research was conducted online with 619 Dutch participants aged between 16 and 80 with an average age of 47.74 (Janssen et al. 2012, p. 168). Each participant was asked to choose their “five best players of all time” (Janssen et al. 2012, p. 168). Participants could choose who they wanted – either by selecting one of the 190 names that were presented or by adding a name (Janssen et al. 2012, pp. 168-9). Interpreting the results consisted of calculating the age of a participant at the career midpoint of the player selected (Janssen et al. 2012, pp. 169-70). The findings were consistent with that of the reminiscence bump (Munawar et al. 2018, p. 1):

Participants named more players from the period in which they were between 11 and 30 years old... than from a comparable period in which they were between 1 and 10 and between 31 and 40 years old.

The mode, median and mean of the results (i.e., the age of participants at the midpoint of players' careers) were calculated (mode = 17 years; median = 20 years; mean = 21.89 years; standard deviation = 17.68) (Janssen et al. 2012, p. 170). It is worth noting that the mode was considered "the most appropriate" as the mean and median "disproportionately affected the recall of currently active players" (Janssen et al. 2012, p. 65). Additionally, results remained similar following the use of "different selection criteria" (Janssen et al. 2012, pp. 171, 174). Moreover, whilst this research does not provide evidence of the reminiscence bump in relation to SBR specifically, it does highlight the existence of it as well-established phenomena in relation to sport (football) (Janssen et al. 2012; Munawar et al. 2018). The implication for this PhD, then, is that a logical approach for SBR would befit a group attendee's reminiscence bump – i.e., prompts would reflect an important event which took place when said individual was aged between 10 and 30 years old (Janssen et al. 2012; Munawar et al. 2018). As such, this will be considered an informing concept for the selection of sound archival materials (see sound archival research chapter).

2.5.4.3. SBR: an audio-focus

As highlighted by consideration of how SBR is structured (and approached), it seems fair to suggest that the use of a range of resources is a common approach (see s. 2.5.2.; s. 2.5.3.). This has included different combinations of objects, photographs/images, video, audio, food and drink (see s. 2.5.2.; s. 2.5.3.). This is reflective of reminiscence more generally – that is, the notion that multi-sensory prompts considered to support reminiscence (Dempsey et al. 2014, p. 181; Kasl-Godley and Gatz 2000). Even so, one could argue that this does not necessarily mean that prompts are equal in their efficacy – and, in an SBR context, existing studies have rarely looked to measure the impact of specific materials. That is, beyond Schofield and Tolson's (2010) study which does provide such an example owing to its exclusive use of photographs. This PhD, however, is focused on the use of sound archival materials which – as established – were highlighted by the SFM to be a potentially untapped resource for reminiscence. That is not to say audio has not been utilised – rather, it appears that its use has been incorporated into a multisensory approach

(Coll-Planas et al. 2017, pp. 356-7; Gibbons et al. 2020, p. 29; Hawkins et al. 2020, p. 35; James et al. 2018, p. 22; Oatley 2021, p. 116. At this juncture, it is worth highlighting outcomes associated with audio-based reminiscence research as to highlight the potential for using audio in an SBR context.

It seems fair to posit that the most notable use of audio in relation to reminiscence consists of playing music. Anecdotally, one would likely consider the use of music an impactful approach for older people – particularly those living with dementia. The evidence appears to – or at least, is beginning to – support this. That is, music-based reminiscence has been associated with the following outcomes (albeit to varying extents) for older people (living with or without dementia):

- Engagement (Evans et al. 2019; Kelly and Ahessy, 2021).
- Emotional responses (Romy et al. 2021).
- Helped establish sense of Identity (Romy et al. 2021).
- Increased use of language (Urabe et al. 2021).
- Physiological responses (Romy et al. 2021).
- Positive impact on anxiety (Istvandity et al. 2017).
- Positive impact on behaviour, ability and routine for older people living with dementia (Cunningham et al. 2019).
- Positive impact on depression (Istvandity et al. 2017; Onieva-Zafra et al. 2018).
- Positive impact on mood (Camerlynck et al. 2021; Kelly and Ahessy 2021).
- Positive impact on stress (Istvandity et al. 2017).
- Reminiscence/triggered memories (Evans et al. 2019; Romy et al. 2021; Urabe et al. 2021).
- Social/shared interaction (Evans et al. 2019; Kelly and Ahessy 2021).

The potential for music-based reminiscence seems apparent and the evidence base will likely continue growing. Even so, its application for this PhD is somewhat limited for two reasons: the music is not focused on sport/football and, notably, the sound archival materials utilised will not be music-focused (see chap. 3). That said, regarding the latter, music has been incorporated into SBR – albeit alongside other resources. Examples include the use of i) music generally (detail not specified) (James et al. 2018,

p. 22); ii) football-themed music (Gibbons 2020, p. 29); iii) “fight songs” (Hawkins et al. 2020, p. 35); and iv) singing (Watchman et al. pp. 23-4). As above, however, the audio focus of this PhD does not pertain to music. Thus, it remains worth highlighting research that focusing audio-based reminiscence that is not music.

There is research surrounding the notion of using every day or sentimental sounds with people living with dementia (Campbell et al. 2019; Houben et al. 2020). However, its relevance to this project seems somewhat minimal. For example, Houben et al. (2020) utilise technology to provide sounds for people living with severe dementia. However, the sounds utilised are more reflective of soundscapes as opposed to the type of resources that this project will be utilising – e.g., oral histories (see sound archival research chapter). Somewhat similarly, Campbell et al. (2019) focused on “sentimental” sounds – i.e., sounds “associated with a precious memory” (Campbell et al. 2019, p. 74). Again, sounds discussed were also generic and not reflective of narratives (such as the Scottish football sound archival materials utilised for this PhD – again, see sound archival research chapter). That said, Campbell et al. (2019, p. 80) highlight that follow-on research could include narrative content – which would be more relevant to this PhD.

Examination of what seems to be a/the follow-on study (Campbell et al. 2022) does provide applicable insight. In this study, Campbell et al (2022, p. 239) adopted a participatory design approach wherein they aimed to understand the potential for using recorded everyday sounds (soundscapes) with people living with dementia. They also looked to consider the “appetite to reminisce across the full [range of emotions]” (Campbell et al. 2022, p. 239). They conducted online surveys with carers (of individuals living with dementia) and subsequently “[conducted] reminiscing activities with and without sound playback” at the homes of seven people living with dementia alongside their (seven) carers. These participants were also interviewed together (person living with dementia and carer) (Campbell et al 2022, p. 239). The key findings of relevance to this PhD are as follows:

- “Sounds associated with happy and peaceful memories tended to be natural sounds or positive human sounds, such as beaches, birdsong and human voices, and laughter, whereas sounds associated with sad or angry/tense

memories tended to be mechanical, abrupt, or negative human sounds, such as vehicles, unexpected or intrusive sounds, or human voices shouting or talking too loud in public spaces” (Campbell et al. 2022, p. 239).

- “Context and narrative were very important to understanding soundscapes” (Campbell et al. 2022, p. 241).
- Complex soundscapes that unfolded over time were more beneficial than single sounds” (Campbell et al. 2022, p. 242).
- “Participants valued longer soundscapes (3–4 minutes) because they offered the potential to immerse in the soundscape and subsequent memories” (Campbell et al. 2022, p. 241).
- “Generic or cultural soundscapes provided something that participants could immerse themselves in, sit in silence, and then discuss the soundscape” (Campbell et al. 2022, p. 241).

These findings seem to highlight that the provision of audio with context and narrative could be pertinent to immersing participants (Campbell et al. 2022, p. 241). Additionally, a resource which incorporates multiple aspects (including voice) over a longer duration may be more suitable than playing short, individual archival clips (Campbell et al. 2022, pp. 239-42). Of course, I acknowledge that Campbell et al.’s (2022) study is distinctly different to this project. Still, it does provide a valuable platform from which the approach to using sound archival materials in an FMS context can be considered.

2.6. Training and guidance

The following sub-chapter will focus on training and guidance. It is important to acknowledge that training was implemented as part of just four of the studies included in *Table 2* (see Clark et al. 2015; Clark et al. 2017; Tumosa 2015; Watchman et al. 2015). It is also worth noting that whilst Schofield and Tolson (2010, p. 38) did not utilise training for facilitators, their research did highlight a desire and requirement for it.

A recurrent theme in related literature is that SBR requires skilled, knowledgeable, and befittingly trained facilitators (Clark et al. 2017, p. 55; Coll-Planas, et al. 2017, p. 11;

Watchman et al. 2015, p. 78). As Clark et al.'s (2017) research suggests, this is perhaps more attainable than one might initially expect. Clark et al. (2017, p. 55) found that care assistants with little interest in sport, limited experience with reminiscence, and without professional qualifications could be trained and easily facilitate SBR work in a way that was both fulfilling for them and participants (Clark et al. 2017, p. 55). Thus, indicating that it is perhaps attainable for a wide range of people to be trained and effectively facilitate SBR activity (Clark et al. 2017, p. 55). However, beyond the general theme and advocacy of an initial half day of training with three subsequent "learning set meetings", Clark et al. (2015, p. 206; 2017, p. 62) present neither guidance nor detail regarding the specifics of training.

As an outcome of their pilot project, Watchman et al. (2015, p. 10) co-created a protocol for football reminiscence with the intention of providing guidance for those utilising SBR (football) in care home settings. Whilst this guidance is reported to be retrievable via contact with the *Alzheimer Scotland Centre for Policy and Practice* (Watchman et al. 2015, pp. 10), it has not been accessed. Still, Coll-Planas et al.'s (2017, Appendix 1) *Principles and Practice Guide for Developing Football-Focused Reminiscence with People with Dementia* has been accessed. As the respective studies share multiple authors (Watchman and Tolson, respectively), it seems fair to presume that Coll-Planas et al.'s (2017, Appendix 1) guidance provides a similar and perhaps updated version of Watchman et al.'s (2015, p. 10) document. Coll-Planas et al.'s (2017, Appendix 1) document offers principles and guidelines regarding the implementation of group and one-to-one SBR (football) across contexts. This includes: i) principles for facilitation (i.e., personnel – skilled, trained and supervised volunteers or staff); ii) key aspects of a venue for reminiscence (i.e., aesthetics, stimuli, accessibility, and availability); iii) training/induction (i.e., training which develops an understanding of reminiscence activity, dementia, person-centred approaches, specifics of intervention, archival materials, and planning for individual enjoyment, ability and interest); iv) intervention structure (i.e., group size, consistent facilitator, evaluation, 12 weekly sessions); standardised format agreed in advance, and activity pace/differentiation); v) inclusion criteria (i.e., severity of dementia); safety (i.e., disclosures, confidentiality, security and welfare); and iv) monitoring and evaluation (i.e., feedback and formative assessment) (Coll-Planas et al. 2017, Appendix 1). Overall, this document is useful in that it gives general guidelines and highlights key

principles which seem adaptable depending on the context, participants and materials used (Coll-Planas et al. 2017, Appendix 1).

However, albeit useful, the document outlined (Coll-Planas et al. 2017, Appendix 1) above is not necessarily a substitute for actual training for those that may not be knowledgeable of dementia, reminiscence, relationship-centred care and/or person-centred care. The importance of this has been highlighted in relation to challenges for SBR group inclusion/engagement (see s. 2.5.1.) and the potential for negative emotions (see s. 2.4.4.). That is, with a key role of SBR facilitation likely involving an ability to personalise activities to suit individuals (Alzheimer's Society 2025, para.1; Oatley 2021, p. 212) and provide appropriate support participants should negative emotions arise (Chao et al, 2008, pp. 2649-50; Clark et al. 2017, p. 58; Oatley 2021, p. 225; Woods et al. 2018, p. 30). It is also worth noting that this guide exclusively focusses on participants with dementia (Coll-Planas et al. 2017, Appendix 1). This is pertinent as this PhD will be inclusive of participants living both with and without dementia and perhaps, for example, individuals experiencing loneliness or social isolation. Still, as this PhD is a collaborative project with the SFM and facilitators/groups will already be established, it is likely that facilitators will already possess necessary skills, knowledge, and training. That said, it will remain important to consider the implications for using sound archival materials in FMS contexts and whether this requires bespoke training and/or guidance.

2.7. Limitations

The final sub-chapter of this literature pertains to the strengths and limitations of the evidence base. As noted previously (see sub-chap. 2), the SBR studies included in this literature review (*Table 2*) were assessed via application of the MMAT (Hong et al. 2018). This sub-chapter will first present the resultant ratings with short summaries (*Table 5*). For clarity, the MMAT (Hong et al. 2018) screening questions have been included below (*Figure 2*). Said ratings will subsequently inform reflections on the strengths and limitations of the evidence base surrounding SBR research.

Part I: Mixed Methods Appraisal Tool (MMAT), version 2018

Category of study designs	Methodological quality criteria	Responses			
		Yes	No	Can't tell	Comments
Screening questions (for all types)	S1. Are there clear research questions?				
	S2. Do the collected data allow to address the research questions?				
	<i>Further appraisal may not be feasible or appropriate when the answer is 'No' or 'Can't tell' to one or both screening questions.</i>				
1. Qualitative	1.1. Is the qualitative approach appropriate to answer the research question?				
	1.2. Are the qualitative data collection methods adequate to address the research question?				
	1.3. Are the findings adequately derived from the data?				
	1.4. Is the interpretation of results sufficiently substantiated by data?				
	1.5. Is there coherence between qualitative data sources, collection, analysis and interpretation?				
2. Quantitative randomized controlled trials	2.1. Is randomization appropriately performed?				
	2.2. Are the groups comparable at baseline?				
	2.3. Are there complete outcome data?				
	2.4. Are outcome assessors blinded to the intervention provided?				
	2.5. Did the participants adhere to the assigned intervention?				
3. Quantitative non-randomized	3.1. Are the participants representative of the target population?				
	3.2. Are measurements appropriate regarding both the outcome and intervention (or exposure)?				
	3.3. Are there complete outcome data?				
	3.4. Are the confounders accounted for in the design and analysis?				
	3.5. During the study period, is the intervention administered (or exposure occurred) as intended?				
4. Quantitative descriptive	4.1. Is the sampling strategy relevant to address the research question?				
	4.2. Is the sample representative of the target population?				
	4.3. Are the measurements appropriate?				
	4.4. Is the risk of nonresponse bias low?				
	4.5. Is the statistical analysis appropriate to answer the research question?				
5. Mixed methods	5.1. Is there an adequate rationale for using a mixed methods design to address the research question?				
	5.2. Are the different components of the study effectively integrated to answer the research question?				
	5.3. Are the outputs of the integration of qualitative and quantitative components adequately interpreted?				
	5.4. Are divergences and inconsistencies between quantitative and qualitative results adequately addressed?				
	5.5. Do the different components of the study adhere to the quality criteria of each tradition of the methods involved?				

Figure 2: Mixed Methods Appraisal Tool (MMAT) (Hong et al. 2018, p. 2) screening questions

Author(s)	Screening	Summary
Clark et al. (2015)	S1: Yes (aim/purpose) S2: Yes 1.1: Yes 1.2: Yes 1.3: Yes 1.4: Yes 1.5: Yes	The study appears to be of high quality. Further examples of data would provide more insight.
Clark et al. (2017)	S1: Yes (aim/purpose) S2: Yes 1.1: Yes 1.2: Yes 1.3: Yes 1.4: Yes 1.5: Yes	The study seems to be of high quality. There is, however, a lack of participant data beyond positions held.
Coll-Planas et al. (2017)	S1: Yes (aim) S2: Yes 5.1: Yes 5.2: Yes 5.3: Yes 5.4: Can't tell 5.5: - <i>Qualitative</i> 1.1: Yes 1.2: Yes 1.3: Yes 1.4: Yes 1.5: Yes - <i>Quantitative:</i> 3.1: Yes* 3.2: Yes 3.3: Yes 3.4: Can't tell 3.5: Yes	The study appears to be of high quality. If practicable, the inclusion of further evidence to support findings would provide further insight. Whilst difficulties with recruitment led to inclusion of some participants without dementia (Coll-Planas et al. 2017, p.356), the study does provide considerable insight.
Cronin (n.d.)	S1: Yes (aims/objectives) S2: Yes 1.1: Yes 1.2: Yes 1.3: Yes 1.4: Yes 1.5: Yes	The evaluation seems to be of high quality. As the author recognises, it is somewhat limited by the lack of data collected directly from the older people involved (Cronin n.d.)
Gibbons et al. (2020)	S1: Yes (aim) S2: Yes 1.1: Yes 1.2: Yes 1.3: Yes 1.4: Can't tell 1.5: Yes	This study seems to be of high quality. Further evidence of regarding observational data may have provided more insight.

Hawkins et al. (2020)	S1: Yes (aim/purpose) S2: Yes 5.1: Yes 5.2: Yes 5.3: Yes 5.4: Can't tell 5.5: - <i>Qualitative</i> : 1.1: Yes 1.2: Yes 1.3: Yes 1.4: Yes 1.5: Yes - <i>Quantitative</i> : 3.1: Yes 3.2: Yes 3.3: No 3.4: Can't tell 3.5: Yes	This study appears to be of high quality. It provides a range of insights whilst demonstrating a high level of reflection regarding limitations: i) lack of control measures; ii) no measures re “needs-driven compromised behaviours”; and iii) limited replication due to specificity, and lack of depth with residents (older people) (Hawkins et al. 2020, p.44).
Haynes (2020)	S1: Yes (focus) S2: Yes 1.1: Yes 1.2: Yes 1.3: Yes 1.4: Yes 1.5: Yes	This study seems to be of high quality. It presents a somewhat distinct study via an exploratory approach to SBR.
Haynes et al. (2023)	S1: Yes S2: Can't tell 1.1: Yes 1.2: Yes 1.3: Can't tell 1.4: Can't tell 1.5: Can't tell	Abstract prevents full judgement regarding quality and/or bias.
James et al. (2018)	S1: Yes/can't tell S2: yes/can't tell 1.1: Yes 1.2: Yes 1.3: Yes 1.4: Yes 1.5: Yes	The overall quality of this study is somewhat difficult to tell. Further methodological detail is necessary.
Laidlaw et al. (2024)	S1: Yes (aim) S2: Yes 1.1: Yes 1.2: Yes 1.3: Yes 1.4: Yes 1.5: Yes	The quality of this study appears to be high. Though, observational data would perhaps provide further insight.

Oatley (2021)	S1: Yes S2: Yes 1.1: Yes 1.2: Yes 1.3: Yes 1.4: Yes 1.5: Yes	This PhD seems to be of high quality. It also provides a perspective which is largely absent in SBR research (a focus on women's experiences of SBR).
Sass et al. (2021a)	S1: Yes (aim) S2: Yes 1.1: Yes 1.2: Yes 1.3: Yes 1.4: Yes 1.5: Yes	This report* appears to be of high quality. The use of creative non-fiction is demonstrated to provide an alternative (compared to other SBR studies) yet in-depth and insightful approach. *This report is one of three reports associated with the same study (Sass et al. 2021a; Sass et al. 2021b; Sass et al. 2021c).
Sass et al. (2021b)	S1: Yes (aims) S2: Yes 1.1: Yes 1.2: Yes 1.3: Yes 1.4: Yes 1.5: Yes	This report seems to be of high quality but does not present the same level of rigor when compared with other reports associated with the same study. Though, this is presumably reflective of the journal requirements.
Sass et al. (2021c)	S1: Yes (aim) S2: Yes 1.1: Yes 1.2: Yes 1.3: Yes 1.4: Yes 1.5: Yes	This report appears to be of high quality. As with above (Sass et al. 2021a), the creative non-fiction narrative highlights the data alongside thorough analysis.
Schofield and Tolson (2010)	S1: Yes (aim and objectives) S2: Yes 1.1: Yes 1.2: Yes 1.3: Yes 1.4: Yes 1.5: Yes	This report* seems to be of high quality. As the inaugural SBR study, it provides a strong foundational base from which SBR has been and continues to be examined and explored. *This report is one of two reports associated with the same study (Schofield and Tolson 2010; Tolson and Schofield 2012).
Tolson and Schofield (2012)	S1: Yes (aim) S2: Yes 1.1: Yes 1.2: Yes 1.3: Yes 1.4: Yes 1.5: Yes	This report appears to be of high quality. Tolson and Schofield (2010) provide further detail regarding SBR. That said, this study does provide insight regarding the application of realistic evaluation in an SBR context.

Solari and Solomons (2012)	S1: Yes (aim) S2: Yes 4.1: Yes 4.2: Yes/can't tell 4.3: Yes (but limited) 4.4: Yes 4.5: Yes	The study appears to be of moderate to high quality. Albeit limited in its remit when compared to other SBR studies, this study does seem to achieve its aim of gauging interest in SBR (football) for the specific context (memory clinic).
Tumosa (2015)	S1: Yes/can't tell S2: Can't tell 5.1: No 5.2: No 5.3: No 5.4: No 5.5: - <i>Qualitative</i> : 1.1: Yes 1.2: Can't tell 1.3: No/can't tell 1.4: No/can't tell 1.5: No - <i>Quantitative</i> : 3.1: Yes 3.2: Can't tell 3.3: Yes 3.4: Can't tell 3.5: Yes	It is difficult to appraise the quality of this study. Whilst the finds could be valid, there is a lack of methodological detail.
Watchman et al. (2015)	S1: Yes (aim) S2: Yes 5.1: Yes 5.2: Yes 5.3: Yes 5.4: Can't tell 5.5: - <i>Qualitative</i> : 1.1: Yes 1.2: Yes 1.3: Yes 1.4: Yes 1.5: Yes - <i>Quantitative</i> : 3.1: Yes 3.2: Yes 3.3: No 3.4: Can't tell 3.5: Yes	This study appears to be of high quality. Whilst the study reports difficulties regarding the collection of routinely collected data (for SBR participants) and care staff reflective logs was limited (the latter was somewhat mitigated with audio) (Watchman et al. 2015, p.15), this research provides a notable addition to the SBR evidence base.

Table 5: Mixed Methods Appraisal Tool (MMAT) (Hong et al. 2018) ratings

The above (Table 5) illustrates that whilst there are studies wherein the methodological quality is somewhat unclear (James et al. 2018; Tumosa 2015), most studies present high quality contributions to SBR research. That said, there remains a requirement for

further high-quality research as to establish (or refute) the outcomes discussed (see sub-chap. 2.4.) and develop further understanding of impactful approaches to SBR (most notably for this PhD, in relation to the selection and use of relevant stimuli). Additionally, there are wider limitations worth highlighting.

For example, one limitation of the evidence base is an inconsistency in findings regarding SBR's impact on the cognition aspect of dementia symptomology (Coll-Planas et al., 2017, p. 358; Hawkins et al., 2020, p. 39). While Coll-Planas et al (2017, p. 358) found that SBR positively impacted participants' cognitive abilities, Hawkins (2020, p. 39) did not observe any such impact. Though, this disparity does more to highlight the requirement for further research which includes health-related measures. Yet, as noted in *Table 5*, the collection of health-related data may present challenges in SBR contexts (care homes, in particular) (Watchman et al. 2015, p. 15).

Another limitation relates to the gendered nature of SBR – and perhaps by association, SBR research (Oatley 2021, pp. 16-7, 224). That is, it is notable that Oatley's (2021) study is the only one to focus on women's experiences of SBR. The reason for a predominant focus on men's experiences of SBR may be accounted for the nature of the groups – which are considered to be highly gendered (hegemonically masculine) contexts (Oatley 2021, pp. 16-7, 224). This is seemingly reflected in the overall sample of SBR participants (older people) – which, as *Table 2* illustrates, is made up of predominantly men. As discussed previously, there may be some level of nuance to this limitation. On the one hand, the gendered nature of SBR groups is not without issue and may contribute to the exclusion of women (Oatley 2021, pp. 16-7, 224) (and, most likely, individuals who identify as non-binary or other genders). Yet, on the other, the gendered nature of SBR – as Sass et al.'s (2021c) research demonstrates – may be central to its benefits for older men. Still, there seems to be a requirement for two related areas of further SBR research. Firstly, studies which include SBR participants who identify as women, non-binary and/or other genders in SBR activities. Secondly, further research – akin to Oatley's (2021) – wherein the focus is on the SBR-related perspectives of individuals who identify as women, non-binary and/or other genders.

A further limitation – which is not unrelated to the above – is that SBR research has not generally collected a wide range of demographic data beyond age, gender and/or

health status (e.g., dementia diagnosis) (*Table 2*). This is notable as data related to ethnicity or socio-economic status, for example, could impact analysis and provide further understanding regarding the impacts of differing approaches to SBR. Thus, further research which includes a wider range of demographic data could prove insightful.

2.8. Summary

This literature review has systematically identified, presented and, subsequently, analysed existing SBR research. In doing so, it has i) established the conceptual framework that underpins SBR; ii) analysed the outcomes associated with SBR; iii) developed an understanding of the key approaches of SBR; iv) identified informing concepts for the selection and use of sound archival materials; v) identified limitations surrounding the SBR evidence base; and vi) considered areas for further research (including the contribution of this PhD).

This literature review (see sub-chap. 2.3.) established that SBR can be considered a psychosocial intervention that befits a person-centred and relationship-centred approach to care wherein sport-related stimuli that resonates with past interests is utilised to trigger related memories and encourage socialisation for older people – i.e., meaningful social interaction and associated connections (Clark et al. 2015, pp. 204-6; Clark et al. 2017, pp. 58-9; Coll-Planas et al. 2017, pp. 356, 359; Sass et al. 2021a, p. 1; Oatley 2021, pp. 4-10). In doing so, it seems fair to posit that SBR has the potential to support an increase in both the quantity and the quality of interactions and relationships - and thus, reduce loneliness and social isolation (Care Connect and Age UK 2018, p. 2; Coll-Planas et al. 2017, pp. 358-9). Said potential was highlighted by the range of positive outcomes associated with SBR – most notably, social outcomes which might be considered demonstrative of socialisation (see sub-chap. 2.4.)

This chapter proceeded to consider the range of approaches (see *Table 4*) – these pertain to the following i) group and one-to-one; ii) session structure; iii) intergenerational; and iv) themes and content. Notably, it seems fair to posit that a range of approaches can be impactful and lead to positive outcomes (see s. 2.5.1; s. 2.5.2.; s. 2.5.3). The section on themes and content was perhaps the most pertinent

to this PhD. It established that there seems to be a requirement for further research that focuses on selecting and utilising relevant stimuli – both regarding theme and the types of resource (and whether they are impactful in an FMS context). It also highlighted two informing concepts regarding the selection of sound archival materials for this PhD: said materials should reflect individuals' interests and values (Clark et al. 2015, p. 204) and befit the reminiscence bump – i.e., an important event when individuals were aged between 10 and 30, approximately (Janssen et al. 2012; Munawar et al. 2018). The themes and content sub-chapter also highlighted that the provision of sound archival materials would perhaps be more likely to immerse (or engage) participants should they be presented with context and narrative (Campbell et al. 2022, p. 241). Additionally, a resource which incorporates multiple aspects (including voice) over a longer duration may be more suitable than playing short, individual archival clips (Campbell et al. 2022, pp. 239-42). Though, this is perhaps a tenuous implication and requires further consideration.

This literature review also considered SBR training and guidance. This underlined a necessity for to consider the training and guidance implications for FMS facilitators regarding the use of sound archival materials in FMS contexts.

The final sub-chapter of this literature review assessed the limitations of the SBR research evidence base. This included presentation of the MMAT (Hong et al. 2018) ratings alongside a brief summary for each of the included studies (*Table 5*). Overall, most studies are considered to be of high quality. Though, the limitations chapter also suggested that there remains a need for more high-quality SBR research to establish (or refute) the significant positive outcomes discussed (see sub-chap. 2.4.) and develop understanding regarding the range of approaches to SBR. Beyond the above, this literature review also highlighted wider limitations related to SBR research which prompted additional recommendations for future research. Such as, further research that i) includes health-related measures for SBR participants; ii) includes SBR participants who identify as women, non-binary and/or other genders in SBR activities; iii) focus on the SBR-related perspectives and experiences of individuals who identify as women, non-binary and/or other genders'; and/or iv) includes a wider range of demographic data.

3. Sound Archival Research

3.1. Introduction

Aim 2: Apply key theoretical concepts and understanding of the socio-cultural context of football in Scotland to identify sound archival materials and develop a delivery method for their use in Football Memories Scotland contexts.

- Objective 2.1: Apply key theoretical concepts and understanding of the socio-cultural context of football in Scotland to identify an appropriate theme for sound archival research.
- Objective 2.2: Identify and collate relevant sound archival materials with consideration of the key processes involved in sound archival research.

The sound archival research stage of this PhD was employed with a focus on aim 2 and specifically, associated objectives 2.1 and 2.2. As per objective 2.1., the literature review highlighted two concepts pertinent for this stage. Firstly, it became apparent impactful SBR is likely to involve prompts that are tailored to participants' interests (Clark et al. 2015, p. 204) – for this project, broadly football in or related to Scotland. Secondly, befitting the notion of a reminiscence bump, the use of stimuli related to important events in the second and/or third decades of individuals' lives seems more likely to trigger memories (Janssen et al. 2012; Munawar et al. 2018). Yet, the application of these concepts alone left too broad a scope for football-related sound archival materials. To narrow this down, I also considered the socio-cultural context of football in Scotland. Ultimately, this led to a focus on a single fixture: England 2 – 3 Scotland at Wembley in April of 1967.

This chapter will outline and justify a focus on the 1967 fixture via application of the two concepts above and understanding of the socio-cultural context of football in Scotland. As per objective 2.2., this chapter will subsequently discuss the key processes involved in the identification and selection of sound archival materials for this PhD. This will lead into presentation of the materials that were identified and selected. A summary of the archival research phase of this PhD will conclude this chapter – that is, with reflection on the approaches, resultant materials and implications.

3.2. Informing theoretical concepts

The first of the two informing concepts is that SBR should involve stimuli that is tailored to participants' interests (Clark et al. 2015, p. 204). Befitting partnership with the SFM and association with FMS, I endeavoured to adopt this approach with a focus on Scottish football and consideration of the balance between specificity and a relatively broad appeal to potential FMS group attendees. This balance was managed via an overarching focus on the Scotland men's national team (and subsequently, the 1967 fixture against England). The reasoning for this relates to the socio-cultural context of football in Scotland. Before discussing these aspects, however, it is worth recognising how the second informing concept prompted further refinement.

The second informing concept – the reminiscence bump – led to the intentional selection of sound archival materials associated with Scottish football-related events that might be considered important for FMS group attendees and likely took place when they were between the ages of 10 and 30 (Janssen et al. 2012; Munawar et al. 2018). This required an understanding of two aspects: an appropriate time-period, and important Scottish football-related events in said time-period. Determining an appropriate time-period was initially challenging as the ages of FMS participants remained unknown during the archival research stage. Still, it was possible to correlate approximate reminiscence bump time-periods with an estimation of potential participants' ages at the time of data generation (in 2024). The correlation between year of birth, age in 2024, and approximate reminiscence bump time-period has been illustrated below (*Table 6*).

Year of birth	Age in 2024	Reminiscence bump (approx.)
1934	90	1944 - 1964
1939	85	1949 - 1969
1944	80	1954 - 1974
1949	75	1959 - 1979

1954	70	1964 - 1984
1959	65	1969 - 1989
1964	60	1974 - 1994
1969	55	1979 - 1999
1974	50	1984 - 2004
1979	45	1989 - 2009

Table 6: Correlation between age and reminiscence bump (Janssen et al. 2012; Munawar et al. 2018)

The age-range in *Table 6* (45 – 90 years) was largely informed by FMS and Sporting Memories Network (SMN) websites and communications, as well as existing SBR research. Whilst FMS do not specify an age-range on their website, SMN state that their activities support people aged 50 years and over (SMN 2022, para. 2; FMS 2025). Where ages are disclosed, the age-range of SBR participants of preceding research is between 47 and 92 years old (see *Table 2*). However, whilst this appears to indicate a likely age-range of approximately 45 to 90 years old (rounded to the nearest 5), the expectation is that most FMS participants will be aged over 65. The reason being that whilst FMS is largely – albeit not exclusively – aimed at those living with dementia, the majority of whom are aged over 65 (Dementia UK 2023, p. 2; FMS 2025, para. 2; SFM 2019, para. 11). Therefore, whilst there I recognise that some participants may be under the age of 65, the sound archival research for this PhD was focused on identifying and selecting materials associated with a time-period reflective of a potential reminiscence bump for individuals over the age of 65. As highlighted by *Table 6*, the resultant time-period of focus was between 1944 and 1989. As this still presents a wide range, the selection would ideally include an event that took place relatively close to the median year of the above time-period (median = 1966.5).

The next stage was to identify a Scottish football-related event during this period that would be considered important to FMS group attendees. As noted in relation to the first informing concept, the intention was to select an event which achieved balance between specific interests and a relatively broad appeal to potential FMS group

attendees (Clark et al. 2015, p. 204). This resulted in a focus on the Scotland 3 – 2 England fixture at Wembley in 1967. To establish why this fixture was selected and – pertinently – for whom it would likely hold importance, it is worth drawing on the socio-cultural context of Scottish football in the 20th century.

3.3. Socio-cultural context of football in Scotland

3.3.1. Overview

Albeit a relatively small country (in terms of both population and geography), Scotland was one of the – if not *the* – most influential nation(s) concerning the development of modern football (Boyle 2000 p. 21). It was reportedly 19th century Scotland that oversaw the development of football with a focus on short passing rather than individual dribbling (McBrearty 2013, pp. 20-2). It is also Scots who are largely credited with the exportation of football to numerous countries around the globe (Bairner 1994, p. 9; Boyle 2000, p. 21; McBrearty 2013, pp. 27-33). In contemporary Scotland, the popularity and relevance of football seems as apparent as ever. Whilst Scotland does have a “rich culture of games and sports associated with a rural, Gaelic, Highland image of Scotland” (Boyle 2000, p. 22), football has been the national sport since the late 19th century (Boyle 2000, p. 22; Kowalski 2004, p. 99). The significance of football in Scotland, however, extends beyond popularity, relevance, and global influence. Football is considered to have played a substantial role in the social, historical, cultural and political landscape of Scotland (Bairner 2000, p. 88; Boyle 2000, pp. 22-3). It has provided “a symbol of Scottish nationality” (Bairner 1994, p. 9) and helped to “[distinguish] a Scottish national identity” (Bairner 2000, p. 89).

3.3.2. The auld enemy: Scotland’s rivalry with England

Four nations comprise the UK, all of which have distinctive national identities that are understood and imagined in various ways (McEwan 2023, p. xiii). As one of these nations, Scotland has been deemed stateless and, as Boyle and Haynes (1996, p. 551) put it, “politically subservient to the unitary UK state” (Blain and Hutchison 1993 cited in Boyle and Haynes 1996, p. 551). In contrast to most sports wherein athletes represent the UK as a single country, Scotland, England, Wales and Northern Ireland each have their own representative national football teams (McEwan 2023, p. xii). This

has, arguably, played a role in giving football heightened status regarding the discernment of Scotland's national identity (Bairner 1994, pp. 89-90). Football, and the Scotland national team specifically, "has acted as a rallying point for a small country unable to express its sense of self in more orthodox political arenas" (Boyle 2000, p. 23). A key aspect of this expression relates to the rivalry and intentional distinguishment from, and with, England and English football fans. Gutzke provides further context:

Whatever unity had prevailed among England, Scotland and Wales in the sport of football had virtually disappeared from the late 1960s, permitting Scotsmen to articulate their identity through soccer, which manifested itself in anti-Englishness. It was during the 1960s and 1970s that Scots identified to such an extent with football that it became emblematic of what they saw as Scottishness. (Gutzke 2012, pp. 550-1)

The expression of anti-Englishness through sport as a core aspect of Scottish national identity is explained by Boyle (2000, p. 22): when smaller nations have a "troubled history" with a "more powerful neighbour", "political and economic tensions get displaced into the sporting arena" and "particular patterns of sporting rivalry tend to emerge".

For Scottish football fans, the sporting rivalry with England and its influence on national identity is connected to events both on and off the football pitch. Off the pitch, the expression of national identity (and rivalry with England) largely manifested through the well-supported biennial fixtures against England (at Wembley) (Gutzke 2012, p. 561; Holt and Mason 2000, p. 134) and the "Tartan Army" - which comprised/comprises of "Scottish fans abroad, bedecked in kilts and tartanry... drinking, dancing, making friends and supporting a less than successful football team" (Boyle 2000, p. 23). Whilst neither kilts nor tartanry feature particularly often in most Scots day-to-day lives, this visible representation of Scottishness is a means to positively and explicitly "[differentiate] themselves from their English rivals" (Boyle 2000, p. 23). Alongside the attire and behaviours noted above, a key aspect of this differentiation is the Tartan Army's pride at supporting their team respectfully – a seemingly intentional response to the reputation of hooliganism amongst English fans

(Bairner 2000, p. 100; Gutzke 2012, p. 561). That's not to say Scotland fans have not operated in negative ways (during the 1970s when playing England at Wembley, for example) (Boyle 2000, p. 23) – but, as Boyle (2000, p. 23) puts it: “the message is clear, we are not hooligans and we are not English”.

Regarding events on the pitch, the sporting rivalry has prompted an obsession with beating England at football (or *any* sport, for that matter) (Boyle 2000, p. 22). Defeating the ‘auld enemy’ has been a source of “emotional satisfaction” that extends beyond Scotland’s involvement, with some Scots celebrating England’s losses and lamenting their victories (Gutzke 2012, p. 560). Perhaps the most notable example of the latter relates to England’s 1966 World Cup win. It is fair to say that most Scots did not share in England’s celebrations, and even Scottish newspaper coverage was minimal (Gutzke 2012, p. 560). Famously, Denis Law (Scottish former professional footballer) refused to watch televised coverage of the 1966 World Cup final and described the day as “the blackest... of [his] life” (Gutzke 2012, p. 560). Without context, one might consider these responses somewhat hyperbolic. However, England’s 1966 success has been considered of equal historic importance to Scotland – albeit for a different reason (McEwan 2023, p. xv). McEwan (2023, p. xv) posits that it reinforced a status of inferiority/superiority derived from a colonial past and, ultimately, knocked many Scots’ sense of pride. Unsurprisingly, this further fuelled an intense desire to beat England in the sporting area (McEwan 2023, p. xv).

With the above in mind, it makes sense that one of the – if not *the* – most notable of Scotland’s victories was their 3 - 2 defeat of the England in April 1967 (McEwan 2023, p. xv). England were reigning world champions and had not lost a match since before the World Cup (McDevitt 2016, p. 144). Of course, England would have wanted to continue this run, but Scottish fans were confident - and rightly so (McDevitt 2016, p. 144). Not long after the final whistle, “hundreds” of Scottish fans forced their way onto the pitch in celebration (McDevitt 2016, pp. 149-50). Celebrations continued into the night and, ultimately, Scotland proclaimed their new status as unofficial world champions (Boyle 2000, p. 22; McDevitt 2016, p. 151). Moreover, taking account of both the socio-cultural context of the rivalry and the impact of England’s recent World Cup success, it seems fair to consider the 1967 fixture an important event which may be linked to a sense of national identity and pride for many Scots. Pertinently for this

PhD, it took place within what is plausibly a reminiscence-bump time-period for many FMS group attendees (Janssen et al. 2012; Munawar et al. 2018). Scotland's 3 - 2 defeat of England at Wembley in 1967 was, therefore, deemed a clear choice of theme for sound archival research (and subsequently, use with FMS groups).

Whilst the above paragraphs provide justification as to why the 1967 fixture was selected, it is worth recognising that Scottish identity in relation to football is not entirely hegemonic and has important facets beyond a national rivalry with England. These features are, of course, potentially significant to FMS activity. Accordingly, the following paragraphs will highlight some of these aspects – specifically, i) the working-class image of Scottish football; b) Glasgow and the 'old firm'; and c) discrimination and prejudice in Scottish football.

3.3.3. The working-class image of Scottish football

Class has been intrinsically linked to the development of football in Scotland. As Boyle posits:

The rise of football is interwoven with the economic and political history of industrial Scotland. It was in these areas that the game was played and watched in great numbers and spawned figures such as Bill Shankly, Matt Busby, Jock Stein and, more recently, Alex Ferguson, who all became national characters and icons with a significance which extended beyond the confines of the game. They came to represent aspects of the Scottish character and legitimised a pride in a particular working-class image of Scottish identity that has proven to be remarkably resilient even in this contemporary age. It was through football, a world game, that a stateless nation such as Scotland was able to express and assert its character and use it to fuel its sense of self-importance.

(Boyle 2000, pp. 22-3)

It is pertinent to acknowledge that the "working-class image of Scottish identity" is predominantly in reference to working-class men – specifically, white working-class men (Boyle 2000, pp. 22-3, 27; Bairner 2000, p. 96). Although women and individuals from the "professional and business classes" did attend matches, "it has been...

industrial working class [men who have] provided the game in Scotland with the overwhelming majority of its most fervent [supporters]" (Bairner 2000, p. 96). It makes sense then that masculinity – and the assertion and/or expression of masculinity – is considered a feature of men's engagement with football in Scotland (Gutzke 2012, p. 551; Richards 1999, p. 100 cited in Gutzke 2012, p. 551). Though, whether expressions of masculinity are an appeal of football, or a result of the predominant group involved with it seems somewhat unclear. Regardless, football in Scotland has seemingly been (and perhaps remains) an activity through which Scots – predominantly white, working-class men – have been able to publicly express their identity and found representatives of said identity that they can be proud of (Boyle 2000, pp. 22, 23, 28, 29).

3.3.4. Glasgow and the 'old firm'

Albeit a frustration for other regions – notably the east and north of Scotland – Glasgow has been central to the development and perception of football in Scotland (Bairner 2000, p. 92; Boyle 2000, pp. 22-3; Gutzke 2012, p. 559). Glasgow is home not only to Hampden Park, the national stadium; but also, Celtic and Rangers, the largest and most dominant football clubs in Scotland (Bairner 2000, pp. 92, 94; Boyle 2000, pp. 22, 27; Gutzke 2012, p. 559). It is also where the Scottish Football Association and the Scottish League (the Scottish football's chief governing bodies) are based (Gutzke 2012, p. 559). Moreover, the footballing significance of Glasgow – particularly the rivalry between Celtic and Rangers - has somewhat inevitably consumed much of the football-related attention (Boyle 2000, p. 27; Gutzke 2012, p. 559).

The rivalry between the 'old firm' clubs is linked to historic social, cultural, religious, and political ties. Rangers, for example, have been historically associated with "[Protestantism], royalty, empire, unionism... [and] freemasonry" (Bradley 2013, p. 67) and – via football - have been considered largely symbolic of "[wider] Scottish British and Protestant identities" (Bradley 2013, p. 69). Celtic, on the contrary, have been historically associated with Catholicism, the Irish diaspora in Scotland and a sense of Irishness – i.e., Irish ethnicity, identity, culture, nationalism and republicanism (Bradley 2013, pp. 71, 73-75). Of course, there may be nuance amongst fans and groups, and identities may be multi-faceted and/or develop/change over time. Still, for both clubs,

these respective identities are considered deep-rooted. As Boyle (2000, p. 26) explains, both clubs are closely tied to wider social (and business) networks “with religious and cultural overtones”. This network is said to be “[rooted] in a process of socialisation which involves family allegiances, the area you were brought up in, religion, schooling... and work” (Boyle 2000, p. 26). This – to some extent – extends beyond the association between football and the working-class. Whilst the traditional fanbases are working-class, both clubs also “draw followers... from a middle class which has always had involvement with the clubs because of their unique cultural position within Scottish society” (Boyle 2000, p. 26). Moreover, the significance of these distinct identities and the rivalry between the clubs have clearly played an influential role in the narrative of Scottish football. However, it is also important to acknowledge that this rivalry (and thus, Scottish football) has often been marred by sectarianism (Boyle 2000, p. 24). For discussion regarding the historical context of sectarianism in relation to Scottish football and limitations regarding the discourse around it (particularly regarding inadequate acknowledgement of Scotland’s history of anti-Catholic and anti-Irish prejudice and discrimination), see Bradley (2013) and Bradley (2015).

The impact of the identities associated with Celtic, Rangers and the Scotland national team required consideration for this PhD. As previously established, the intention for theme selection was to achieve a balance between specificity and a relatively broad appeal to FMS group attendees. As FMS group attendees are likely to comprise of fans of many/all Scottish clubs (all of which are associated with distinct identities), a focus on the international team appeared the most inclusive approach. However, whilst the Scotland national team may have presented some level of unification for fans of many Scottish clubs (including Rangers), this is not necessarily the case for Celtic fans. That is, with some or perhaps many Celtic fans not supporting the Scotland national team(s) (Gutzke 2012, p. 560). Though, this may have been/be dependent on individual Celtic fans’ feelings regarding Scottish national identity and the Scottish national team. Regarding FMS and this PhD, the existence of multiple identities in Scottish football highlights the importance of understanding group attendees’ interests (and values) via the clubs/nations with whom they identify and/or support to ensure that relevant stimuli is provided (Clark et al. 2015, p. 204). Since this PhD was time-limited and not privy to the specific backgrounds of FMS group attendees prior to the

selection of sound archival materials, a focus on the 1967 fixture against England was – as noted – deemed suitable due to its somewhat broad appeal and significance in and for Scotland. Though, it is worth acknowledging that this decision was made with an awareness that it could have limitations for individuals that may not support Scotland – including Celtic fans. Still, whilst not the same as a Celtic-specific focus, it is also worth noting that several Celtic players represented Scotland in the 1967 fixture (SFM 2017). This *may* have provided some level of affinity for Celtic supporters that did *not* support the Scotland national team in 1967. This is particularly notable in relation to 1967 as this was the year of Celtic’s famous European Cup win – a.k.a., the Lisbon Lions (FIFA 2022).

3.3.5. Discrimination and prejudice in Scottish football

Until now, this chapter has implicitly focused on the context of *men’s* football in Scotland. Whilst the selected theme of materials reflects the dominant image of football in Scotland, it is pertinent to acknowledge that Scottish football’s historic association with white working-class men is not without issue (Boyle 2000, pp. 22-3, 27; Bairner 2000, p. 96). Football – albeit hugely popular and a significant feature of identity in Scotland – “has been linked to a process through which sexism, racism and xenophobia have been encouraged” (Bairner 2000, pp. 103-4). The following paragraphs will consider the implications of this in the context of this PhD.

Regarding sexism, one only need to consider the historic disparity between men’s and women’s football – and the explicit discrimination – in Scotland (and the UK, more generally). Albeit without official backing by the SFA, Scottish women’s football history “stretches back almost as long as the men’s game” – with records highlighting an international match against England in 1881 and a continued popularity/growth in the early 20th century (including a notable unofficial fixture at Celtic Park which “drew an estimated crowd of 15,000”) (SFA 2025, para. 1, 3, 7). However, this growth and popularity was actively oppressed by both the English and Scottish Football Associations:

The Scottish Football Association who, despite commitments from several clubs backing the women’s game, followed the spirit of the restrictions placed on

women's football by the English FA and banned members in the 1920s from advocating or even 'entertaining' women's football.

(SFA 2025, para. 8)

In 1948, the SFA reinforced this position with an official ban on "women's football teams [from] using the facilities and resources of the SFA member football clubs and engaging the services of licensed officials" (SFA 2025, para. 10). In 1974 women's football was recognised – however, this recognition has been described as "token" and it was not until 1998 that the SFA finally "took charge of the Women's international side" and began providing some level of infrastructure and provision (SFA 2025, para. 16-19).

It is important to recognise that – whilst neither officially recognised nor supported by the SFA - women's football was still taking place both domestically and internationally during the period highlighted above (SFA 2025 para. 7-15). Notable international examples include respective unofficial women's World Cups in 1970 and 1971; and the Scotland women's team "first official match against England" in November 1972 following the formation of the Scottish Women's Football Association in September 1972 (SFA 2025, para. 7-15). However, the lack of support and active oppression of women's football in Scotland seemingly led to a somewhat inevitable lack of broadcast coverage in the 20th century. In comparison, men's football in Scotland was able to develop without these restrictions and from a significantly earlier point in time – this is perhaps best exemplified by the first official men's international match (which was also against England) taking place in 1872 (SFA 2022), and men's football being televised in Scotland as early as the 1950's (Boyle and Haynes 1996, p. 552).

The huge discrepancy between men's and women's football has likely impacted the availability of sound archival materials and the nature of SBR (FMS, specifically) – both of which have implications for this PhD. Regarding the former, it seems fair to posit that a lack of media coverage would have impacted the exposure of women's football in Scotland – largely restricting the collective experiences of matches/events to those that were engaging in-person. Additionally, a pertinent consequence of limited - or non-existent - media coverage is the resultant lack of relevant sound archival materials. Regarding SBR, Oatley's (2021, pp. 16-7, 78, 224) research, which includes SBR groups associated with professional football clubs (albeit based in England),

emphasises that SBR is a highly gendered activity (hegemonically masculine) which can lead to the exclusion of women (and, likely, individuals who identify as non-binary or other genders). This is perhaps unsurprising considering the above history and that Scottish football has been traditionally associated with white working-class men (Boyle 2000, pp. 22-3, 27; Bairner 2000, p. 96). Moreover, I acknowledge that a potential limitation of a focus on the '67 match may be that in utilising a topic which is likely to resonate with the predominant group associated with Scottish football (i.e., white working-class men (Boyle 2000, pp. 22-3, 27; Bairner 2000, p. 96), the theme of the '67 match has the potential to be exclusionary to anybody that does not identify or reflect these characteristics.

The above would seem to also apply to ethnicity, religion and perhaps class. Again, drawing on Oatley's (2021, pp. 16-7, 224) position in relation to gender, a predominantly white-working class image of Scottish football (Boyle 2000, pp. 22-3, 27; Bairner 2000, p. 96) may result in SBR contexts wherein individuals (and/or the dynamics) largely align with said image. A focus on the '67 match (and FMS contexts generally) could constitute an increased risk for some individuals feeling excluded. Additionally, given that Scottish football has been associated with a history of "sexism, racism and xenophobia" (Bairner 2000, pp. 103-4) – in addition to sectarianism (Boyle 2000, p. 24) – it is necessary to acknowledge that FMS contexts (and a theme related to the history of Scottish football) may trigger negative memories and difficult emotions. The possibility of negative memories and emotions was discussed previously (see s. 2.4.4.) and highlighted that accessing a range of emotions is important for individuals (Hawkins et al. 2020, p. 44) and, if negative memories and/or emotions do arise, the impetus is on facilitators to provide appropriate support (Chao et al, 2008, pp. 2649-50; Clark et al. 2017, p. 58; Oatley 2021, p. 225; Woods et al. 2018, p. 30). Still, it seems fair to acknowledge a preference for triggering positive memories and associated emotions.

Notwithstanding the above, the 1967 fixture did not take place in vacuum and may have resonated to people of all genders across multiple identities in Scotland – it would therefore be remiss to broadly infer that women in Scotland were not actively engaged with the fixture (whether it be via attendance, radio listening or otherwise). Additionally, this research does acknowledge that the highly gendered context of SBR may be a

significant contributing factor for older men's positive engagement (Sass et al. 2021c, p. 2170). Moreover, whilst this PhD will proceed with awareness of the above, I recommend future SBR/FMS research and practice includes themes and content that are representative of demographics beyond men – white working-class men, in particular. This also highlights a point raised in the literature review. The demographic data collected in SBR research rarely includes ethnicity and/or class – given the above discussion, these data points could provide further insight and impact analysis. A final noteworthy point is that this section seems to highlight that as football and society changes, the approaches to SBR will inevitably change with it. For generations reminiscing on the current period of sport, for example, there will likely be a much wider range of audio-visual stimuli that reflects individuals interests and experiences.

3.4. Key processes in identifying sound archival materials

Whilst the overarching focus of this chapter has been on sound archival research, it is worth noting that the purpose has not been reflective of what might be considered traditional academic or historic archival research. Rather, befitting the delivery method (a narrative podcast tailored to FMS group attendees) and largely informed by McHugh (2022) (see delivery method development chapter), the selection of archival materials for this PhD was focused on storytelling through sound. That said, this developed over time and core aspects of the sound archival research were still reflective of suggested approaches. Moreover, the following sub-chapter will outline the key processes and considerations involved in the identification and selection of sound archival materials for this PhD. Materials identified and selected as relevant will then be tabulated (*Table 7*).

Prior to establishing a focus theme and a delivery method, the initial approach was to familiarise with the materials stored in the SFM's archive. It is worth noting that the 'archive' is broadly used to refer to digital and physical materials held by the SFM – including materials that *were/are* and *were/are not* catalogued systematically.

I was provided access to the museum's physical stores and – as many materials were yet to digitally catalogue (as above) – kept an early record of potentially relevant materials. Categories comprised of i) material type (e.g., cassette); ii) content; iii)

teams involved; iv) year; and v) other comments - which included whether materials were deemed worth digitising, where materials were located (though, this was not noted for every material/source) and any other information deemed relevant. Whilst the physical materials were ultimately not utilised for this project, this was a valuable stage in understanding the range of sound archival materials available that could be used for potential future projects. The record relating to physical materials identified has not been included in this thesis as it has not been deemed relevant but can be made available upon request. For context, images of some physical materials identified in the store have been included below this paragraph (*Images 1-4*). Beyond physical materials, access to digitised materials was either provided by SFM staff online via a Google Drive link or shared with me via WeTransfer. Notable digital materials include: i) ‘Hall of Fame’ inductee videos; ii) a “Hampden Moments” highlight video; iii) oral histories; and iv) *Scottish Football Citizen* (Kerr 2021).



Image 1: SFM archive (1)



Image 2: SFM archive (2)



Image 3: SFM archive (3)



Image 4: SFM archive (4)

As the PhD developed, the theme (1967 fixture, as discussed) and delivery method were established. As advocated by Lucas (2017, p. 48), this enabled the archival research to proceed with a clear goal: to identify audio materials that i) were relevant to the 1967 fixture; ii) provided context to the match (on and off the pitch); and iii) included perspectives of prominent individuals. In the initial search of the physical store (described above), a VHS of the 1967 match was identified but was not utilised (digitised commentary out with the SFM's collection was used, as will be outlined in due course). Beyond the above, the most relevant materials identified were part of the SFM's digitised collection – specifically, oral histories relating to three former Scotland men's national team footballers: Ronnie Simpson, Tommy Gemmell and Jimmy Johnstone. However, the latter was injured for the 1967 fixture and did not feature (BBC 2014, p. 2).

Whilst the above provided different perspectives on the 1967 Scotland – England fixture, it was deemed necessary to extend the archival search beyond the SFM's archive. This included searches the following archives/databases: a) Memories Scotland/Football Memories Scotland archive (Memories Scotland 2026b); 2) National Library of Scotland (Scotland on Screen - now offline; Moving Image Archive) (NLS n.d.); 3) YouTube (2026); 4) STV (2022); and 5) BBC (2026). The identification of one source was – from memory – identified by other means (e.g., Google (n.d.) search) but this was not explicitly tracked. Still, the website from which it was accessed (and downloaded) has been documented. For clarity, information deemed relevant for all identified materials has been tabulated below (*Table 7*). I recognise that this is by no means an extensive list of all materials related to the 1967 fixture. Still, these materials did provide adequate content to produce an audio resource tailored to an FMS context.

The final process of note relates to copyright. Whilst the initial approach was to seek permission to use materials, it became clear that their use in the production of an audio resource for this PhD pertains to the UK Government's (Intellectual Property Office 2021, para. 2-4) *Exceptions to copyright* – specifically, “non-commercial research and private study”. For transparency, copyright owners for all but one of the materials were contacted and there seemed no issue regarding use for the purposes of this research.

The only material wherein the copyright owner was not contacted was the ‘Scotland’ (Salehi 2001) audio-file. This material was previously used as part of the *Scottish Football Citizen* (Kerr 2021) podcast (produced by the SFM) and, as above, its use for this project pertains to the above copyright exception (Intellectual Property Office 2021, para. 2-4). A key component of using these materials was, however, that the audio resource was *not* published online.

Title and/or content	Author, producer or publisher	Format	Year	Identified and/or sourced from
<i>Scotland</i> Scotland fans crowd noise (chanting and cheering)	Salehi (2001)	MP3	2001	<i>Scottish Football Citizen</i> (Kerr 2021) podcast Shared by SFM member of staff
<i>Football Years – 1967 – The Year of the Scots</i> Sports (video) documentary featuring reflections on 1967 fixture	STV (2010)	MP4	2010	Internet Archive
Oral history interview with Jimmy Johnstone	SFA and SFM (2021a)	WAV	Uploaded 2021	Scottish Football Museum – Google Drive
Oral history interview with Tommy Gemmell	SFA and SFM (2021b)	WAV	Uploaded 2021	Scottish Football Museum – Google Drive
Oral history interview with Ronnie Simpson	SFA and SFM (2021c)	WAV (two parts)	Uploaded 2021	Scottish Football Museum – Google Drive
<i>England v Scotland 1967</i> Video highlights of 1967 match (with commentary) – two clips (Commentators: Hugh Johns and Billy Wright)	National Library Scotland (NLS) (1967) (Moving Image Archive)	MP4	1967	National Library Scotland’s (NLS) <i>Moving Image Archive</i>

<i>England 2 – 3 Scotland 1 15 April 1967 1966-67 British Home Championship</i> Video highlights of 1967 match (with commentary)	Scotland National Team (2023)	YouTube clip	Uploaded 2023	YouTube
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Table 7: Sound archival materials (1967 match theme)

3.5. Summary

This chapter has reflected on the identification of suitable sound archival materials for use in an FMS group context via the application of SBR/reminiscence concepts and an understanding of the historic socio-cultural-political context of football in Scotland. This resulted in a focus on the England 2 – 3 Scotland fixture at Wembley in 1967. Once the theme was established, this chapter outlined the key processes in identifying relevant materials. Identified materials have been tabulated above (*Table 7*).

The informing concepts pertained to the notion that auditory materials related to interests (Clark et al. 2015, p. 204) and a probable reminiscence bump time-period (1944 - 1989, median year of 1966.5) (Janssen et al. 2012; Munawar et al. 2018; *Table 6*) would likely provide impactful stimuli for FMS group attendees. Consideration of the historic socio-cultural context highlighted that football is intrinsic to various identities in Scotland (Bradley 2013) and, for many, a sense of national identity (Boyle 2000, pp. 22-3; Holt and Mason 2000, p. 134; Gutzke 2012, pp. 550-1, 561). However, this chapter also recognised that predominant image of Scottish football being white working-class men (Boyle 2000, pp. 22-3; Bairner 2000, p. 96) is not without issue for an FMS context. A dynamic or focus on themed stimuli that reflects said image could be or feel exclusionary based on gender (Oatley 2021, pp. 16-7, 224) and/or other characteristics – such as class or religion. This sub-chapter also acknowledged that Scottish football does have a history of “sexism, racism and xenophobia” (Bairner 2000, pp. 103-4). This, as discussed, could translate to an increased risk for negative memories and emotions for some individuals (beyond the above, see s. 2.4.4. for further related discussion).

Notwithstanding the above, the sound archival research for this PhD was centred around the England 2 - 3 Scotland match at Wembley in 1967. The reason for this

selection relates to the socio-cultural context of the sporting rivalry with England and the significance of this fixture (Boyle 2000, p. 22; Gutzke 2012, p. 560; McEwan 2023, p. xv). It seems more than fair to suggest, then, that the '67 fixture would likely be reflective of many FMS participants' interests and values (Clark et al. 2015, p. 204). Additionally, the fixture took place in what has been established as a probable reminiscence bump time-period for many FMS group attendees (Janssen et al. 2012; Munawar et al. 2018; *Table 6*).

The final aspect of this sub-chapter pertained to the identification and selection of sound archival materials associated with the 1967 match. The key processes were outlined, and the resultant materials were tabulated (*Table 7*). Moreover, having established the theme and identified relevant sound archival materials, the proceeding chapter will focus on the approach to sharing said materials – i.e., the delivery method.

4. Delivery Method Development

4.1. Introduction

Aim 2: Apply key theoretical concepts and understanding of the socio-cultural context of football in Scotland to identify sound archival materials and develop a delivery method for their use in Football Memories Scotland contexts.

- Objective 2.3: Select and justify the use of a delivery method for sharing sound archival materials in Football Memories Scotland contexts.
- Objective 2.4: Consider use of delivery method alongside key literature to inform an approach tailored to Football Memories Scotland contexts.
- Objective 2.5: Produce a resource which supports the use of sound archival materials in Football Memories Scotland contexts.

The delivery method development stage of this PhD was employed with a focus on, as above, aim 2 and associated objectives 2.3 - 2.5.

The way in which sound archival materials were to be delivered in a Football Memories Scotland (FMS) context was central to this PhD and required much consideration. Ultimately, a podcast (or podcast-style audio resource) tailored to an FMS context was deemed the most appropriate delivery method. This chapter will begin with consideration of why a podcast was deemed suitable for FMS groups. This will lead into analysis of how preceding SBR-related podcasts and key concepts informed an overarching approach to producing an FMS tailored podcast. The ensuing sub-chapter will detail the key components of the audio resource as well as the processes involved in its production – i.e., i) theme and content; ii) voice, structure and script; and iii) recording and editing.

4.2. Podcasts: what and why?

Podcasts are digital audio programs that contain “music or talk” and are available to be downloaded online (Hennig 2017, p. 5; Merriam-Webster 2025). Owing to an absence of “traditional broadcast restrictions” and relative accessibility to the knowledge and skills required to create podcasts, there exists an array of podcast content produced by a wide range of organisations and/or individuals (Hennig 2017,

pp. 5-7). Beyond accessibility for creators and the availability of content for audiences, there are other practical advantages that could be relevant to this PhD. These include: i) largely free; ii) accessible on many devices; and iii) a range of apps enable optional subscription, organisation and (“[automatic or selective]”) download to/of podcasts (Hennig 2017, pp. 5-6). Moreover, podcasts clearly present a potentially convenient and accessible option for producing and sharing an audio resource.

There are, of course, also positive features of podcasts that are relevant to this PhD but not linked to practicality. Often, as Spinelli and Dann (2019, p. 7) posit, individuals will listen to podcasts with headphones whilst moving - which, arguably, provides “an intimate listening modality” (Berry 2022, p. 402). Another seemingly key aspect of the intimacy or connection that podcasts offer is a sense of informality (albeit to differing levels across content and creators) (Berry 2022, p. 403). When compared to radio, podcasts are not deemed so time-restricted and thus, are suggested to enable a more natural spoken approach (Berry 2022, p. 403; Sykes 2019 personal communication cited in Berry 2022, p.403). An increased flexibility with time also seems to enable more exploration of specific ideas and topics. As Berry (2022, p. 403) posits, “podcasts can meander, explore small details, and indulge the listener in a journey”. McHugh’s (2022, p. 8) outlook is similar, indicating that “[good podcasts] engender a feeling of intimacy and authenticity, connecting with us through the lure of story and the power of voice”. Reflecting further, Berry infers:

Across all forms of podcasting qualities such as informality, intimacy, and a narrowness of focus are prevalent and this can engender close bonds with listeners.

(Berry 2022, pp. 403-4)

The advantages of using a podcast as a delivery method with FMS groups appear multi-faceted and include: i) accessibility regarding their creation; ii) flexibility in how they are accessed by audiences; and iii) present an opportunity for an informal, detailed and/or natural approach which could promote intimate listening and even a bond or connection between listener and podcast (Berry 2022, pp. 402-4; Hennig 2017, pp. 5-7; McHugh 2022, p. 8, 64; Sykes 2019 personal communication cited in Berry 2022, p.403). The potential for intimacy and connection is, arguably, reflective

of SBR aims and outcomes. Albeit with a focus on person-to-person connection, it is through stimuli that is familiar and reflective of interests that memories are more likely to be triggered and socialisation, prompted (Clark et al. 2015, p.204; Dempsey et al. 2014, p. 181; Woods et al. 2005, p.9; Woods et al. 2018, p.3). Podcasts – with their potential ability to provide intimacy and connection through content (Berry 2022, pp. 402-4) – seem a logical method for sharing football-related sound archives with FMS group attendees.

Notwithstanding the above, it is important to recognise that the group context of FMS and SBR is – however - different to the more common practice of listening to podcasts via headphones (or, more broadly, alone) (Berry 2022, p. 402; Spinelli and Dann 2019, p. 7). This could limit the potential for intimacy and connection with the podcast in and of itself, even if a podcast portrays a sense of informality via a natural approach (which – as above – is another way in which intimacy between audio and listener is said to be created (Berry 2022, p. 403; Sykes 2019 personal communication cited in Berry 2022, p.403). Though, for this PhD, the impact of listening to a podcast in an FMS group context, and whether this will trigger memories and/or lead to conversation with other people, is more pertinent than the potential for intimacy between listener and audio via listening alone. The above does, however, highlight that individual listening could be a worthwhile avenue for future SBR/FMS research. Still, overall, a podcast was deemed a suitable delivery method on account of the accessibility, convenience and potential for intimacy and connection they provide (Berry 2022, pp. 402-4; Hennig 2017, pp. 5-7). The primary caveat was that, due to copyright restrictions, the podcast produced for this research could not be published online – hence why I have also referred to the audio resource as ‘podcast-styled’. Still, the audio resource produced for this PhD is still broadly reflective of a digital audio program that could feasibly be downloaded as a ‘podcast’ should permissions be obtained (Hennig 2017, p. 5; Merriam-Webster 2025).

4.3. An informed approach to producing an FMS tailored podcast

Prior to discussing the processes involved in producing a podcast tailored for an FMS context, this chapter will proceed with reflection on how existing SBR-related podcasts

alongside key concepts informed an overarching approach to producing an FMS tailored podcast.

Table 8 has been created to highlight relevant podcasts and their characteristics. It is worth noting that there appears to be a lack of podcasts that fulfil an SBR-specific function. Thus, whilst sports and sports history/heritage podcasts were included, I could not include – or listen to – every potentially related podcast. Rather, features of the below podcasts were informative and/or of relevance. Owing to the time sensitive nature of producing a podcast for this research, I also acknowledge that the characteristics detailed in *Table 8* may not be reflective of up-to-date episodes (and that additional SBR-related podcast may have since been published).

Podcast title	Author, host and/or publisher	Theme	Duration (approx.)	Key features
<i>GIANT</i>	Blackhurst (2021) - Spotify Studios	Worldwide football stories	20 – 55 mins	Interview(s); host(s)/narrator(s); archival clips
<i>Motty Meets</i>	Motson (2019) - talkSPORT	UK & IRE football stories (individuals)	50 mins	Interview; host; archival clips
<i>Sporting Witness</i>	BBC World Service (2025) Various hosts	Worldwide sports stories	10 mins	Interview(s); host/narrator; archival clips
<i>The Scottish Football Citizen</i>	Kerr (2021) - Football Memories Scotland	Scottish football history	10 – 90 mins	Interview(s); host; archival clips
<i>These Football Times</i>	These Football Times (2025) Various hosts	Worldwide football stories	50 – 110 mins	Interview(s); hosts; archival clips

Table 8: SBR-related podcasts

Whilst, as above, there seems to be a lack of podcasts that are designed for SBR-specific contexts, *Table 8* does include multiple podcasts with what could be considered SBR components. One of said podcasts is *The Scottish Football Citizen* (Kerr 2021), which was created/produced for FMS by Andy Kerr (2021). FMS (and

thus, SBR) is central to *The Scottish Football Citizen* (Kerr 2021) – the podcast explores and reflects on different events, individuals and/or teams related to Scottish football. However, the oft longer duration and level of detail seems more fitting to individual listening – perhaps by football history enthusiasts – as opposed to SBR/FMS group listening with the intention of triggering memories and discussion. The reasoning links to Clark et al.'s (2015, p. 207; Clark et al. 2017, p. 63) advocacy of a generally flexible approach to SBR and the use of shorter sessions where appropriate. In terms of applicability for this project, then, it seems a podcast which is relatively short in duration would be more suitable for an FMS group context as it could be used more flexibly across settings and with different group dynamics. That is, providing it was able to initially capture FMS group attendees' attention and maintain engagement.

At this juncture, it is worth reiterating an implication of the literature review. Albeit a somewhat tenuous link, the suggestion was that the provision of sound archival materials would perhaps be more likely to immerse (or engage) participants should they be presented with context and narrative (Campbell et al. 2022, p. 241). Additionally, a resource which incorporates multiple aspects (including voice) over a longer duration may be more suitable than playing short, individual archival clips (Campbell et al. 2022, pp. 239-42). This would appear to suggest that a narrative-style podcast could be suitable for this PhD (Campbell et al. 2022, pp. 239-42; McHugh 2022, p. 14). The key components include:

Narrative podcasts rely on plot (what happens), characters (to whom it happens), voice (who is telling the story) and sound (how it comes together as audio). They also need a strong structure to support an episodic format.

(McHugh 2022, p. 14)

Of the podcasts included in *Table 8*, both *Sporting Witness* (BBC World Service 2025) and *GIANT* (Blackhurst 2021) are exemplars of shorter narrative podcasts which draw together SBR components. Befitting the above components (albeit with discreet episodes) (McHugh 2022, p.14), *Sporting Witness* (BBC World Service 2025) and *GIANT* (Blackhurst 2021) adeptly weave together a combination of narration, interview content and archival clips to tell respective sport-related stories – often from different

perspectives. Whilst both podcasts employ a similar overarching approach, there are notable differences between how each tells stories. *Sporting Witness* (BBC World Service 2025) is the more succinct, with 9-minute episodes that efficiently (and effectively) tell sporting stories from around the world. *GIANT* (Blackhurst 2021), on the other hand, takes an approach which might be considered more informal – with a focus on football-related stories, also from around the world but with a somewhat intimate feeling. The longer episodes (ranging from approx. 20 mins – 50 mins) enable more depth and exploration of the topic – albeit with some episodes remaining relatively short (e.g., >30mins).

Regarding this PhD, my intention was to utilise a combination of the above features in the development and creation of an SBR podcast. The justification is, as both *Sporting Witness* (BBC World Service 2025) and *GIANT* (Blackhurst 2021) demonstrate, that a narrative provides context to archival materials by drawing on various perspectives in an engaging format. The second key feature informed by these podcasts was duration. *Sporting Witness* (BBC World Service 2025) in-particular demonstrates that sport-related stories can be communicated effectively and succinctly in a 9-minute podcast via a combination of narration, interviews, and archival materials. Thus, I drew on the 9-minute timeframe used by *Sporting Witness* (BBC World Service 2025) as a loose guideline – it was deemed long enough to explore content and perspectives (including football-related archival materials, in this instance) but short enough to maintain attention and be used flexibly in an FMS context.

The final informative attribute of *Sporting Witness* (BBC World Service 2025) and *GIANT* (Blackhurst 2021) specifically – but perhaps more apparent in *GIANT* (Blackhurst 2021) – is the intimate feeling generated. At this juncture, it is worth reiterating McHugh's (2022, p. 8) notion that a podcast can “engender a feeling of intimacy and authenticity, connecting with us through the lure of story and the power of voice”. Drawing on this viewpoint to inform analysis, *Sporting Witness* (BBC World Service 2025) and *GIANT* (Blackhurst 2021) arguably “engender” intimacy via an informal, relaxed approach which is apparent in the language and tone used by the narrator (McHugh 2022, p. 8). The “authenticity” in these podcasts might be attributed to the perspectives involved – i.e., relevant and/or recognisable voices via interviews and/or archival clips (McHugh 2022, p. 8). As stated, these features are respectively

packaged as narrative podcasts. In doing so, the episodes perhaps create the sense of connection via “lure of story” and “power of voice” that McHugh (2022, p. 8) refers to. Moreover, both podcasts – but perhaps *GIANT* (Blackhurst 2021) to a slightly greater extent – provide strong examples of podcasts which have the potential to connect with audiences via the telling of sport-related stories.

Notwithstanding the above, whilst *Sporting Witness* (BBC World Service 2025) and *GIANT* (Blackhurst 2021) podcasts may present a template of how sound archival clips (alongside narration and interviews) might be utilised to tell sport-related stories that may resonate with many people, their use in an FMS context remains – arguably – somewhat limited. The reasoning for this links back to a key theme of the literature review. Specifically, the idea that a key feature of impactful stimuli is its relevance to individuals’ interests (Clark et al. 2015, p. 204). Whilst respective *Sporting Witness* (BBC World Service 2025) and *GIANT* (Blackhurst 2021) episodes would likely relate to individuals depending on the topic, it is worth acknowledging that both podcasts generally focus on sporting/football stories from a wide range of locales. This is likely reflective of a broader target audience – such as individuals with an interest in football or sport more generally. This contrasts with the aim of this PhD, which has a more specific audience comprising of older people living in Scotland who have an interest in football and attend FMS groups (it is also worth reiterating that some of these individuals may be living with mental/physical health conditions and/or experiencing social isolation/loneliness). Moreover, my intention was to apply the effective features of the podcasts included in *Table 8* (such as *Sporting Witness* (BBC World Service 2025) and *GIANT* (Blackhurst 2021) and utilise content that functions as potential stimuli to trigger reminiscence and discussion with FMS groups. Discussed features highlighted thus far include a narrative/storytelling approach (Campbell et al. 2022, pp. 239-42; McHugh 2022, pp. 8, 14); a relaxed/informal feel (Berry 2022, pp. 402-4; McHugh 2022, p. 8, 64; Sykes 2019 personal communication cited in Berry 2022, p. 403); a relatively short duration (BBC World Service 2025; Clark et al. 2015, p. 207; Clark et al. 2017, p. 63); and a focus on content/delivery that befits an FMS context/audience (Clark et al. 2015, p. 204).

Although this sub-chapter has suggested that the podcasts in *Table 8* are not necessarily tailored to an SBR-specific context, they do collectively exhibit another key

feature relevant to this PhD beyond those discussed above. More specifically, the podcasts featured in *Table 8* adeptly weave together different content, such as i) narration/conversation; ii) interviews; iii) archival clips; and/or iv) other soundbites – such as music or crowd noise. In doing so, the podcasts exemplify how to effectively transition between segments. Perhaps the most informative aspect of this is the way in which archival clips are introduced. There is not necessarily a singular approach to this – rather, there are occasions when archival clips will be explicitly introduced by a host/narrator and others where the transition is more seamless. What is apparent, however, is that the selected clips across podcasts are relevant and add to the stories being told – whether it be a recognisable voice, key or different perspectives, and/or added context to the narrative (*Table 8*). Moreover, the impetus was to mindfully select archival clips and, when developing a structure and script, consider the most appropriate way to include said clips with a view to ensuring they complement the narrative in a way that is potentially impactful for FMS group attendees.

It is also worth noting a second informative aspect linked to transitions between segments. As above, the podcasts featured in *Table 8* frequently use different soundbites as part of segments (e.g., the introduction) or during transitions. These are often signifiers of context – for example, the *Scottish Football Citizen* (Kerr 2021) features a crowd chanting ‘Scotland’ to introduce episodes. This is likely to be associated with watching a live football match and immediately situates the podcast as related to Scottish football. The importance of these signifiers is just as – or perhaps even more – relevant to an FMS podcast. That is, with a key theme of the literature review being the notion that impactful reminiscence is likely to involve stimuli that is related to interests (Clark et al. 2015, p. 204). For this PhD, then, the intentional inclusion of soundbites to signify context and ease transitions could also act as subtle, generalised SBR triggers.

4.4. Key components and processes

Reflecting on this chapter until now, whilst there is an absence of podcasts tailored for an SBR-specific context, there are evidently features of sports heritage/history related podcasts included in *Table 8* that informed my approach. More specifically, I utilised the following notable qualities when developing an FMS tailored podcast episode with

the intention of triggering memories and prompting socialisation: i) narrative approach to podcasting (Campbell et al. 2022, pp. 239-42; McHugh 2022, p. 14); ii) relaxed, informal and intimate/familiar feel (Berry 2022, pp. 402-4; McHugh 2022, pp. 8, 64; Sykes 2019 personal communication cited in Berry 2022, p.403); iii) relatively short duration (BBC World Service 2025; Clark et al. 2015, p. 207; Clark et al. 2017, p. 63); and iv) a considered approach to scripting, structuring, and content selection with the dual intention of effective storytelling and triggering reminiscence (and discussion) in an FMS context for FMS group attendees. The above aspects were key to the decision-making process and are exemplified by the following components of this podcast: i) theme and content; ii) voice, structure and script; and iii) recording and editing. The following paragraphs will outline the key processes in relation to these areas.

4.4.1. Theme and content

The theme was established in the sound archival research chapter. It was concluded that an appropriate focus was the Scotland 3 - 2 England match at Wembley in 1967. The reasoning for this selection predominantly relates to a likely reminiscence bump time-period for FMS group attendees (Janssen et al. 2012; Munawar et al. 2018; *Table 6*), and the historic socio-cultural significance of the 1967 fixture for Scottish football (Boyle 2000, p.22; Gutzke 2012, p. 560; McEwan 2023, p. xv). It therefore provided a theme which was deemed likely to resonate with, and trigger memories and/or prompt discussion for many FMS group attendees (Clark et al., 2015, p.204). Additionally, owing to the many narratives surrounding the 1967 fixture (including the sequence of events in the match), it also provided a theme that reflected aspects of McHugh's (2022, p. 16) advice for producing a narrative podcast. Specifically, the 1967 fixture is demonstrative of a sporting event with interesting characters and, to some extent, "twists and turns" (McHugh 2022, p. 16).

The specific content used for the podcast episode was reflective of the overarching approach (outlined above) and the 1967 theme. Materials were tabulated in the previous chapter (see sub-chap. 3.4.; *Table 7*). The inclusion of clips featuring Bobby Brown (STV 2010, 12:27-12:55, 17:44-18:14) (Scotland manager at the time) was deemed a key choice as it provided a recognisable voice from a prominent individual

who has a strong association with the 1967 match (Clark et al., 2015, p.204; McHugh 2022, p. 8). The content also served the narrative (McHugh 2022, p. 14) – firstly, via Bobby Brown’s (STV 2010, 12:27-12:55) description of the line-up that he picked and, toward the end of the episode, with a humorous anecdote (STV 2010, 17:44-18:14) that provides insight into the celebrations whilst highlighting the importance of this result for Scottish fans. The humour of this anecdote also contributed to the informal feel of the audio (Berry 2022, pp. 402-4; McHugh 2022, pp. 8, 64; Sykes 2019 personal communication cited in Berry 2022, p. 403).

The inclusion of the clip featuring Ronnie Simpson (SFA and SFM 2021c) provided another voice with gravitas and strong links to Scottish Football (Clark et al., 2015, p.204; McHugh 2022, p. 8) – albeit with Ronnie Simpson (SFA and SFM 2021c) likely having less frequent/prominent media appearances when compared to Bobby Brown. As above, the clip featuring Ronnie Simpson (SFA and SFM 2021c) also provided an informal feel (Berry 2022, pp. 402-4; McHugh 2022, pp. 8, 64; Sykes 2019 personal communication cited in Berry 2022, p. 403) – with Ronnie Simpson’s tone and language reflective of a seemingly relaxed conversation/interview. This content (SFA and SFM 2021c) also supported the narrative (McHugh 2022, p. 14) – specifically around the build-up and the English media’s expectation that Scotland were likely to lose to Scotland.

The other archival clips used were pieces of broadcasted commentary (NLS 1967; Scottish National Team 2023) from the match. These clips were a crucial element of the podcast for a range of reasons. Firstly, the voices of the commentators (Hugh Johns and Billy Wright (NLS 1967) in and of themselves may seem familiar to football fans (Berry 2022, pp. 402-4; McHugh 2022, pp. 8, 64; Sykes 2019 personal communication cited in Berry 2022, p. 403) – though, it is worth noting that the audio was extracted from television coverage in England (there was no live television coverage in Scotland, only 2nd half radio coverage and a series of post-match highlight shows (Newport 2017, para. 6). Beyond voice, the commentators regularly namedrop players – many, if not all, of whom would be recognisable and/or likely associated with significant footballing moments from the era (NLS 1967; Scottish National Team 2023). Another aspect of the commentary (NLS 1967; Scottish National Team 2023) is the crowd noise which comprises of fans chanting and cheering - particularly in

response to the goals. The emotional response of the crowd arguably provided an evocative trigger that listeners would (plausibly) respond to. Similar to one of the Bobby Brown (STV 2010, 12:27 – 12:55) excerpts, the commentary (NLS 1967; Scottish National Team 2023) is also key to telling the story of the 1967 match – with the inclusion of line-ups, goals and the final whistle enabling the furtherance of the narrative and a source for the narrator to interact with (McHugh 2022, p. 14).

It is also worth acknowledging that not all of the sound archival materials identified were included in the final podcast. Whilst there were other clips that may have provided impactful SBR stimuli – specifically, ex-player oral histories (SFA and SFM 2021a; SFA and SFM 2021b) – they were omitted to ensure the narrative was not convoluted by too many voices or too much content. Duration was also a factor – that is, with the aim of creating a relatively short (approx. 9-10 mins) podcast which was, as established, deemed key for an FMS/SBR context (BBC World Service 2025; Clark et al. 2015, p. 207; Clark et al. 2017, p. 63).

4.4.2. *Voice, script and structure*

As noted as a key component of narrative podcasts, the voice of the narrator was deemed central to the underpinning approach (McHugh 2022, p. 14). The goal for the podcast episode was to use a voice that could deliver a narrative in an engaging way but also felt at least somewhat familiar to an FMS audience (Berry 2022, pp. 402-4; Clark et al. 2015, p. 204; McHugh 2022, pp. 8, 64; Sykes 2019 personal communication cited in Berry 2022, p. 403. Philip Differ kindly agreed to narrate. Philip's involvement was hugely beneficial to the project – that is, with Phillip's background and experience as a producer/writer/performer and, more specifically, his work related to comedy and football (see IMDb 2025). Philip's voice in this context is arguably reflective of the notion that "the connecting power of voice... allows us to hear so much more than words" (McHugh 2022, p. 64). That is, Philip's Scottish accent, tone, timbre and delivery arguably provided an engaging, evocative and familiar feel to the podcast.

The intention when formulating the script and structure was to weave together archival clips and Philip's voice to form a narrative around the 1967 match – this included

different perspectives, and the drama of the match itself. The creation of a narrative – and specifically the idea of including “twists and turns” – was, again, reflective of McHugh’s (2022, p. 16) suggestions. As highlighted above, the importance of archival clip selection and timing/duration as part of developing this narrative was key and was inevitably linked to the formulation of a script and structure. That is, with the intention of developing a script and structure that enabled the narrator to interact with the archival clips as a means of captivating listeners. The initial focus was on creating a structure that outlined the key story points. This is not to claim that the development of this podcast followed a strictly linear process – on the contrary, recording and editing enabled the final podcast structure and script to be refined. Still, working with (and reflecting on) a structure ensured that the script fulfilled key story points via narration and interaction with the archival clips (McHugh 2022, p. 14).

A final component worth highlighting was the use of transitional sounds. As previously discussed, the use of transitional sounds was considered an opportunity to provide a more general SBR stimulus linked to football. Crowd noise (Salehi 2001) comprising of Scotland fans chanting “Scotland, Scotland” was ultimately included. It is worth noting that ‘Scotland’ (Salehi 2001) was also utilised as part of the introduction for *The Scottish Football Citizen* (Kerr 2021) – which, as discussed, was similarly produced in association with/by the Scottish Football Museum for FMS with SBR components. For this project, the intention was to use the crowd noise soundbite sparingly and with purpose. The crowd noise (Salehi 2001) was therefore utilised at three points in the podcast: i) at the beginning as a signifier of context; ii) following the episode introduction as a means of easing transition into a focus on the narratives surrounding the 1967 match; and iii) at the end as, again, a signifier of context and a means of bringing the audio to a natural close.

Table 9 has been included to provide clarity regarding the finalised script. This includes i) the subject of each segment; ii) archival clips (*Table 7*); iii) transitional sounds (*Table 7*); and iv) the script. This script, as alluded to, was developed via a process of discussion, recording, editing and review. The version included has been edited to reflect the completed podcast episode. For clarity, this podcast episode will be referred to as the ‘67 audio from this point forward. It is also necessary to acknowledge that the script was informed by a range of sources - including the sound archival clips

included (NLS 1967; Scottish National Team 2023; STV 2010) - which provided essential insight regarding the context of the match (BBC 2014; England Football Online 2026, no. 413 of table; McDevitt 2016, pp. 138-151; Newport 2017).

Subject	Script
General Introduction	[SOUNDBITE: crowd noise – ‘Scotland, Scotland’ (Salehi 2001)] PD: You’re listening to the football memories podcast, where we’ll explore and reminiscence on famous, interesting, and sometimes even controversial stories from the rich tapestry that is Scotland’s footballing history.
Introduction to episode focus	PD: In this episode, we’ll reflect on Scotland’s famous 3 - 2 defeat of England at Wembley, in an European Championship qualifier on the 15th of April, 1967.
Context of Scottish club football in 1967	PD: Notwithstanding this mythical victory, 1867 was some year for Scottish Football. Stein’s Lisbon Lions, Rangers were European Cup Winner’s Cup finalists, and Kilmarnock reached the semi-final of the Inter-Cities Fairs Cup. But what of that famous Scottish victory against the auld enemy... [SOUNDBITE: crowd noise – ‘Scotland, Scotland’ (Salehi 2001)]
Build-up to 1967 match	PD: Going into the game, all the noise was about how England would serve up a drubbing of Scotland. Here’s Ronnie Simpson, who made his debut as Scotland’s goalkeeper in this very match. [ARCHIVAL CLIP: Ronnie Simpson – build up to the game (SFA and SFM 2021c)]
Recent history of Scotland vs England (form)	PD: But this Scotland team were no walkovers. In fact, since 1961, Scotland had won three, drawn one and lost only one against England – albeit with the most recent game being a 4-3 defeat at Hampden. This time, however, England were world champions...
Fixture importance and broadcast coverage	PD: It’s safe to say this wasn’t just a big game for Scotland. Whilst a Scottish win might thwart the inevitable and potentially never-ending gloating of England’s world cup win, for England, the match represented an opportunity to continue their unbeaten streak since the world cup and - well, put any surviving doubts about their footballing prowess amongst the home nations to bed. That all said, whilst it was in England, the game was not broadcast on live TV in Scotland - residents of Scotland were limited to only second half radio commentary and a series of post-match highlight shows. A travesty.
Scottish fans in England (London)	PD: Still, the importance of this occasion was not lost on Scottish fans, with about 40,000 of the near 100,000 Wembley crowd having made the trip to London.

The line-ups	PD: In and amongst the many '67 narratives, it is worth reminding ourselves that this was Bobby Brown's debut as Scotland manager. Some game to kick off his tenure. Here he is talking through the starting 11... [ARCHIVAL CLIP: Bobby Brown – Scottish line up (STV 2010, 12:27 – 12:55)] PD: The commentary team for the coverage televised in England was Hugh Johns and Billy Wright. Here's Hugh Johns with the England team... [ARCHIVAL CLIP: commentary – England line up (NLS 1967)]
The match	PD: The opening exchanges set the scene for a scrappy affair, but it's fair to say Scotland were on top. An early injury to England stalwart, Jackie Charlton, probably helped matters for Scotland. Subs weren't common in '67 so Charlton limped on, restricted to visibly painful flurries of activity for the duration of the match. PD: In the 28th minute, Law opened the scoring to raucous applause... [ARCHIVAL CLIP: commentary – first goal (Scottish National Team 2023)] PD: The Wembley crowd had to wait until the 79th minute for the second goal, and it went the way of Scotland... [ARCHIVAL CLIP: commentary – second goal (NLS 1967)] PD: Gemmell won the header following a blocked shot, the ball then managed to bounce through to Lennox - who provided a precise finish to the bottom corner of Bank's goal. 2-0 Scotland. PD: The Scotland players were really starting to enjoy themselves - as were the fans. Denis Law's back heel left 'Slim Jim' Baxter with plenty of space - he flicks it up, a few keepie uppies and the moment was etched into Scottish footballing folklore forever! PD: It was a gallus, exhibition-like display from Scotland - or so the story goes...

	[ARCHIVAL CLIP: commentary – third goal (NLS 1967)] PD: An injured Jack Charlton clawed one back after a great passing move from England. Game on. PD: It didn't take long for Scotland to respond. Law nearly scored with an audacious chip and minutes later, McCalliog buried a superb goal following a one, two in the England box... [ARCHIVAL CLIP: commentary – fourth goal (NLS 1967)] PD: The tartan army were in dreamland, with chants of “EASY, EASY” ringing through the stands of Wembley - but it wasn't over yet... [ARCHIVAL CLIP: commentary – final goal and final whistle (NLS 1967)]
Reflections (manager)	PD: And there you have it, Scotland 3. England 2. Amidst all the celebration, Bobby Brown took a walk in London which led to an unforgettable interaction... [ARCHIVAL CLIP: Bobby Brown – Scottish line up (STV 2010, 12:27 – 12:55)]
Reflections (narrator)	PD: Over 50 years later and the '67 victory still has a mythical draw, with the highlight of Baxter's keepie uppies seemingly becoming more extravagant with every retelling. Perhaps in 50 more years we'll still be talking about the time Scotland became the unofficial champions of the world!
Closing thanks	PD: Thank you for listening to this episode of the Football Memories podcast. [SOUNDBITE: crowd noise – ‘Scotland, Scotland’ (Salehi 2001)]

Table 9: '67 audio script

4.4.3. *Recording and editing*

The successful recording (and editing) of the narration was largely due to the expertise and generosity of both Janieann McCracken and Philip Differ. Janieann both provided guidance regarding literature and software, and led on technical and practical aspects of recording – specifically, booking the recording space and using the recording equipment (Janieann used the equipment on the day with me present in the room). Philip's contribution was also invaluable – not only as narrator, but also through the time given to discuss the project and made suggestions on the day.

The script was shared with Philip days in advance of the recording session. Whilst the script was written with Philip's voice in mind, sharing it in advance enabled Philip to read through and make notes and/or changes if/where deemed appropriate. On the day of recording, Philip's delivery was recorded in one of the University of Stirling's sound/production rooms. As above, Janieann took the lead on the technical aspects of the recording with me present for input on content if/where necessary. Recording was continuous and included two takes of Philip delivering the full script with pauses between segments/where archival clips were to be included. Following recording, Janieann completed an edit and then shared the recording with me. The edited recording consisted of takes that Janieann had selected from Philip's delivery, forming a continuous audio file that reflected the chronological order of the script. Janieann's expertise ensured that the recorded audio was clear with choice takes included, and ready to be utilised as the central aspect of the podcast episode.

I used Pro Tools (Avid 2025) to edit the podcast episode. Though, it is also worth noting that the archival clips were initially cut using Descript (2025) before being imported into Pro Tools (Avid 2025). Pro Tools (Avid 2025) enabled the recorded narration, archival clips, and transitional sounds to be imported and edited as parts of a single audio file/project. I utilised a multitude of ProTools (Avid 2025) functions to weave together these audio clips and form the resultant '67 audio – said functions include but were not necessarily limited to i) selecting (and rearranging); ii) trimming; iii) separating; and iv) duplicating the above audio clips. The process was largely trial and error, with frequent relistening. ProTools (Avid 2025) enabled the final draft(s) to be exported – or 'bounced' – as an MP3 file. Exporting the podcast episode as an MP3

enabled the podcast episode to be easily shared for feedback in the development stage and, once complete, with group leaders/facilitators prior to observations. An MP3 version also provided an easy-to-use audio resource when conducting research in-person with FMS groups.

4.5. Summary

This chapter has reflected on i) why an FMS tailored narrative podcast was deemed a suitable delivery method; ii) the development of an overarching approach informed by preceding SBR-related podcasts and key concepts; and iii) the key components of an FMS tailored podcast and the processes involved in its production.

A podcast was chosen as they are deemed accessible for creators and convenient for audiences (Hennig 2017, pp. 5-7). Additionally, podcasts presented an opportunity – via an informal, detailed and/or natural/relaxed approach – to potentially elicit a connection or sense of intimacy between the audio and listener (Berry 2022, pp. 402-4; Hennig 2017, pp. 5-7; McHugh 2022, pp. 8, 64; Sykes 2019 personal communication cited in Berry 2022, p. 403).

Analysis of preceding SBR-related podcasts alongside consideration of key concepts led to an approach which included the following features: i) narrative-style podcast (Campbell et al. 2022, pp. 239-42; McHugh 2022, p. 14); ii) relaxed, informal and intimate/familiar feel (Berry 2022, pp. 402-4; McHugh 2022, pp. 8, 64; Sykes 2019 personal communication cited in Berry 2022, p.403); iii) relatively short duration (BBC World Service 2025; Clark et al. 2015, p. 207; Clark et al. 2017, p. 63); and iv) a considered approach to scripting, structuring, and content selection with the dual intention of effective storytelling and triggering reminiscence (and discussion) in an FMS context for FMS group attendees. As outlined in this chapter, the above features were reflected in the production of the FMS tailored podcast via voice (Phillip Differ) and content (soundbites, archival clips and narration/script). That is, with a focus on the England 2 - 3 Scotland fixture at Wembley in 1967 (as established in the sound archival research chapter). The finalised script – with the above components – has been included as *Table 9* in this thesis.

5. Methodology

5.1. Introduction

Aim 3: Explore the implications of and for using sound archival materials in Football Memories Scotland contexts.

- Objective 3.1: Establish a methodological position which befits the research topic, aims and objectives.
- Objective 3.2: Consider how concepts, methods and other approaches used in preceding sports-based reminiscence research can inform this PhD.
- Objective 3.3: Outline, justify and reflect on the methods used to collect data for this PhD.
- Objective 3.4: Consider the ethics for this PhD and implement an ethically-approved approach.

As per the above aim and associated objectives, this chapter will initially discuss and establish my methodological position for this PhD. It will then consider the methods utilised by preceding SBR research and highlight how they informed this PhD. The following sub-chapter will outline the methods I employed for this research: i) pre-study meetings; ii) observations; iii) semi-structured one-to-one and group interviews; and iv) thematic analysis. The final sub-chapter will reflect on the ethical considerations for this research.

5.2. Methodological position

I adopted a broadly constructivist position (Howell 2013a, p. 90; Lincoln et al. 2024, p. 77) with a qualitative approach to data generation (Braun and Clark 2022, p. 6). Accordingly, the following paragraphs will explore, clarify, and justify this underpinning perspective.

Boyland's summary of a constructivist approach presents a useful starting point – albeit derived from an article focused on social constructivism:

Constructivism offers a paradigm of investigative thinking whereby the researcher journeys with participants into a space of interpreted reality that is as

personal and individual as each person in the collective sampling and as diverse as the multiplicity of lived experiences that are profiled. As individuals live in the world of their personal reality each interprets that reality in their own way, leading the researcher towards building a diverse and complex socially constructed landscape that profiles the collective experience without the presumption of universality. By being aware and recognising how one's own interpretations of lived experience can influence interpretation of the data, the researcher acknowledges, owns, and explicitly deals with personal subjectivity throughout the investigative process.

(Boyland 2019, p. 30)

A, or perhaps *the* central tenet of constructivism, then, is that “realities are not objectively ‘out there’ but are constructed by people, often under the influence of a variety of social and cultural factors that lead to shared construction” (Guba and Lincoln 1989, p. 12; Howell 2013a, p. 91).

However, within an overarching constructivist paradigm, there exist alternate outlooks regarding the nature and development of reality – two of which are of relevance and thus, worth delineating: social constructivism and social constructionism (Howell 2013a, p. 90). The key difference between these perspectives is the way in which meaning is given to the world. Social constructivists, on the one hand, argue that “individuals develop and give meaning to the world” (Howell 2013a, p. 90). Social constructionists, on the other, reason that “meaning is developed through social amelioration and agreement” (Howell 2013a, p. 90). Whilst this demonstrates a key distinction, Howell highlights a pertinent similarity:

[Social constructivism and social constructionism] come from different directions but each amounts to a similar position in that reality is not external to human existence but determined and defined through social interaction.

(Howell 2013a, p. 90)

Thus, whilst social constructivism emphasises the individual and social constructionism the community, “both meet in the formulation or construction of reality” (Howell 2013a, p. 90). *Figure 3* has been created to illustrate this for the purposes of this PhD.

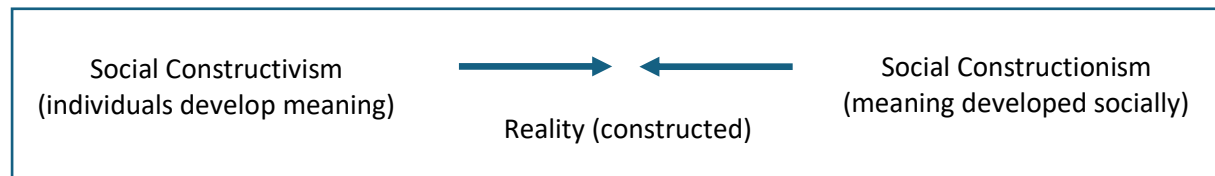


Figure 3: Spectrum of social constructivism, social constructionism and symbolic interactionism (Howell 2013a, p. 90)

Symbolic interactionism, arguably, gives further explanation to this process (Howell 2013a p. 90). “Self” is deemed the individual and “other”, the community – it is “through language and structure we become a generalised other... we attain consciousness of self as a generalised other” (Howell 2000, p. 27 cited in Howell 2013a, p. 90). The interpretation of human behaviour in this way is supposedly distinct to humans (Blumer 1962 cited in Howell 2013a, p. 90). Howell (2013a, p. 90) highlights how for Mead (Mead 1962, p. 180 cited in Howell 2013a, p. 89), reaction to self is central to what it means to be human:

This mechanism enables the human being to make indication to [themselves] of things in his surroundings and thus to guide his action by what he notes. Anything of which a human being is conscious... he is indicating to himself... the conscious life of the human being... is a continual flow of self indications.

(Mead 1962, p. 182 cited in Howell 2013a, p. 90)

A crucial feature of symbolic interactionism is that “the formation of action by the individual through... self-indication always takes place in a social context” (Mead 1962, p. 183 cited in Howell 2013a, p. 90). Thus, as Howell (2013a p. 90) reflects, “community and self are intrinsically linked and the distinction between self and community difficult to ascertain”. Linking back to social constructivism and social constructionism, whether meaning is developed by the individual or socially determined and “where self and other congregate to define, determine and construct reality” remains disputable (*Figure 3*; Howell 2013a, pp. 90-1). Therefore, I deemed it unnecessary to concretely assume either position. Rather, my understanding and use

of ‘constructivism’ included both individual and social constructions of knowledge (Howell 2013a, p. 90; Lincoln et al. 2024, p. 77). For clarification, the ontological and epistemological position for this research is outlined below.

Ontologically, reality from a constructivist perspective is deemed “locally constructed”, “not external to human existence but determined and defined through social interaction”, “based on shared experiences”, (Howell 2013a, pp. 89-91) and “dependent on [the] person/group” (Howell 2013b, p. 30). Epistemologically, there is recognition that “the investigator and the investigated [are] linked”, “historical values influence [research]”, “results are subjective”, and “findings are created as the investigation proceeds” (Howell 2013b, p. 30). These ontological and epistemological perspectives prompted an exploratory, inductive approach with a focus on gathering qualitative data. This is reflected by the methods I employed for this PhD. Though, prior to detailing said methods, it is worth recognising key criticism associated with constructivism.

The main criticism of constructivism, as Howell (2013a, p. 91) infers, applies “relativist reduction” and/or “self-refutation”. That is, taking a constructivist perspective to its most literal, “reality is constructed so all constructions are true realities” (Howell 2013a, p. 91). This has prompted questioning on whether reality/truth can be generalised and/or distinguished beyond and/or between individuals (Howell 2013a, p. 91). Guba and Lincoln (1985, p. 37), however, posit that there are accepted truths, or “axioms”, that are built into constructivism – whether they be implicit “basic beliefs” or “established by practice as the building blocks of some conceptual or theoretical structure or system” (Guba and Lincoln 1985, p. 37; Howell 2013a, p. 91). *Table 10* details Guba and Lincoln’s (1985, p. 37) constructivist axioms.

Axiom Theme	Axiom Description
“The nature of reality”	“Realities are multiple, constructed, and holistic.”
“The relationship of knower to the known”	“Knower and known are interactive, inseparable.”

"The possibility of [generalisation]"	"Only time- and context-bound working hypotheses (idiographic statements) are possible."
"The possibility of causal linkages"	"All entities are in a state of mutual simultaneous shaping, so that it is impossible to distinguish causes from effects."
"The role of values"	"Inquiry is value-bound."

Table 10: Constructivist axioms (adapted and reproduced from Guba and Lincoln (1985, p. 37)

Moreover, due to the subjective, interactive, and contextual nature of constructivist research, there is recognition that cause-and-effect relationships are difficult (if not impossible) to determine and possibilities for generalisations are largely limited (Guba and Lincoln, 1985 p. 37; Howell 2013a, p. 90). Still, constructivism does enable understanding within contextual boundaries (Guba and Lincoln, 1985 p. 37; Howell 2013a, p. 90) - the context for this project being the use of the '67 audio within FMS group contexts. Moreover, as stipulated at the beginning of this section, I adopted a broadly constructivist position (Howell 2013a, p. 90; Lincoln et al. 2024, p. 77) with a qualitative approach to data generation (Braun and Clark 2022, p. 6).

5.3. Preceding sports-based reminiscence research methods

The methods I employed for this PhD were primarily informed by both methodological position (as above) and prior research on the implementation of SBR. The following section will recognise key themes that emerged upon consideration of preceding research on sports-based reminiscence (SBR) and reflect on how these informed the research methods I employed for this PhD. *Table 11* has been formulated to elucidate the methods utilised by said research. It is important to note that *Table 11* does not include multiple studies that were included in *Table 2* (specifically, Cronin n.d.; Gibbons et al. 2020; Haynes et al. 2023; James et al. 2018; Laidlaw et al. 2024; Sass et al. 2021a; Sass et al. 2021b). The reason being that the methodology was developed and implemented prior to the final systematic database searches (see s. 2.2.).

Author(s)	Discipline/Focus	Methods	Data Analysis (qualitative)
Clark et al. (2015)	Mental health, social inclusion & social care	Telephone interviews; discussion; reflections	Not specified
Clark et al. (2017)	Health, dementia care & care staff	Survey, pen portraits, telephone interviews; emails; participant observations	Thematic analysis
Coll-Planas et al. (2017)	Health, dementia & care	Observations; semi-structured interviews; photographs; field notes; reflective logs; pre and post intervention records/scales of falls, sleep, Malnutrition Universal Screen Tool (MUST), medication, cognition, behaviour, function, communication, quality of life and caregiver's burden	Content analysis
Haynes (2020)	Sports/cultural heritage & intergenerational	Interviews; feedback	Not specified
Hawkins et al. (2020)	Health, dementia & therapy/care	Observations; interviews; pre and post intervention measures	Thematic analysis
Oatley (2021)	Gender & dementia	Observations; interviews; pen portraits; field notes; researcher diary reflections	Thematic analysis
Sass et al. (2021c)	Dementia, psychology & creative non-fiction	Observations; informal conversations; semi-structured interviews	Thematic analysis

Schofield and Tolson (2010)	Health, dementia, nursing & care	Observations; interviews	Realistic evaluation
Tolson and Schofield (2012)	Health, dementia, nursing & care	Observations; interviews	Realistic evaluation
Solari and Solomons (2012)	Health, dementia & care	Questionnaire	N/A
Tumosa (2015)	Health, cognitive impairment, therapy & veterans	Reflections, observations and feedback/discussion (implied); pre and post intervention measures: Geriatric Depression Scale (GDS) and Saint Louis University Mental Status Examination (SLUMS)	Not specified
Watchman et al. (2015)	Health, dementia & care	Reflective logs; photographs; field notes; observations; routinely collected data at weeks 6 and 12 (age, dementia diagnosis and type, Malnutrition Universal Screening Tool (MUST), medication, falls risk and sleep pattern	Thematic analysis

Table 11: Preceding SBR research methods

As illustrated by *Table 11*, the majority of the included studies employed qualitative methods to collect data. Only two studies – by Tumosa (2015) and Solari and Solomans (2012) respectively – do not explicitly note the use of qualitative methods. That said, whilst specifics regarding the methods of data collection beyond validated scales are limited, Tumosa's (2015, pp. 43-5) reflections do seemingly draw on observations of reminiscence sessions, and discussion/feedback from participants and caregivers. Regarding Solari and Solomans' (2012, pp. 701-2) study, the use of open-ended questions prompted some qualitative data. Yet, as established previously, Solari and Solomans' (2012) study was designed to gauge interest in football reminiscence as opposed to investigating aspects of its implementation. Thus, the methods are not directly applicable to this PhD. It also worth noting that Clark et al.'s (2017) study was focused on care home staff training. Still, this research included facilitators and carers so Clark et al.'s (2017) methods were deemed relevant to this discussion.

Table 11 illustrates that there are commonalities regarding specific qualitative methods employed across studies. Research on SBR has often utilised observations, interviews, discussion/feedback, and researcher reflections (Clark et al. 2015; Clark et al. 2016; Clark et al. 2017; Coll-Planas et al. 2017; Haynes, 2020; Hawkins et al. 2020; Oatley 2021; Sass et al. 2021c; Schofield and Tolson 2010; Tolson and Schofield 2012; Tumosa 2015; Watchman et al. 2015). Other, less commonly used qualitative methods include i) pen portraits (Clark et al. 2017; Oatley 2021); photographs (Coll-Planas et al. 2017; Watchman et al. 2015); ii) reflective logs (Coll-Planas et al., 2017; Watchman et al., 2015); and iii) surveys (Clark et al., 2017). It is also worth noting that three studies included in *Table 11* adopted a mixed-methods approach, utilising both qualitative (i.e., interviews and/or observations) and quantitative methods (i.e., collection of pre, during/post intervention health data) (Coll-Planas et al. 2017; Tumosa 2015; Watchman et al. 2015).

Whilst the detail given to methodology varies across the above studies (*Table 11*), analysis prompted useful insights regarding the strengths and limitations of employing different approaches to data collection in the context of SBR research.

Starting with the limitations associated with participant groups – specifically, care home staff at this juncture – Clark et al. (2015, p. 206) report that care home staff struggled to find time to reflect on and develop their SBR practice. Clark et al. (2015, p. 206) countered this with three scheduled “learning set meetings”, which - alongside telephone interviews – seemed to provide opportunities for reflection, discussion, and insight regarding the implementation of SBR activities (Clark et al. 2015, p.206). Watchman et al. (2015, pp. 37-8) also note somewhat related issues. They found that care home staff were inconsistent in their completion of reflective logs and were not forthcoming with “routinely recorded” health data that they had previously agreed to share (Watchman et al. 2015, pp. 37-8). The former was countered with a recorded conversation “at the start of each session”, whereas a solution for the latter was seemingly not found (Watchman et al. 2015, p. 37). Whilst there may be some potential difficulties with accessing and/or engaging care staff (and perhaps caregivers more generally), it is worth recognising that – via the use of qualitative methods such as interviews, observations, conversation, surveys, and reflection – the inclusion of care staff/caregivers did prompt rich data and key insights across studies (Clark et al. 2015; Clark et al. 2017; Coll-Planas et al. 2017; Hawkins et al. 2020; Oatley, 2021; Schofield and Tolson, 2010; Tumosa 2015; Watchman et al. 2015). Thus, the use of qualitative methods with facilitators and carers was deemed a vital aspect of this PhD project – albeit with a necessary awareness that, due to time constraints, advanced scheduling and researcher flexibility would likely be necessary.

Limitations regarding older people living with dementia as participants were also reported across studies. Hawkins et al. (2020, p. 44), for example, report a lack of depth in interviews with participants living with dementia as their “ability to verbalise experiences up to one week after the intervention was quite limited”. In a similar vein, Watchman et al. (2015, p. 38) note that during reminiscence sessions “it was difficult to understand what some of the [participants] said due to lack of clarity in speech or quiet tone”. For Watchman et al. (2015, p. 38), however, this issue was largely offset as the researcher who had been present at SBR sessions was also involved in the transcription process. Although not all older participants for this PhD research project were living with dementia, consideration of the above issues did have implications. Firstly, where possible, interviews with older participants took place as shortly after their engagement with the sessions as practically possible. Secondly, I was present

for all observations and interviews. Finally, with an awareness that interviews with older participants could be somewhat limited, I utilised a combination of observations and interviews (one-to-one and group) with three distinct participant groups (older people, caregivers/care staff, and facilitators). Employing a combination of qualitative methods is, arguably, supported by preceding SBR research (*Table 11*). That is, analysis of the studies featured in *Table 11* indicates that rich, insightful datasets seem to be generated when researchers employ a combination of interviews, observations, conversation/discussion, and/or reflections involving multiple stakeholders (i.e., older participants living with or without dementia, caregivers/care staff, facilitators, and/or other volunteers/staff) (Clark et al. 2015; Clark et al. 2017; Coll-Planas et al. 2017; Haynes 2020; Hawkins et al. 2020; Oatley 2021; Sass et al. 2020; Schofield and Tolson 2010; Tumosa 2015; Watchman et al. 2015).

As previously noted, some studies utilised both qualitative and quantitative methods (Coll-Planas et al. 2017; Tumosa 2015; Watchman et al. 2015). Alongside qualitative methods, multiple studies aimed to utilise pre, during and/or post measures to assess the impact of SBR on participants across a range of health and well-being categories - i.e., cognition, behaviour, function, communication, quality of life, depression diagnosis, dementia diagnosis, and caregiver's burden (Coll-Planas et al. 2017; Hawkins et al. 2020; Tumosa 2015; Watchman et al. 2015). The collection of quantitative data alongside qualitative data could, arguably, strengthen the validity of findings in an SBR context. Hawkins et al. (2020, p. 42) found that "the quantitative data measured statistically significant improvements in quality of life. Meanwhile, the qualitative data further [contextualised] areas of experience that can be connected with these changes in quality of life". Thus, by taking a mixed-methods approach, qualitative data arguably gives context to cause-effect relationships that quantitative data may indicate – in this case, the relationship being between participant engagement with SBR, and health and well-being (Hawkins et al. 2020, p. 42).

However, the insights gained from quantitative data in the context of SBR seem somewhat limited by a variety of factors. Hawkins et al. (2020, p. 44), for example, recognise a key issue: a lack of control measures may prevent concrete conclusions regarding a cause-effect relationship between participants' behavioural changes and engagement with SBR. Due to the nature of SBR, this limitation could be applied to all

studies that collected participant health data pre/post/during an SBR programme (i.e., Coll-Planas et al. 2017; Hawkins et al. 2020; Tumosa 2015; Watchman et al. 2015). On a related theme, Tumosa reflects:

Support programs are often used with the hope of providing an improved [quality of life] for participants. To document such outcomes, large, controlled, longitudinal studies are needed. Many patients with dementia and depression are unable to participate in these studies because of failing physical health, failing cognition, and caregiver fatigue. Pilot studies such as this one provide examples of social interventions that are not scientifically proven to be effective but are perceived to be of value by all involved: the veterans, their families, the volunteers, and the facilitators.

(Tumosa 2015, p. 45)

The practicalities of longitudinal studies in an SBR context do appear a relevant issue. However, the notion that SBR might not be scientifically proven but still of value prompts a more pertinent question about the purpose and approach of SBR research for this PhD: does SBR research require quantitative data which demonstrates a cause-effect relationship between health/well-being measures or does the experience/qualitative testimony of those involved and/or impacted by SBR provide a valid justification for its implementation? This is, arguably, largely dependent on disciplinary and/or methodological perspective. All studies that utilised both quantitative and qualitative methods were approaching SBR research from a healthcare perspective, with a focus on dementia – and depression, for Tumosa (2015) (Coll-Planas et al. 2017; Hawkins et al. 2020; Watchman et al. 2015). That said, I acknowledge that these studies also implemented qualitative methods (Coll-Planas et al. 2017; Tumosa 2015; Hawkins et al. 2020; Watchman et al. 2015) and *Table 11* demonstrates that all but one of the studies included had a health-related focus. The exception being Haynes' (2020) study – which was predominantly focused on sports heritage and intergenerational activities.

This PhD, however, is not positioned as a healthcare project. Whilst the interdisciplinary aspect is key and there is recognition of the potential health/well-being benefits of SBR (as discussed in the literature review), this research is focused on

utilising sound archival materials in an FMS context. Of course, this does not preclude the use of quantitative methods, but as discussed, – I adopted a broadly constructivist position (Howell 2013a, p. 90; Lincoln et al. 2024, p. 77) with a qualitative approach to data generation (Braun and Clark 2022, p. 6).

Regarding the potential outcomes of SBR for participants, it has already been determined that SBR can be considered a psychosocial intervention that befits a person-centred and relationship-centred approach to care wherein sport-related stimuli that resonates with past interests is utilised to trigger related memories and encourage socialisation for older people – i.e., meaningful social interaction and associated connections (Clark et al. 2015, pp. 204-6; Clark et al. 2017, p. 58-9; Coll-Planas et al. 2017, pp. 356, 359; Sass et al. 2021a, p. 1; Oatley 2021, pp. 4-10). The socialisation aspect is, potentially, indicative of an increase in both the quantity and the quality of interactions and relationships – and thus, SBR is considered to potentially reduce loneliness and social isolation (Care Connect and Age UK 2018, p. 2). For this PhD, then, data that suggests memories were triggered and socialisation prompted as a result of listening to the '67 audio would indicate that the audio may provide impactful stimuli for FMS contexts. It seems fair to suggest that – compared to quantitative methods – qualitative methods that “generate contextualised and situated knowledge” (Braun and Clarke 2022, p. 8) would provide greater insight as to what (if any) role the '67 audio played in triggering memories and prompting socialisation.

Furthermore, reflecting on Tumosa's (2015, p. 45) points and whether this PhD should pursue a cause-effect relationship between health/well-being measures or an understanding of the experience of those involved and/or impacted by SBR, I strongly leans toward the latter. This is not to dismiss the value of collecting health-data in this context as it may well provide empirical evidence regarding the impact of SBR on participants' health and well-being and perhaps provide further justification for (or against) its implementation. That, however, is not the primary purpose of this PhD. The overarching goal of this PhD is to explore the use of sound archival materials with older people in FMS contexts – via the '67 audio, in this instance. Thus, reflective of a constructivist position and for the reasons discussed above, I exclusively employed qualitative methods (Braun and Clark 2022, p. 6).

Prior to detailing specific methods, there is a somewhat general possible limitation of SBR research that also remains discussion worthy. As noted by Hawkins et al., (2020, p. 44) but perhaps broadly applicable to studies in this area, the highly contextual nature of SBR research may limit replication (i.e., due to the specificity of locations, settings, sports and/or sports teams). Though, rather than a limitation of SBR research per se, viewing SBR as a highly contextualised activity is reflective of my methodological position for this PhD. As outlined previously, the constructivist position involves recognition that the understanding developed through research is “context-bound” and generalisations beyond specific contexts are limited (Guba and Lincoln, 1985 p.37; Howell 2013a, p. 91). That is not to say that insights from SBR research have no application out with their individualised context – rather, as Hawkins et al. (2020, p. 45) suggest, there remains a requirement for research in varying contexts to further investigate the use of SBR across such settings. Moreover, a key aspect of this PhD was to try and include groups from a range of contexts (albeit with a focus on community settings).

Another area for consideration informed by prior SBR research was the inclusion of pre-study meetings. Whilst pre-study meetings were not noted or explicitly detailed in all studies, their inclusion seemed beneficial – if not essential – in preceding SBR research for multiple reasons: i) to ensure that participants, facilitators and/or staff were prepared and knew what to expect from the SBR study (Haynes 2020, p. 275 [37.]; Schofield and Tolson 2010, p. 13; Oatley 2021, pp. 75-6; Watchman et al. 2015, pp. 20-1); ii) for ethical reasons (i.e., to explain the project and gain informed consent) (Haynes 2020, p. 275 [37.]; Oatley 2021, pp. 75-6; Schofield and Tolson 2010, p. 13); iii) to “complete baseline assessments” (Hawkins et al. 2020, p. 37); and, finally, iv) to build rapport with participants and familiarise with/assess the group dynamics, context and/or physical space (Hawkins et al. 2020, p. 37; Sass et al. 2021c, p. 2173; Schofield and Tolson 2010, p. 13; Oatley 2021, pp. 75-6; Watchman et al. 2015, pp. 20-1). With the exception of baseline assessments (for the reasons discussed above), all of these points were deemed applicable to this PhD and, accordingly, informed the research design. The use of pre-study meetings for this research will be detailed in due course.

It is also worth reflecting on the approaches to qualitative data analysis. *Table 11* shows that, of the SBR focussed studies that do specify an approach, the majority utilised thematic analysis (Clark et al. 2017; Hawkins et al. 2020; Oatley 2021; Sass et al. 2021c; Watchman et al. 2015). Other approaches include content analysis (Coll-Planas et al. 2017); and realistic evaluation (Schofield and Tolson 2010; Tolson and Schofield 2012). In keeping with preceding research, I thematically analysed data (Braun and Clarke 2022, pp. 35-6). Still, prior to justifying this technique, it is worth briefly reflecting on the value that other approaches have given to SBR research.

As above, Schofield and Tolson (2010; Tolson and Schofield 2012) employed realistic evaluation. This seems an effective approach at a time when SBR research was notably limited/non-existent. More specifically, realistic evaluation enabled Schofield and Tolson (2010, p. 5) to identify “patterns of relationship between context, mechanism and outcomes”. Still, Tolson and Schofield (2012, pp. 65-9) did face difficulties around “operational definitions”; recording and understanding facilitators’ behavioural adaptations to changing situations; and describing “efficacy” (Tolson and Schofield 2012, pp. 68-9). Nonetheless, as above, Schofield and Tolson’s (2010; Tolson and Schofield 2012) utilisation of realistic evaluation was effective in providing initial insights into the implementation of SBR. Regarding applicability to this PhD, it is worth reiterating the influence of methodological position. Schofield and Tolson (2010; Tolson and Schofield 2012, pp. 64, 69) approached their study from a healthcare perspective and, befitting realistic evaluation, pursued “generative causation” (Pawson and Tilley 1997, pp. 215-9) – i.e., they put emphasis on finding cause-effect outcomes as evidence to support SBR as an intervention. However, as established, this is not the approach of this PhD and whilst Schofield and Tolson (2010; Tolson and Schofield 2012) demonstrated the applicability of realistic evaluation in the early stages of SBR research, it was not deemed appropriate for this study.

Other reported approaches to data analysis in SBR research include content analysis (Coll-Planas et al. 2017). Though, Coll-Planas et al. (2017) do not provide detail. Thus, it is worth recognising the key differences/similarities between content and thematic analysis and the implications for this PhD. Vaismoradi et al. (2013, p. 399) outline the characteristics of each approach and produce a diagram to support this – said diagram has been included for the purposes of this PhD (*Figure 4*).

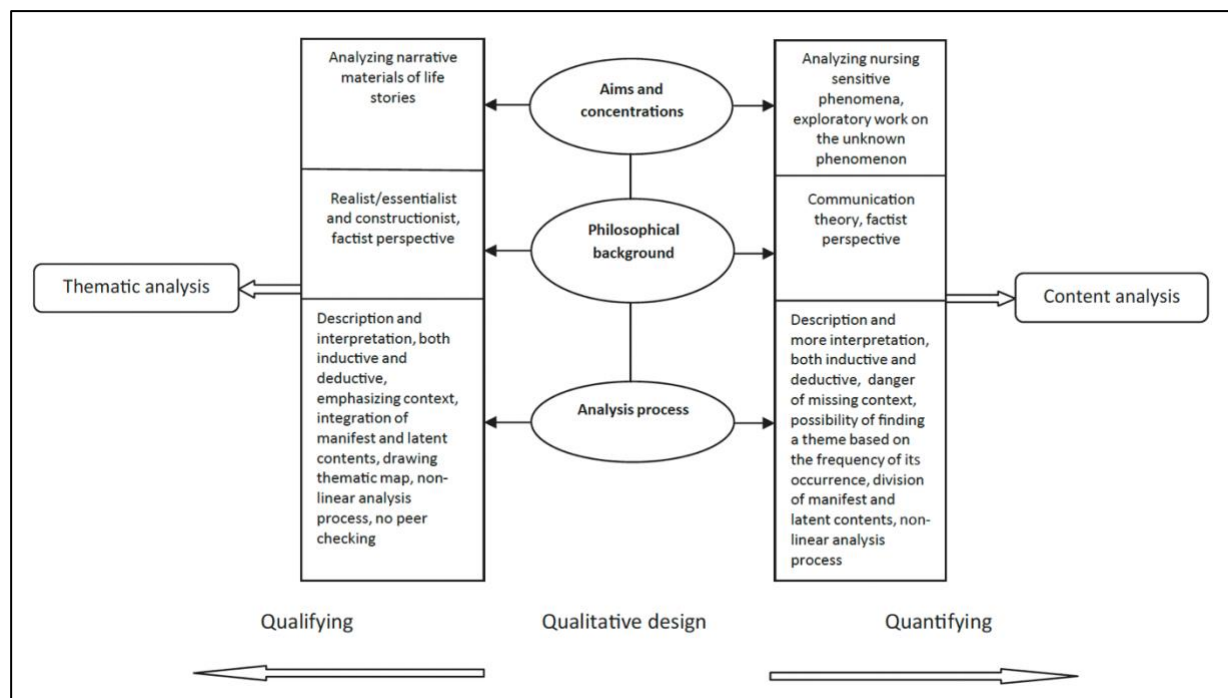


Figure 4: “Main characteristics of thematic analysis and qualitative content analysis in the continuum of the qualitative methodology” (Vaismoradi, et al. 2013, p. 399 [Figure 1.])

Evidently, there are similarities between approaches – generally, both involve “cutting across data and searching for patterns and themes” (Vaismoradi et al. 2013, pp. 398, 404). The key difference, however, is emphasis. That is, content analysis leans toward the quantification of data (i.e., frequency of themes) whereas thematic analysis puts more focus on the qualification of data (i.e., context and understanding) (Vaismoradi et al. 2013, pp. 399). Whilst these aspects may also overlap to some extent, the stronger emphasis on context associated with thematic analysis aligns with the constructivist position of this PhD (Guba and Lincoln, 1985 p. 37; Howell 2013a, p. 90; Vaismoradi et al. 2013, pp. 399). Thus, in keeping with the majority of the SBR studies including in *Table 11*, I analysed data thematically (Clark et al. 2017; Hawkins et al. 2020; Oatley 2021; Sass et al. 2021c; Watchman et al. 2015). The specifics of how data was thematically analysed (Braun and Clarke 2022) will be outlined and justified in due course.

This section has considered the methods utilised in preceding SBR research and discussed if and how this has informed my approach for this PhD. For clarity, the key implications for this PhD were: i) I demonstrated awareness of participant time constraints with advanced scheduling and, where possible, flexibility; ii) interviews with participants took place as soon after sessions as practically possible; iii) I was present (either in-person or online) for all observations and interviews; iv) data was generated via a combination of qualitative methods with different participant groups, across a range of settings; v) pre-study meetings were included as a key aspect of the research design; and vi) data was analysed thematically.

5.4. Positionality statement

My methodological position and overarching approach for this research have already been established in this chapter (see sub-chap. 5.2.). That is, a constructivist ontological and epistemological perspective with a focus on generating qualitative data (Braun and Clarke 2022, p. 6; Howell 2013a, p. 90; Lincoln et al. 2024, p. 77). Including the above, as informed by Darwin Holmes (2020; Savin-Baden and Major 2013 cited in Darwin Holmes 2013, pp. 3-4), I am conscious that my experiences, views and identity have influenced this research – both regarding my perspective and how I was perceived as a researcher. The following paragraphs will reflect on these factors to establish my positionality for this research.

Starting with a focus on my research background, my master's dissertation focused on football heritage, identity and the role of museums. This informed and reinforced my underlining perspective on football (and sport more generally). Specifically, I approached this PhD with the view that football (and associated heritage) can be of great importance to individuals/groups and may be linked to their sense of identity (Jenkin and Portman 2025; Tippet 2018). This links back to an idea discussed in the literature review in relation to SBR. As Haynes (2020, p. 263) posits, the evocative nature of sport-related memories “can provide a powerful cue to recall family histories and cultural traditions, and provide informants with a narrative identity”. Further, this PhD's literature review established that SBR has been linked to a range of positive outcomes (see sub-chap. 2.4.). This understanding has contributed to my own perspective regarding the value of sports-based reminiscence and, by extension,

projects such as this PhD. That said, it remained important to maintain my constructivist methodological position with the intention of generating qualitative data to explore the use of sound archival materials in an FMS context (Braun and Clarke 2022, p.6; Howell 2013a, p. 90; Lincoln et al. 2024, p. 77). To manage this, I aimed to remain open to the possible directions of findings throughout both the data generation and analysis stages of this research. Additionally, I consciously tried to avoid making unjustified generalisations and/or assumptions regarding causal relationships between the '67 audio, conversations, memories, identity and health/well-being outcomes.

Staying with the influence of my research background on my positionality, it is worth highlighting that I have previous experience conducting research in an SBR/FMS context. Specifically, as a trainee researcher with the SBR component of the Generating Older Active Lives Digitally (GOALD) project (University of Stirling and University of Plymouth 2024). This experience showed me that qualitative methods can enable the generation of rich data via pre-study meetings, observations and interviews. As above, this was reinforced by consideration of other SBR studies (see sub-chap. 5.3.) and, accordingly, informed the methods I utilised for this PhD (outlined in sub-chap. 5.5.).

Beyond the above, I'm also conscious that my social identity influenced this research – or, at least, how I was perceived as a researcher (Darwin Holmes 2020; Savin-Baden and Major 2013 cited in Darwin Holmes 2013, pp. 3-4). For context, I identify as a white man from a largely working-class background in South East England. During the data generation period (February 2024 and August 2024), I was aged 29-30 years old. I also grew up with a passion for playing, watching and talking about football.

The impact of the above characteristics on the research was likely multi-faceted. For example, I believe that my own love of football – albeit connected to a different era – helped me talk to and generally build rapport with FMS group attendees. I also recognise that being a white man from a largely working-class background *may* have been a factor in my ability to build rapport with group attendees. That is, as discussed, with football in Scotland being largely dominated by white working-class men (Boyle 2000, pp. 22-3, 27; Bairner 2000, p. 96) and SBR groups considered gendered

contexts (Oatley 2021, pp. 16-7, 224; Sass et al. 2021c). Whilst Oatley's (2021, pp. 78, 116-123) and Sass et al.'s (2021c) respective studies were based in England, this also seemed to be the case for the FMS groups involved with this PhD as is reinforced by the sample for this project (see sub-s. 5.5.4.3.). Another relevant characteristic of my social identity is that I grew up in South East England (as is clear by my accent). This is particularly relevant as Scotland's footballing rivalry with England is notable (Boyle 2000, p. 22; Gutzke 2012, p. 560; McEwan 2023, p. xv) and directly informed the choice of theme for the '67 audio. Ultimately, I feel my background alongside this choice of the '67 fixture was demonstrative of my embracing the rivalry in a positive way and I believe it helped develop what I largely perceived to be an almost playful rapport.

5.5. Methods

The following sections will outline the methods I employed for this PhD. These include: i) observations; ii) interviews (one-to-one and group); and iii) thematic analysis. *Table 12* has been produced to provide clarity from the outset of this section. Prior to outlining how and why I employed said methods, this sub-chapter will provide an overview of participation – i.e., i) recruitment; iii) pre-study meetings; ii) settings and sample.

Participant category	Pre-study meetings	Observations	One-to-one interviews	Group interviews
Group attendee (GA)	Yes	Yes	No	Yes
Carer (C)	Yes	Yes	No	Yes
Facilitator (F)	Yes	Yes	Yes	No*
*With one exception (see <i>Table 15</i>).				

Table 12: Overview of methods

5.5.1. Participation

5.5.1.1. Recruitment

As this PhD was affiliated with the SFM and FMS, FMS group attendees provided a clear purposive sample of stakeholders – i.e., “stakeholder sampling” (Palys 2008, p. 698). That said, whilst the initial approach was to include groups in both care homes and community-based settings, only the latter were included. This decision was made as there were concerns about access and the increased likelihood that individuals may be living with more severe symptoms of dementia. Community-based settings were deemed appropriate contexts to explore a novel approach (use of the '67 audio) which could be employed in care homes in future research or practice. Still, whilst all the settings were community-based, they each provided distinct contexts which befits Hawkins et al. (2020, p. 45) recommendations for SBR research.

The inclusion criteria for participants – beyond an involvement with community-based FMS groups – was threefold:

- FMS group attendees (older people with an interest in football who may or may not be living with dementia and/or other health conditions).
- Carers of FMS group attendees.
- FMS group facilitators (staff and volunteers).

With the exception of one group leader who I contacted (pre-existing connection), participants were recruited via the SFM’s FMS network of contacts. The process was as follows. The SFM emailed FMS group co-ordinators/leaders that fit the profile of groups targeted (community-based groups that could be reasonably travelled to and from the SFM). I provided a brief overview of the project which was included in emails to members of the FMS network. This also included my contact details should individuals want to be involved. Group leaders/co-ordinators could either reply to the SFM/FMS staff member (so contact details could be passed on) or contact me directly. Once contacted, I scheduled in person or online meetings with group leaders/co-ordinators. In some cases, co-ordinators also introduced me to multiple groups (group leaders). Once acquainted by one of the above means, I scheduled in person or online meetings with group leaders/co-ordinators/facilitators (pre-study meetings). I also

shared information sheets about the project (either before or after the pre-study meetings). The nature of pre-study meetings will be outlined below. Further detail regarding the information sheets and consent forms will be provided in the ethical considerations sub-chapter (sub-chap. 5.6.).

5.5.1.2. Pre-study meetings

The inclusion of pre-study meetings was considered crucial to this project and comprised of two parts. Initial meetings (online or in-person) with group leaders (facilitators) were used to explain the project, build rapport, gauge/garner interest and discuss next steps (Haynes 2020, p. 275 [37.]; Schofield and Tolson 2010, p. 13; Oatley 2021, pp. 75-6; Watchman et al. 2015, pp. 20-1). Subsequent pre-study meetings (in-person) with FMS groups enabled me to explain the project, build rapport with participants and develop an understanding of the context – i.e., location/space, group dynamics and content delivery/facilitation (Hawkins et al. 2020, p.37; Haynes 2020, p. 275 [37.]; Sass et al. 2021c, p. 2173; Schofield and Tolson 2010, p. 13; Oatley 2021, pp. 75-6; Watchman et al. 2015, pp. 20-1). These meetings also had a crucial ethical function as they were used to begin the informed consent process via explanation of the project, and circulation of information sheets and consent forms (Haynes 2020, p. 275 [37.]; Oatley 2021, pp. 75-6; Schofield and Tolson 2010, p. 13). Further details on the ethical considerations for this project will be discussed in due course (see sub-chap. 5.6.).

5.5.1.3. Settings and sample

Data was generated via observations and interviews between February 2024 and August 2024. It is worth noting that the methods were piloted with group one. Overall, this demonstrated that the methods were suitable but did lead to minor changes in approach. These will be highlighted where deemed relevant. All interviewees were involved in observation(s), but not all participants of the observations were interviewed. Participants comprised of three categories: group attendees, carers and facilitators. The latter category includes both staff and volunteers – however, the role of said individuals varies across groups. For example, some volunteers may lead FMS sessions whilst a staff member takes a slightly more background role. Alternatively,

sessions may be led by a staff member and volunteers take a more relaxed role (or various combinations of the above). Some staff and volunteers may also take broader co-ordination roles across an area. For simplicity in the context of this PhD, all staff and volunteers have been categorised as facilitators. For participant anonymisation and clarity, participants' names have been replaced with codes. For observations, this simply pertains to participant categories and/or group number. For interviews, the codes follow a system which pertains to group number, interview number, participant category and participant number. For example, participant 11GA1 was from group one and participated in interview one (11) and was coded as group attendee one (GA1) in said interview. The following paragraphs will outline the settings and sample for observations and interviews, in that order.

The five observations took place in respective community-based FMS group contexts. A total of 38 individuals participated in the observations. These participants were comprised of 19 group attendees (GA), 15 facilitators (FAC) and four carers (C). It is worth noting that gender, age and dementia status were recorded for group attendees, but not for carers and facilitators/group leaders. All group attendees that participated in observations identified, or were identified by proxy, as men. The age-range of group attendee that participated in observations was 61-94 years old, and the average age was 69 years old. 10 of the 19 group attendees reported (or were reported by proxy) to be living with dementia of varying stages/severity (four with mild, six with moderate and one with severe). The above has been illustrated with more detail in *Table 13*.

Group no.	FMS group location and affiliated organisation	Observation setting and context	Participants	Participants' characteristics (GA's only)
1 (pilot)	Professional football club. Rural town area, South of Scotland. Alzheimer's Scotland.	Clubhouse social room (small-medium size room). Participants seated with non-participants around the room, with small tables. Audio played via TV (connected to my laptop) at the back-centre of room. Football-related images/documents on tables (put there by facilitators pre-session – not '67 focused).	GA x7; FAC x2	M x7; A: 73, 81, 81, 77, 79, 79, 77 - AR: 73-81; DS: mild x1

2	Professional football club. Urban town area, west central Lowlands of Scotland. Alzheimer's Scotland.	Clubhouse social room (large room). Participants seated with non-participants on larger tables. Audio played via speakers (connected to my device) provided by club.	GAx3; FAC x6*; C x3	M x7; A: 70, 69, 86 - AR: 69-86; DS: mild x2, moderate x1
3	Community church. Urban town area, west-central Lowlands of Scotland. Alzheimer's Scotland.	Meeting room (small-medium size room). Participants seated with non-participants around one larger table. Audio played via speakers (connected to my laptop) provided by group leader/facilitator.	GA x2; FAC x2; C x1	M x2; A: 78, 81 - AR: 78-81; DS: moderate x1, mild x1
4	Professional football club. Urban city area, west-central Scotland. Alzheimer's Scotland.	Clubhouse social room (medium size room). Participants seated with non-participants around tables. Audio played via TV (connected to laptop) at the back-centre of room.	GA x4; FAC x4*	M x3; A: 78, 61, 79 - AR: 61-79; DS: moderate x2
5	Day centre. Urban town area, west-central Lowlands of Scotland. Alzheimer's Scotland	Dining room (smaller room). Participants seated with non-participant around one table. Audio played directly via my laptop.	GA x3; FAC x1	M x3; A: 77, 81, 94; DS: moderate x2, severe x1
GA: group attendee(s); FAC: facilitator(s); C: carer(s); M: men; A: age; AR: age range; DS: dementia status *One FAC was present at observations for groups two and four.				

Table 13: Observation sample and settings

I conducted a total of 17 interviews involving 28 participants for this research. Of the 17 interviews, 11 were one-to-one and six were group interviews (involving 17 participants). All participants were also involved in at least one of the five observations. Interviews with group attendees and carers took place in-person on the day of the respective FMS group observation and consisted of exclusively group interviews. All carers were interviewed alongside the person they cared for (and at least one other participant). Interviews with facilitators took place in-person and online, at times and locations that were practical for both the participants and me. Interviews with facilitators were generally one-to-one interviews, with the exception of one in-person group interview (group two - interview two).

The 28 interview participants comprised of 11 group attendees, 14 facilitators and three carers. Six of the nine group attendees reported (or were reported by proxy) to be living with dementia of varying stages/severity (three with mild, and three with moderate). All group attendee interview participants identified as, or were identified by proxy, as male. The age-range of group attendee interview participants was 61-81 years old, and the average age was 75 years old. It is worth noting that age, gender and dementia status were recorded for group attendees, but not for carers or facilitators/group leaders. For clarity, *Table 14* (below) has been produced to provide detail regarding interview settings, participant characteristics and totals.

Group no.	Interview no.	Interview setting	Interviewees (with codes)	Interviewees' (GA's only) characteristics
1	(1)1	Football club changing room	GA x3 (11GA1, 11GA2, 11GA3)	M (73, DS: no); M (81, DS: no); M (77, DS: no)
	(1)2	Football club changing room	GA x2 (12GA1, 12GA2)	M (81, DS: no); M (79, DS: yes - mild)
	(1)3	Online (Zoom*)	FAC x1 (13FAC1)	-
	(1)4	Online (Zoom)	FAC x1 (14FAC1)	-
2	(2)1	Football club social space/clubhouse	GA x2 (21GA1, 21GA2); C x2 (21C1, 21C2)	M (70, DS: yes - mild); M (69 – DS: yes, mild)
	(2)2	Football club social space/clubhouse	FAC x3 (22FAC1, 22FAC2, 22FAC3)	-
	(2)3	Football club social space/clubhouse	FAC x1 (23FAC1)	-
	(2)4	Online (Zoom)	FAC x1 (24FAC1)	-
3	(3)1	Meeting room	GA x2 (31GA1, 31GA2); C x1 (31C1)	M (78, DS: yes - moderate); M (81, DS: yes - moderate)

	(3)2	Online (Zoom)	FAC x1 (32FAC1)	-
	(3)3	Online (Zoom)	FAC x1 (33FAC1)	-
4	(4)1	Online (Zoom)	FAC x1 (41FAC1)	-
	(4)2	Football club social space/clubhouse	FAC x1 (42FAC1)	-
	(4)3	Stadium cafe	FAC x1 (43FAC1**)	-
	(4)4	Football club social space/clubhouse	GA x2 (44GA1, 44GA2)	M (78, DS: yes - moderate); M (61, DS: no)
	(4)5	Stadium cafe	FAC x1 (45FAC1)	-
5	(5)1	Day Centre dining room	FAC x1 (51FAC1)	-
GA: group attendee(s); FAC: facilitator(s); C: carer(s); M: men; A: age; AR: age range; DS: dementia status *Zoom (2025); **43FAC1 was present at observations for groups two and four.				

Table 14: Interview sample and settings

5.5.2. Observations

Observations were a key facet of the qualitative approach I took for this PhD (McKechnie et al. 2008, p. 574). Observations were included with the intention of generating “rich descriptions” and “trustworthy data” which would enable exploration of the use of the '67 audio in an FMS context (McKechnie et al. 2008, p. 576).

The observations comprised of me initially collecting consent forms (which had been handed out in a previous FMS session). I provided spare forms where necessary. I also re-explained the project to the group. It is worth noting that participants were often sitting with non-participants – where deemed necessary, stickers were provided to

identify participants. The observed activity comprised of sharing the '67 audio with each respective FMS group and documenting responses in the observation table – this will be discussed in more detail below. As *Table 13* highlights, the audio was shared via different technology depending on what was available/appropriate in the context (i.e., speakers, TV or directly via my laptop). Following the '67 audio, I observed (and participated in) conversations. At this point in the observation, I organised and conducted group interviews (these will be discussed in the following section).

The approach to observations was approached with consideration of the following areas: i) focus; ii) covert/overt; iii) participatory/non-participatory; iv) location/setting; and v) structured/unstructured (Flick 2002, pp. 137-49 cited in Bailey 2018, p. 91). The following paragraphs will outline said areas in relation to this PhD – that is, with the exception of location/settings which were outlined in *Table 13*.

5.5.2.1. Focus

I regularly considered what was relevant to this specific project – that is, in relation to the use of the '67 audio with FMS groups (Bailey 2018a, pp. 99-101). To effectively record relevant observational data, it was necessary to consider how content could be organised and why it might be deemed noteworthy. As Bailey (2018, p. 99) discusses, Spradley's (1980, p. 78 cited in Bailey 2018, p. 99) nine aspects of social activity provide a useful reference to frame observed phenomena:

1. Spaces: the physical places
2. Objects: the physical things that are present
3. Actors: the people involved
4. Act: single actions that people do
5. Activity: a set of related acts people do
6. Event: a set of related activities that people carry out
7. Time: the sequencing that takes place over time
8. Goals: the things people are trying to accomplish
9. Feelings: the emotions felt and expressed

(Spradley 1980, p. 78 cited in Bailey 2018, p. 99)

It is suggested that researcher's "should be able to describe how participants change over time, which people are involved in activities, what goals are associated with various events, and so on" (Spradley 1980, p. 83 cited in Bailey 2018, p. 99). Though, reflective of Bailey's (2018, p. 100) guidance, it is worth noting that I did not distinguish occurrences between categories whilst observing/reflecting – rather, a broad awareness of these categories perhaps helped prompt a more contextual understanding as different aspects of the observed environment interacted.

Another key aspect regarding the observation (and overall research) focus was the unit of analysis – i.e., "who or what is being studied, which is not the same as what you want to know about them" (Bailey 2018, p. 101). Thus, befitting Bailey's (2018, p. 101) explanation, the unit of analysis was predominantly a social group pertaining to older people who attended the FMS groups. That is not to say the experiences and opinions of this social group were the only aspect considered. Rather, the intention was to develop an understanding of a range of individuals' (group attendees, carers, and facilitators) perspectives and experiences to explore the use of the '67 audio in this context (Bailey 2018, p. 101). Moreover, by clarifying the unit of analysis and understanding how the approach reflected this, the purpose of the observations remained apparent throughout (Bailey 2018, p. 101).

5.5.2.2. Overt

The nature of this research logically prompted overt observation as it was not deemed necessary, appropriate, or ethical to deceive participants in FMS group contexts (Bailey 2018, pp. 24, 91-2).

5.5.2.3. Participatory

Bailey (2018, p. 93) posit that observational research inevitably "[requires] interaction and participation at least at some level for at least some of time" – therefore, "situating [oneself] on the observation/participation continuum is nearly impossible for most researchers". This was applicable to this PhD as my role as researcher regularly

moved between observing and participating/interacting during the sessions (Bailey 2018, p. 93). Still, prior to the observations, it was useful to consider this role in relation to the classification system adapted and reproduced in *Table 15* (below) (Gold 1969 and Junker 1960 cited in Bailey 2018, p. 92). My intention was to predominantly position myself as “observer as participant” – albeit with an understanding that this role would be somewhat fluid with varying degrees of participation and observation (Gold 1969 and Junker 1960 cited in Bailey 2018, p. 92).

Participant	Observer	
	“complete observer”	“observer as participant”
	“participant observer”	“complete participant”

Table 15: “Researcher’s role as observer and participant” (adapted and reproduced from (Gold 1969 and Junker 1960 cited in Bailey 2018, p. 90)

By taking an “observer as participant” role, I could engage with participants, and observe behaviours and interactions in a way that might not have been possible as a “complete observer” (Bailey 2018, p. 92). There was, however, an awareness that participation could (and did) make simultaneous observation challenging (Bailey 2018, p. 93). Though, the intention was to mitigate this by physically withdrawing on occasion and/or focusing on listening as opposed to verbally contributing (Bailey 2018, p. 92-4).

5.5.2.4. Structured and unstructured

Whilst the intention was to be open to a wide range of potentially important occurrences (Bailey 2018, p. 95), the nature of the activity prompted a combination of structured and unstructured observations. The structural aspect was prompted by the use of the '67 audio which, being a podcast/audio resource, had an inherent chronology (Bailey 2018, p. 95). A table pertaining to the stages of the '67 audio (see sub-chap. 4.4.2) was therefore used as a guide to help document participants’ responses – this has been included as an appendix (*Appendix 1*). It is worth noting that the observation with the first group (pilot) led to an amendment for said table (*Appendix 1*) – that is, it became evident that it was too small and would need to be

spread across multiple pages. The included version has been adapted and resized as to provide an example (*Appendix 1*). The post '67 audio component of the observations, however, enabled more flexibility (less structure) and I could engage in conversations and/or move around the space (Bailey 2018, p. 95).

5.5.3. Interviews

Interviews were another key feature of this PhD research. To utilise interviews effectively, it was necessary to consider multiple factors (Bailey 2018, p. 106). These include: i) interview type; ii) setting; and iii) questions. The following paragraphs will outline my approach in relation to these factors.

5.5.3.1. Semi-structured interviews (one-to-one and group)

Selecting the type of interviews employed was informed by a variety of factors. Semi-structured interviews (Bailey 2018, p. 106) were selected with the intention of finding a balance between implementing a constructivist methodological position (Howell 2013a, p. 90; Lincoln et al. 2024, p. 77) with an emphasis on generating qualitative data (Braun and Clark 2022, p. 6) whilst also focusing on the purpose of the research and working within real-world parameters (Bailey 2018, p. 108).

Semi-structured interviews involve a conversational approach with one participant and comprise of “a blend of closed- and open-ended questions, often accompanied by follow-up *why* or *how* questions” (Adams 2015, p. 493). How and when the questions are asked is not a prescribed process – rather, there is space to discuss different areas (Adams 2015, p. 493). Moreover, semi-structured interviews enabled flexibility around question order and wording, which in turn allowed for more natural conversations and space for any unexpected tangents that might have still had relevance (Adams 2015, p. 493; Bailey 2018, p. 108). Equally, interviewing with a guide and pre-prepared questions ensured that the interview remained largely focused on the research questions – that is, as above, with some level of adaptability (Adams 2015, p. 493; Bailey 2018, p. 108). This more focused approach – when compared with unstructured interviews, at least – was an effective way of managing potential time constraints for participants (Bailey 2018, p. 108). As previously discussed, Clark et al., (2015, p. 206)

highlight this as an issue for care home staff involved in SBR research but I operated with the recognition that the same could be applicable to all participants. It is also worth acknowledging that another way in which semi-structured interviews helped mitigate this potential issue was scheduling – that is, with advanced scheduling and a specified duration being common features of semi-structured interviews (Bailey (2018, p. 108). In sum, semi-structured interviews presented an effective balance between exploration relevant to the research and efficiency concerning the time demands on participants.

For the above reasons, one-to-one semi-structured interviews were utilised with facilitators with the exception of one group (see interview 2(2), *Table 14*). However, there were different considerations that impacted the types of interviews utilised for group attendees and carers. This led to the employment of semi-structured group interviews with group attendees. The multiple reasons for this differentiation will be discussed, but it is first worth outlining what is considered a group interview for the purposes of PhD:

A group interview is a research interview that involves more than one interviewee - normally three or more. An interviewer (or moderator) asks a series of questions on an interview schedule or topic guide, to a group of people at once. The ensuing talk - the data - is usually audio or video recorded and later transcribed.
(Smithson 2019, p. 2)

It was deemed a priority for this PhD that interviews with group attendees took place as soon after the observations as practicably possible in order to mitigate potential issues regarding participants' memory of the sessions (Hawkins et al., 2020, p. 44). However, one-to-one interviews would make this impractical – same day/location interviews would require long periods of waiting for participants or would require additional travel to/from interview locations for participants and/or me. Similar issues would apply if the interviews were across multiple days (and, as above, recall of the sessions may have decreased) (Hawkins et al., 2020, p. 44). Online interviews may have slightly mitigated this – but the advantages of in-person interviews with group attendees outweighed the potential benefits (discussed below). Additionally, the technological requirements may have excluded some individuals.

In-person group interviews also presented an opportunity to interview multiple participants with more efficiency – as Smithson (2019, p. 4) puts it, “one advantage of using group interviews rather than individual methods is that researchers can collect a large amount of data on a specific topic in a short time”. Group interviews are, arguably, also more likely to be suitable for participants “who may not be comfortable or confident talking to a researcher on a one-to-one basis” (Smithson 2019, p. 5). While I recognise that older people are not a homogenous group and some individuals may have been comfortable with a one-to-one dynamic, there was a logical possibility that many group attendees were not used to having conversations in a research/interview context or may not find the idea of it entirely comfortable – especially with someone that they do not know well. This was pertinent in relation to carers – all carers were interviewed alongside their cared for person. Group interviews enabled interviews to take place following the observations in the same location (albeit in another room or, at least, away from the main group in the same overall space (*Table 14*). Therefore, group interviews were deemed more suitable than one-to-one interviews for group attendees (and carers) as they would likely provide a more comfortable dynamic and context.

5.5.3.2. Settings

The justification for the settings of interviews has been largely specified in the above paragraphs. That is, group attendees were interviewed in groups on the same site as the observations for the reasons highlighted above. Carers were interviewed with group attendees – this was largely considered to be in a supportive capacity, but data generated in relation to carers’ perspective was still relevant to this PhD. Facilitators were interviewed both in-person and online via Zoom (2025). These decisions were made with thought on practical considerations and preferences. For example, in some cases, time allowed for facilitators to be interviewed on the day following the observations (see interviews (2)2, (2)3 and in (4)2 in *Table 14*). In other circumstances, facilitators were interviewed online at a later date (see interviews (1)3, (1)4, (2)4, (3)2, (3)3 and (4)1 in *Table 14*). Alternatively, two facilitators chose to be interviewed in-person at a later date (see interviews (4)3 and (4)5 in *Table 14*).

5.5.3.3. Questions

The questions were intentionally reflective of the aims of this research – and related to how the '67 audio was received, perceived and what impact it had on listeners. Whilst the semi-structured approach to interviews enabled a level of flexibility to explore different topics that emerged and ask questions in an order that felt appropriate, there were questions/topics that were largely consistent across interviews (Adams 2015, p. 493; Bailey 2018, p. 108). That said, there were also some differences across participant categories. For group attendees (and carers, for the reasons highlighted above), the questions largely pertained to the following:

- What did you think of the use of the podcast/audio with the group (general impressions)?
- Did listening to the podcast/audio trigger any memories?
- Did the podcast/audio lead to any conversations? What about?
- Would you like more audio content like the podcast/audio? Alongside photos/objects or as it is (stand-alone)?
- Would you listen to the podcast/audio at home/out with the group?
- What is your preference – listening at home or with the group?
- Would you change anything about the podcast/audio (suggestions)?

The core questions were largely similar for facilitators. Though, for facilitators, there was an additional focus on delivery (facilitation as well as training and guidance). Questions largely reflected the following:

- What did you think of the use of the podcast/audio with the group (general impressions)?
- Do you feel listening to the podcast/audio triggered any memories for the group?
- Do you feel the podcast/audio prompted conversations?
- Would you want to use more audio content like the podcast/audio? Alongside photos/objects or as it is (stand-alone)?
- Would you be comfortable delivering a session with the podcast/audio?

- How do you think the podcast/audio would be best used?
- Would you need additional training?
- What would be the best way to access the audio/podcast?
- Do you think the podcast/audio would work out with the group?
- What is your preference – with or out with the group?
- Would you change anything about the podcast/audio (suggestions)?

A final aspect worth noting is that as the research progressed, I began to consider the implications of the data regarding session structure – i.e., a structure for using the '67 audio alongside additional resources. Thus, this also became a question topic for facilitators.

5.5.4. Thematic analysis

I analysed data via application of Braun and Clarke's (2022, pp. 34-5) reflexive thematic analysis. This comprised a "six-phase process" – for clarity, these phases alongside how I approached each of them for this PhD has been outlined in *Table 16* (Braun and Clarke 2022, pp. 34-5). It is worth noting that the analysis was not necessarily a linear process (Braun and Clarke 2022, p. 36).

Reflexive thematic analysis phases	Application
"Familiarising yourself with the dataset"	I collected/generated all observation and interview data. I also listened to and transcribed interview data. Zoom (2025) interviews were auto-transcribed and for in-person interviews, the integrated dictation (transcribe) feature in Word was utilised. However, in both cases, manual changes to transcriptions were required. The above processes provided me with an overview of the dataset and potential themes.
"Coding"	Once transcribed, the data was uploaded to NVivo 13 (2020 R1) (accessed via University of Stirling (n.d.)). I employed a systematic approach to working through the dataset. This comprised of interpreting and coding excerpts that were relevant to the aims of the research – to

	explore the use of sound archival materials (the '67 audio) in FMS contexts.
"Generating initial themes"	The next stage involved generating themes that effectively captured the meaning of the dataset. That is, collating codes which began to provide insight as to what the dataset was demonstrating. At this stage, I considered two overarching themes (impact and implications) with associated sub-themes.
"Developing and reviewing themes"	Once initial themes had been generated, the data was revisited to establish whether the themes captured the meaning and patterns evident in the dataset. That is, again, in relation the aims of the research. It became apparent that a range of themes were beginning to emerge and that impact and implications were more broad overarching categories than themes.
"Refining, defining and naming themes"	As the analysis progressed, the names given to themes and sub-themes more closely aligned with the associated dataset. Broadly, this resulted in seven themes each with associated sub-themes. Said themes were also divided into two overarching categories – outcomes, and delivery and development.
"Writing up"	The finalised themes and sub-themes will be presented in the findings chapter.

Table 16: Application of reflexive thematic analysis (Braun and Clarke 2022, p. 36)

5.6. Ethical considerations

As stated on the title page of this PhD, the ethical approaches of the research were approved by the University of Stirling General University Ethics Panel. The following paragraphs will outline these considerations – and how they were actioned for this PhD.

5.6.1. Informed consent

Informed consent was sought from all study participants. This included carers/family members completing written consent forms by proxy (in these cases, informed consent by the participant was still required but the carer/family member completed the forms on their behalf). It is also important to note that the intention was to ensure participants

did not feel pressured into giving personal data or participating in data collection/generation.

At the pre-study meetings, I explained the project and circulated information sheets and consent forms for participants to take home. Information sheets very slightly differed across participant categories, but all provided sufficient detail as to i) what the study involved; ii) why they had been invited to take part; ii) the voluntary nature of their participation; iii) the right to withdraw and request to see information about data held about them (and request amendments); iv) the right to object to the processing of relevant data; v) potential risks (there were no foreseeable risks); vi) what will happen to their data and assurance regarding its confidentiality; vii) anonymity in reporting of the study findings; vii) where to obtain further information, advice and/or complain about the study; and viii) that to take part, consent would be required. The information sheets and consent forms for all three participant categories (group attendees, facilitators and carers) have been included as appendices (*Appendices 2 – 8*).

It is important to acknowledge that it was necessary to provide the information sheets to potential participants (and those completing as proxy) at least 48 hrs in advance in order for them to adequately review the information, consider their involvement, and to ask any questions they (or carers, family members etc.) may have. Due to the frequency that the FMS groups involved met, I attended a session in advance of the observation dates (pre-study meetings). The timelines varied across groups and were largely dependent on whether the group met fortnightly or monthly. On occasion, where individuals that would likely be interested were not at the initial session, the group leader would reach out and pass on the information sheet and consent form to ensure they had the chance to consider their involvement within the 48-hour threshold. It is also worth noting that the research brought spare information sheets and consent forms to the sessions – which was necessary, as they would often be needed. If an individual wanted to participate in the research but had not attended the previous meeting and had not been sent the above document(s), unfortunately, they were not included in the study. That said, all individuals in the room on the day were free to engage with the activity – the research, however, only generated data related to individuals involved in the research.

Largely reflective of the “on-going consent monitoring” component of the “process consent” approach (Dewing 2008, p.63), I aimed to monitor consent at each data collection/generation point (observations and interviews) and tried to remain aware of any changes in individuals’ capacity to give consent and/or desire to participate/withdraw. This is, of course, in addition to initially explaining the project at pre-study meetings with the FMS groups. Where appropriate, I also consulted with facilitators/group leaders regarding individuals’ capacity to give informed consent. Noteworthy examples of the latter will be reflected on in the reflections sub-chapter.

5.6.2. Research with a vulnerable group

Beyond consent, I acknowledge that some FMS group attendees may have been considered vulnerable – this could be related to their dementia status and/or other aspects of their mental/physical health, for example. With this recognition, my intention was to join the Protecting Vulnerable Groups (PVG) (Mygov.scot 2025) scheme. However, the University of Stirling (via Disclosure Scotland) deemed it unnecessary to proceed in this way.

As I had no previous experience conducting research (or working with) older people living with dementia, I deemed necessary to complete dementia related training. I completed an Age Scotland (2025) *Dementia Awareness* training course on the 16th of January 2024. Confirmation can be provided upon request.

It is also worth noting that during data generation (interviews, most notably), I aimed to remain aware of any signs of fatigue or discomfort among participants.

5.6.3. Data collection and storage

Personal data was collected via consent forms. Further data was generated, as discussed throughout this chapter, via participant observations and interviews. Digital personal data (including hard copies digitised via scanning or photography) was/is stored in a SharePoint file created for this project. Hard copies are stored securely (locked storage) at the SFM. Prior to being moved to the SFM, I stored securely stored

hard copies were at home (locked storage box) until it was practicable to move and store them at the SFM. Personal data will be disposed of following project completion (i.e., via confidential waste sacks or cross shredding where appropriate for hard copies and digital personal data will be deleted/destroyed permanently). Transcripts will be kept for 10 years following the end of the project.

For data minimisation purposes, only personal data which was deemed relevant to the research was collected and data subjects have been pseudonymised. It is worth noting that the interviews were audio recorded (the observations were not). Recordings were made with my devices (phone/laptop) and for later interviews, an audio recorder provided by the University of Stirling. Recordings were kept on password protected devices where applicable (e.g., phone/laptop), uploaded to SharePoint at the earliest opportunity and then deleted from local devices. Additionally, clearly marked project folders were created within the SharePoint file for this research.

The primary systems used for this research were SharePoint (Microsoft 2025), NVivo 13 (2020, R1) (Accessed via University of Stirling) and Zoom (2025) – all of which have been deemed to have adequate security measures for this research (i.e., encryption/limited access). I was aware of data subjects right to object, right to be forgotten (erasure), rights in relation to automated decision making and profiling, right to rectification and right to portability.

5.7. Reflections

My methodological reflections relate to practical considerations, methods (observations and interviews) and ethical considerations. The following draws on my experience of conducting the research with reflections on the research design.

5.7.1. Methods

5.7.1.1. Observations

My first reflection relates to the challenges associated with conducting observations in an FMS context. Specifically, a notable challenge of the observations was managing multiple aspects of the research in a short timeframe.

Beyond collecting consent forms and explaining the activity, I conducted observations of the group and controlled delivery of the '67 audio. In some cases, this involved resolving technical issues with the playback of the '67 audio. This could involve some level of complication regarding technical set-up in the room – for example, connecting to a TV/speaker. With one group, for instance, the audio briefly paused but I was able to resume/restart playing.

On a related note, conducting observations as a lone researcher during the '67 audio and attempting to capture moment-by-moment observable responses from multiple participants proved challenging. This was more challenging for groups with larger rooms and more participants – particularly where participants and non-participants were sat together. From the start, though, this was countered by the use of stickers to differentiate participants if/when deemed necessary. However, this experience does further highlight that the short-time frame of FMS sessions (including time with facilitators beforehand) requires considerable pre-planning and adaptability to the context in which SBR groups are held.

The idea that research in an FMS context requires prior planning and a level of adaptability is highlighted by another example. Following the '67 audio (on the day of the observations), interviews with group attendees, carers and some facilitators were conducted in person. This required relatively swift organisation as to ensure interviews were conducted in a timely manner and interviewees were not kept waiting for too long. This process, however, reduced the amount of time I could observe and interact with participants post '67 audio.

These practical and methodological considerations highlight that research in this context would be more manageable with *at least* two researchers on site. This would aid in the practical components but, also, enable an increased breadth of data. This is particularly the case when using a resource such as the '67 audio as gauging immediate responses for multiple participants at any one time is challenging.

5.7.1.2. Interviews

In contrast to the challenges of making observations during the sessions, it would be fair to say that the interviews generated richer data. Time was somewhat of a constraining factor – though, this did not seem to detract from the richness of the data generated. Whilst all of the topics/questions (sub-s. 5.5.3.3) were generally covered – it is worth noting that in interview (2)2, participants were not asked about whether or not they would like to see more audio/podcast content like the '67 audio in FMS sessions. Though, on reflection, a shorter interview was likely more suitable for the group attendees involved (both of whom were living with dementia and accompanied by their respective carers). Overall, as above, the interviews generated a rich dataset which appears to be indicative of an appropriate overall approach to data generation.

5.7.2. Ethics

Beyond practical and method-related reflections, it is important to reflect on the ethical considerations for this research.

Group five, for example, presented a distinct setting to other community-based contexts included in the research. It was a day centre for people living with dementia and comprised of a smaller group. All participants were living with moderate-to-severe dementia (see *Table 13*) and consent for each participant was provided by proxy. I did not meet carers/family members at pre-study meetings, but the day centre staff would have shared forms with appropriate carers and family. Owing to the nature of the group, it was not deemed appropriate to conduct recorded interviews with group attendees. Rather, I observed the participants whilst the '67 audio was shared and then participated in a group conversation post '67 audio. Following the activity, I conducted a one-to-one interview with the facilitator in person. I consider this decision to have been appropriate for the context – in regard to both ethics and the data generated.

Another reflection relates to the role of carers in the data generation, the interviews in particular. As highlighted in this chapter, all carers were interviewed alongside their cared for person. Again, this was appropriate to ensure there was support (if

necessary) for the group participant but also because it provided additional data which contributed to the overall research.

Another ethical consideration related to an individuals' capacity to give consent in group one. One participant living with dementia had completed a consent form with the assistance of other group members, but it was not clear whether they had independently given consent. I discussed this with the group leader/facilitator via an online meeting and over email. Following suggestion from the facilitator, the decision was made to remove this individual from the study (it is worth noting that said individual was originally part of the observation but not interviewed).

In another example (group two), I had some concern regarding a participant's engagement with the informed consent process. The individual was not noted to be living with dementia but the "moderate" box (e.g., issues with memory/communication/daily function – requires support") had been marked on the dementia symptoms aspect of the consent form. The individual was accompanied by an individual in a voluntary supporting role (who completed the consent form with them) and seemed comfortable with being involved. However, their level of understanding of voluntary consent and their lack of engagement with the session (they communicated that they could not hear the '67 audio and opted out of doing an interview) led me to discuss the participant with the group leader/facilitator in a follow-up online meeting. It was considered that all group attendee participants were comfortable with their involvement, and comfortable giving consent to be involved. As such, observations about the participant were included in the study.

The above reflections highlight a wider point regarding informed consent in an SBR context – particularly where consent was provided by proxy. Research information sheets and consent forms can be difficult for some older participants to understand. This can be at least somewhat mitigated with "on-going consent monitoring" (Dewing 2008, p. 63) at each data collection/generation point and remaining aware of any changes in individuals' capacity to give consent and their desire to participate or withdraw. Though, it remains necessary to acknowledge that a researcher may not always be privy to the exact level of understanding and gauging this can be challenging. The impetus on research is, then, to consider each case individually and,

where appropriate, discuss such examples with group leaders/facilitators as they will have more awareness regarding the capacity levels of individuals.

There were also additional consent-related considerations worth highlighting. For example, there were occasions where participants had not initially completed all aspects of the consent forms. Though, in these instances, this was easily resolved either in-person or via email. A final example related to my reflections on the original ethics application during the research. In doing so, I realised that whilst participants' 'right to withdraw' was apparent in the information sheets and consent forms, their right to refuse to answer questions had not been included. Overall, this was not deemed to be an issue as withdrawal and voluntary participation were clear aspects of the forms and the overall approach to research. Additionally, I had conducted research with the intention of maintaining an awareness of participant comfort (during interviews, most notably) and ensuring that participants were not pressured.

5.8. Summary

This methodology chapter began by establishing that I adopted a broadly constructivist position (Howell 2013a, p. 90; Lincoln et al. 2024, p. 77) with a qualitative approach to data generation (Braun and Clarke 2022, p. 6). It subsequently reflected on how preceding SBR research – alongside the above (Braun and Clarke 2022, p. 6; Howell 2013a, p. 90) – informed my approach to exploring the use of sound archival materials (via the '67 audio) with older people in FMS contexts. Specifically, in relation to employing i) pre-study meetings; ii) observations; and iii) interviews. This chapter then proceeded to outline and justify the methods of this research. This included: i) settings and sample (*Tables 13 and 14*); ii) overt, participatory observations with structured and unstructured components; iii) semi-structured interviews (group and one-to-one); and iv) thematic analysis (Braun and Clarke 2022, p. 6). It was also necessary to reflect on the ethical considerations of this PhD – which broadly related to i) informed consent; ii) research with a vulnerable group; and iii) data collection and storage. The final sub-chapter provided my reflections on the methodology of this project. Notably, I posit that research in SBR contexts should involve more than one researcher and often requires specific ethical considerations in collaboration with group leaders/facilitators.

6. Findings

6.1. Introduction

Aim 3: Explore the implications of and for using sound archival materials in Football Memories Scotland contexts.

- Objective 3.5: Present and analyse data in relation to the implications of and for using sound archival materials in Football Memories Scotland contexts.

As per aim 3 and associated objective 3.5, this chapter will present findings generated via application of Braun and Clarke's (2022) reflexive thematic analysis. Findings will be organised into three sub-chapters as to distinguish by method, and account for the breadth of the data generated via interviews. The first sub-chapter will present findings generated via observations. The second and third will present findings generated via interviews – that is, with the first category of findings pertaining to outcomes and the second, delivery and development. This chapter will then provide a thematic summary of all findings and thus, establish a basis for the subsequent discussion chapter in which findings will be synthesised with literature.

The methods and sample were outlined in detail as part of the methodology chapter (see sub-chap. 5.5.). To recap, the dataset broadly consists of observation notes, field notes, reflections and transcribed interviews. Data was collected via five observations and 17 interviews (11 one-to-one and six group interviews) across five community-based FMS groups. All interviewees were involved in at least one of the observations. Participants were categorised as FMS group attendees (GAs), facilitators (staff and volunteers) or carers. The sample comprised of the following:

- 38 observation participants: 19 GAs, 15 facilitators and four carers.
- 28 interview participants: 11 GAs, 14 facilitators and three carers.

The observed activities were centred around sharing the '67 audio with each FMS group. Observation data was generated via observations of participants' behaviour

both during and post audio, and informal conversations with participants, again, post audio. Non-participants were also present for observations.

6.2. Observations

This sub-chapter will present findings generated via observations both during and post the '67 audio. Findings related to observations during the '67 audio will be organised into three stages which correspond with the sequence of the audio: i) introductory section; ii) the match; and iii) reflections. Subsequently, this sub-chapter will present findings related to observations post '67 audio. It is worth noting that, for observations, participants have been coded by group – e.g., group one (G1) and so forth.

6.2.1. Observations: during '67 audio

Audio stage	Audio topic
Introductory Section	General Introduction
	Intro to episode focus (1967 match)
	Context of Scottish club football in 1967
	Build up to 1967 match
	Recent history/form of Scotland vs England
	Fixture importance and broadcast coverage
	Scottish fans in England

Table 17: Observations: introductory stage of '67 audio

During the introductory section stage of the audio, participants from all five FMS groups largely sat quietly. That said, several to many participants from groups one, four and five did exhibit visible and audible responses to the audio. In response to the introduction to the episode focus section, one participant made an inaudible comment (G4). In response to the build-up section (the Ronnie Simpson extract, specifically),

one participant smiled (G1). In response to the recent history/form of Scotland - England, one participant laughed (G4). In response to the lack of broadcast coverage in Scotland, one participant responded “typical” (G1) and another commented, “don’t remember that” (G4). In response to the Scottish fans in England, one participant nodded (G1) and another made a comment – albeit inaudible and/or unclearly documented – “I was the...” (G5). An additional documented response related to a participant smiling (G5) – however, the audio segment that this was in response to was not recorded.

Audio stage	Audio topic
The match	The line ups (ex-manager and commentary)
	The match (commentary and narration)

Table 18: Observations: the match stage of '67 audio

During the match stage of the audio, there was a notable increase in visible and audible responses for – most notably – groups one and four. Still, overall, many participants across groups did largely sit quietly. In reaction to the line-ups specifically, there were no documented reactions beyond reference to participants struggling to hear the England line-up (presented via commentary) (G1). However, no details regarding specific behaviour(s) or expression(s) were documented. It is worth noting that, on reflection, I acknowledge that the commentary clip wherein the England line-up was announced includes considerable crowd noise which may have reduced clarity. The match (commentary and narration) audio topic – as above – prompted an increase in observable reactions. Notably, participants from groups one and four were significantly more expressive than those from groups two, three and five. In response to Scotland’s goals, specific moments/players, crowd noise and the final whistle (and narrator/commentary reference to these aspects), several participants smiled, chuckled, laughed, fist bumped, high-fived, cheered and/or generally exhibited joy (G1; G2; G4). In response to England’s goals, several participants laughed (with irony, presumably) (G1; G2), and/or exhibited disappointment (G1) - though, no details regarding specific disappointment-related behaviour(s) or expression(s) were documented.

Other observed responses during the match stage of the audio include the following: i) one participant asked, “that at Hampden?” (G1) – to whom this was directed was not documented; ii) one participant made an inaudible comment (G2) – though, what this was likely in response to was not documented; iii) one participant (carer) smiled – though, again, what this was likely in response to was not documented; iv) one participant made an “mm-mm” noise – seemingly in response to Jack Charlton continuing to play injured (G3); v) one participant asked about Jimmy Johnstone (G5) – but no further detail was documented; and vi) one participant exhibited some confusion (G5) – though, no details regarding specific confusion-related behaviour(s) or expression(s) were documented.

Audio stage	Audio topic
Reflections	Reflections (manager)
	Reflections (narrator)
	Closing thanks

Table 19: Observations: reflection stage '67 audio

During the reflections stage of the audio – again, beyond sitting quietly – several participants did exhibit visible and/or audible responses. In both groups three and five, however, no observable responses were documented. In response to the manager’s (Bobby Brown’s) reflections, several participants smiled (G1) and/or laughed (G1; G2) and one participant commented, “brilliant” (G4). In response to the narrator’s reflections, several participants laughed (G2). In response to the narrator’s reflections and/or closing thanks, two participants bumped fists – one of whom was a facilitator (G4).

6.2.2. Observations: post '67 audio

Whilst all observations took place in FMS group contexts using the same audio resource, the respective settings (and set-ups) were largely distinctive with varying group dynamics, individual personalities and approaches to facilitation (for further detail re contexts, see sub-chap. 5).

Following (and during) the '67 audio, participants (and non-participants) in groups three and five were sat on chairs around one table (G5) or tables joined together to function as one (G3). In group three, the table was medium-large and rectangular (essentially, a meeting room table). In group five, the table was smaller and rectangular/square (essentially, a dining room table). A facilitator for each group proceeded to lead conversations with questions about the '67 audio, the '67 fixture and/or related topics (G3; G5). I also participated in these conversations. Said post '67 audio conversations covered topics linked to i) the '67 fixture (G3); ii) football more generally (G5); iii) life experiences in 1967 (linked to family and Scottish football) (G3); and iv) more general life experiences/topics (G5). It is worth noting that in group five – which took place in an Alzheimer's Scotland Day Centre and comprised of GA participants all living with moderate-severe dementia – only one of the three GA participants remembered the '67 match. That said, all participants did contribute to the post '67 discussion – albeit to varying extents. It is also worth highlighting that, for group three, data related to the topics of conversations noted above was generated via the contributions of *one* GA (albeit as part of a wider group discussion/context).

The physical set-ups and approaches to facilitation for groups one, two and four were similar and, notably, contrasted with groups three and five (above). That said, albeit with pertinent similarities, there was still variation between physical set-ups for these groups: i) in group one, GAs sat side-by-side on chairs around the room, with their backs to the walls and multiple smaller round tables situated in front of them; ii) in group two, GAs sat around multiple larger tables in a notably larger room; and iii) in group four, individuals sat around multiple smaller tables organised so that most individuals were facing the rest of the group. Regarding approaches to facilitation post '67 audio, groups one, two and four were largely similar. Rather than a facilitator-led discussion, GAs in these groups were left to engage in conversations with individuals and/or smaller groups in their proximity (participants and non-participants) (G1; G2; G4). Across groups, participants seemed to generally engage in conversations with individuals and/or smaller groups in their proximity (with other participants and/or non-participants).

The dynamic in groups one, two and four (above) enabled me to both observe and participate in several post '67 audio conversations with individuals and/or smaller groups. This generated multiple findings. For example, one participant inferred that the '67 audio prompted a “smile in [their] mind” (G1). Another example was generated in group two via an interaction with two carers who had been sitting on a different table to their accompanying GAs. They suggested that GAs had been intensely listening to the audio (G2). Another interaction in group two provided an alternative (yet pertinent) experience. Specifically, a GA (who was hard of hearing) indicated that they could not hear the audio and consequently – supported by and in unison with an accompanying carer/carer-type companion – opted out of an interview (G2). In group four, a notable occurrence of the post '67 observation was that a facilitator had brought along memorabilia related to the '67 fixture and shared it with the group. This included a song sheet from the match and a Lion Rampart. Though, I did not personally observe the Lion Rampart (it was highlighted by participants in interviews 41 and 44, respectively).

6.3. Interviews: outcomes

This sub-chapter will present outcome-related findings generated via semi-structured interviews (group and one-to-one). Findings will be organised by themes and associated sub-themes – these have been outlined in *Table 20* below. It is worth noting that the sample, settings and methods were detailed in the methodology chapter (see chap. 5). For anonymisation, interview participants names have been replaced with codes. The codes follow a system which pertains to group number (e.g., 1), interview number (e.g., 1), participant category (e.g., GA) and participant number specific to each interview (e.g., 1). The first coded group attendee for group one that participated in the first coded interview would thus be referred to as: 11GA1.

Theme	Sub-theme
Engagement during the '67 audio	Initial scepticism
	Possible dynamic change
	Engagement and enjoyment

Challenges to engagement during the '67 audio	Audio clarity and hard of hearing individuals
	Talking as distraction
	Radio listening: preferences and experiences
Memories and socialisation	The '67 audio, memories and socialisation: a prevailing sentiment
	Memories and '67 related interactions as additional memory triggers
	The '67 match: an appropriate topic choice for FMS
	Memories of attending the '67 match
	Memories of the '67 match (not attending)
	Specific players and moments associated with the '67 match
	Scotland vs England: trips to Wembley, rivalry and media bias
	Scottish football and personal life experience in 1967

Table 20: Outcomes themes

6.3.1. Engagement during the '67 audio

Analysis of the dataset generated three sub-themes of findings related to engagement during the '67 audio: i) initial scepticism; ii) possible dynamic change; and iii) engagement and enjoyment.

6.3.1.1. Initial scepticism

Several facilitators indicated that they initially questioned to what extent GAs were engaged with the '67 audio. For example:

At first I was like, are they into it or are they not really?

(14FAC1)

I think they got off to a pretty slow start with it.

(24FAC1)

Several facilitators also suggested that this could be attributed to GAs, at first, being somewhat unsure about the nature of the activity. For instance:

I think there was that initial... because it was... playing on the television... there was that whole “where's the video? Where? We can hear it”

(13FAC1)

I don't know if they totally realised what was going on... they were all very quiet and emotionless to start off with, as if they felt as if they weren't allowed to react to it, as if they're trying to be quiet because there was something playing.

(24FAC1)

However, as the audio/session progressed, it became evident to the facilitators that were initially unsure that GAs were engaged and/or enjoying listening to the '67 audio. Examples include:

But then it sparked them into how... when they used to hear it on the radio... and they were trying to work out where the player would be... and things like that... I liked a lot of their reactions when you could hear the goal going in... a lot of them started celebrating as if they were celebrating... for the first time hearing it.

(14FAC1)

As time went on [there were]... nods... smiles... recollections, and towards the end... some conversations going on. So, I think it worked really well.

(24FAC1)

Then it kind of settled into... “oh it's an audio” and then you could see... the group... tuning in... which was quite nice... it was good.

(42FAC1)

6.3.1.2. Possible dynamic change

Albeit with some level of initial scepticism, the above indicates that several facilitators viewed the '67 audio as an engaging and/or enjoyable resource for GAs. On a related note, the use of an audio-specific resource was deemed to prompt a dynamic change for FMS groups – or, at least, created a dynamic wherein listening could be considered a notable behaviour indicative of GAs' engagement.

Regarding the suggestion that an audio-focus prompted a dynamic change, one facilitator inferred:

When we go along for football memories, we're probably doing similar things every week... so having something like [the '67 audio] is good because it's different... it changes the dynamic of the meeting and it's something different for people to listen... to.

(51G1)

Whilst the notion that an audio-focus prompted a dynamic change was not explicitly highlighted by other FACS, the impact of an audio-focus on the group dynamic was given further detail. For example, two facilitators noted an interest in and positive impression of how GAs responded to an audio-specific resource:

The place just seemed to go silent when [the '67 audio] was on, and there was a bit of chatter and... murmurs and things but very, very good response - [the audio] seemed to... get a lot of engagement... which is interesting because there's not that visual aspect to get that engagement. Um, but very successful I would say.

(13FAC1)

Just by the... nature of the membership, they can doze off... attention might not last long... so audio alone... I was interested... to see how that would work... just being in a group situation where... there [were] no distractions... only listening, you know... I thought it worked quite well, actually.

(32FAC1)

Regarding the dynamic, then, both excerpts highlight how the use of an audio-specific resource seemed to bring about largely quiet engagement (13FAC1) and listening (which, conceivably, could be considered a behaviour indicative of engagement) (32FAC1). In a similar vein, one facilitator inferred that the '67 audio prompted a dynamic in which GAs listened quietly:

I know nobody really spoke during the podcast. I think everyone just very much concentrated on listening to the podcast itself.

(33FAC1)

Moreover, it seems fair to suggest that an audio-focus was perceived (by the facilitators quoted above, at least) to prompt a dynamic wherein GAs were generally listening quietly (and thus, engaged with) for some, much or even all of the '67 audio. Whether this constituted a dynamic change across and out with the five FMS groups included in this research, however, depends on what can be considered a standard FMS dynamic. This will be revisited in the discussion chapter (see chap. 7).

6.3.1.3. Engagement and enjoyment

Building on the above sub-themes, many facilitators shared the perspective that GAs were engaged with and/or enjoyed listening to the '67 audio. The following quotes provide exemplars:

Some of the things that... the commentator said that they were kind of laughing at. So they were engaging with it.

(23FAC1)

I think... they cottoned on to what was happening and you can see the reaction, some of the faces they that they were, they were very... switched on.

(41FAC1)

One of the chaps when I was walking out there, he said to me that "was very enjoyable."

(51FAC1)

The idea that GAs were engaged when listening to the '67 audio is supported by excerpts from interviews with GA participants. A notable example involves two GAs from group three:

31GA2: It sucked me in – I wanted to be in there. You know, we're talking about aspects our... options aye... and also the various incidents that were there and aye... it was worth it, it was worth it. I really felt you know-

31GA1: You were there [at the 1967 match].

(31GA2 and 31GA2)

The indication that the '67 audio prompted a feeling of wanting to or even being “there” does arguably suggest that these participants were very engaged, if not immersed, when listening to the audio. Though, it is important to note that at some points in the interview, 31GA2's responses seemed somewhat unrelated to the conversation so there may have been some confusion. This may give explanation as to the somewhat unclear phrasing – e.g., “options” and/or “worth it” which *may or may not* have been in reference to engaging with the '67 audio (31GA2). That said, other aspects of the quoted response above (31GA2) do appear to be in keeping with the conversation topic so have been considered representative of the individual's perspective on the '67 audio.

In addition to engagement, the notion that GAs enjoyed the '67 audio was reinforced by several participants (including but not limited to 31GA1 and 31GA2, above). Examples include:

Even for...[people] not into it. Yeah, I thought... it was pretty good... I was quite happy with everything that was going on.

(21GA1)

I think it was first class. Very clear and very informative... I'm quite happy with that - that was [a] lovely presentation.

(31GA1)

31GA2: Very clever... that's good - that's keeping me in touch and interested, aye. Aye yep...

31C1: Did you like it?

31GA2: I did, yeah - yeah.

(31C1 and 31GA2)

Several carers were also present when the '67 audio was shared. Of the carers interviewed, all seemed to view the experience positively. For one carer (31C1), there was an additional educational aspect having been previously unaware of the '67 fixture:

I thought it was great... it was an education for me because... I didn't actually know that... that game had happened... and it was interesting.

(31C1)

21C1: I think it was good to listen to wasn't it?

21GA1: Oh god, aye aye.

21C1: It was good to listen to – it was very ((inaudible))

21GA1: Clear and...

21C1: It was good...

21C2: It was well put together.

21C1: Uh-huh.

21C2: Overlapping with... the Scottish- and the commentary and things

21C1: Yes uh huh.

(21C1, 21GA1 and 21C2)

Moreover, the overarching implication seems to be that many participants across categories deemed listening to the '67 audio an engaging, enjoyable and – overall – worthwhile experience.

6.3.2. Challenges to engagement during the '67 audio

Whilst the previous theme evidenced participants engagement, enjoyment and largely positive view of the '67 audio, challenges to engagement for GAs were also highlighted in interviews. These include i) audio clarity; ii) hard of hearing individuals; iii) talking as distraction; and iv) radio listening: preferences and experiences.

6.3.2.1. Audio clarity and hard of hearing individuals

Several group facilitators (interviewed together) reported that some aspects of the audio lacked clarity and thus, limited initial engagement:

It was loud enough, but it wasn't particularly clear at times. But then I knew enough about the subject [that] uh... It wasn't a big problem.

(22FAC2)

I think [that the '67 audio]... just [was not] distinct enough...people who have... hearing problems would miss quite a bit out of it.

(22FAC1)

I think that bits of it were were pretty clear... [the] bit that was the least clear was when there was the commentary over the crowd noise... and I think one or two [at] our table were struggling a little bit to... hear that.

(22FAC3)

A notable point highlighted by the above is that the audio-specific focus of the resource limited – or prevented – individuals who are hard of hearing from engaging with the '67 audio (22FAC1). Which, as the above implies, was perhaps exacerbated by unclear segments of the audio. That said, whilst the topic of audio clarity was not explicitly discussed across many interviews, there were contrasting perspectives. One facilitator, for example, acknowledged an initial concern but highlighted the clarity of the '67 audio:

Well, what struck me was it was really quite clear... uh, I was worried that it was going to be maybe a bit muffled.

(42FAC1)

Somewhat similarly, another facilitator inferred that the '67 audio "was clear" (43FAC1). The same facilitator seemed to recognise the impact of a person's level of hearing on engagement with the audio, but also highlighted other factors (e.g., distance from speaker and/or distraction):

I think... it worked fine and some of the audience – you know, the hearing's not good... they weren't near enough... some are easily distracted, but that's not criticism of the audio package itself.

(43FAC1)

One facilitator expressed that, somewhat akin to 43FAC1, they did not think the '67 audio needed to change but did acknowledge that an audio-specific focus would exclude individuals that are hard of hearing:

I don't think I would change anything. I think the sound issues it - there's always going to be somebody that's maybe quite hard of hearing that can't hear.

(23FAC1)

Whilst contrasting perspectives have been presented in this sub-theme, all but one (42FAC1) of the participants quoted (22FAC1, 22FAC3, 23FAC1 and 43FAC1) were present in the group two observation. Thus, indicating that the differences in opinion were predominantly connected to the same activity and setting. Regardless, audio-specific resources may somewhat inevitably limit initial engagement for individuals who are hard of hearing, and mitigating this as part of an inclusive approach – where possible – remains pertinent and warrants further attention in the discussion chapter.

6.3.2.2. Talking as distraction

Another challenge to engagement relates to GAs talking during the '67 audio. Two facilitators seemed to interpret this as a challenge – or at least, a possible challenge – to engagement:

I think... some people were rather impolitely talking to each other... not only do they not get the best of it, but [it] can spoil it for other people... so I think it's best if everybody's focused on it

(43FAC1)

I noticed one or two guys were blethering and I suppose that's only natural... as they listen to something they all remember... but it'd be good to actually have them just staying quiet to the end.

(41FAC1)

This topic is, as seems to be recognised by 41FAC1, somewhat nuanced. Whilst talking may be a distraction (43FAC1; 41FAC1), it may also be demonstrative of engagement (41FAC1). There is also the question of whether policing talking in these contexts may be counter-intuitive to the goal of FMS activities. Furthermore, this potential challenge will be revisited in the discussion chapter as it highlights a potentially important facilitation-related consideration.

6.3.2.3. Radio listening: preferences and experiences

One facilitator posited that the '67 audio prompted “mixed reactions” for GAs, and attributed this variation to individuals’ age, and their experiences and preferences related to radio listening:

I thought it was quite good actually... it was mixed reactions... around the room... I think those of the slightly older generation who were not used to watching things on football and were used to listening to... sport on [the] radio, seemed to interact a little bit better than those who were maybe slightly younger and maybe didn't have that format... I think it's very much a kind of personal choice thing as to

whether or not you listen to radios or not... I don't think it was [related to dementia]... I think it was just more a generational thing.

(33FAC1)

This viewpoint is supported – or somewhat linked to – points made by other facilitators. One facilitator seemed to suggest that, for GAs, the '67 audio triggered memories and/or prompted visualisations linked to or reflective of listening to football matches on the radio:

[The '67 audio] sparked them into... when they used to hear it on the radio... and they were trying to work out where the player would be and the pitch and things like that.

(14FAC1)

Similarly, another facilitator suggested that GAs likely listen to the radio more generally (albeit in relation to a point regarding the use of audio alone which was discussed as part of the *Possible dynamic change* sub-theme):

I'm sure the members listen to radio and... things like that.

(32FAC1)

However, with the dataset available, it remains difficult to determine how much experiences with and/or preferences for radio listening impacted GAs engagement with the '67 audio.

6.3.3. Memories and socialisation

Analysis of the data generated for this PhD indicated that evidence related to memories triggered by the '67 audio was fundamentally linked to socialisation. This was, quite simply, because triggered memories could only be captured via social interaction – whether it be with me or otherwise. Thus, memories and socialisation was established as an overarching theme. Findings related to said theme will be presented and organised by sub-themes, beginning with i) the '67 audio, memories and socialisation: a prevailing sentiment; ii) memories and '67 related interactions as

additional triggers; iii) the '67 match: an appropriate topic choice for FMS contexts. This will lead into a focus on sub-themes related to memories and post '67 audio conversation topics - specifically: i) memories of attending the '67 match; ii) memories of the '67 match (not attending); iii) The '67 match: players and moments; iv) Scotland vs England and trips to Wembley; and v) beyond Scotland vs England and football generally.

6.3.3.1. The '67 audio, memories and socialisation: a prevailing sentiment

As will be presented across sub-themes, the notion that the '67 audio triggered memories and prompted socialisation is evidenced by excerpts from interviews with many GAs, many facilitators and a carer across all five FMS groups. The following examples capture this prevailing sentiment:

It seemed very much like they were... chatting away and... having a laugh and then they [made] comments and [looked] at each other like, "oh yeah" ... [for] some of them [it] almost seemed like it was the first time... they were hearing it again, so it's certainly taking them back to that reminiscence and you get the feeling like... they're trying to remember where they were when the game was first happening... and things like that. So yeah, very powerful.

(13FAC1)

As a volunteer... the other thing is [that] it brings back memories for you as well as for people who come along... And it just... brought it all back to me.

(22FAC3)

There was quite a bit of cross talk – guys who had been there and guys like myself who just had memories... for a good five minutes there was just a continual conversation... it stirred my memory – it stirred other people's memories as well.

(31GA1)

It is worth noting that the second of these excerpts (22FAC3), highlights that the '67 audio triggered memories for both GAs and facilitators (notably, volunteers). Accounts

of facilitators' memories (and related social interactions) will – accordingly – also be included as evidence throughout this sub-chapter.

6.3.3.2. Memories and '67 related interactions as additional memory triggers

Beyond memories initially triggered by the '67 audio, the first of the three excerpts included in the above sub-theme (13FAC1) highlights an additional means through which further memories were triggered and socialisation prompted. More specifically, several facilitators seemed to imply that voiced memories – and related conversation - triggered further memories for GAs. Examples include:

It seemed very much like they were... chatting away and... having a laugh and then they [made] comments and [looked] at each other like, "oh yeah."
(13FAC1)

People will remember different things about the game... I think people then add on their own stories... from their own memories of that time... and that provokes different stories... and different conversations.
(43FAC1)

There would be a certain comment made about something that happened and you would see someone turn around... and say to them, "oh" - and they would then expand on that... so you could see [that for] some of the guys in the group... that jogged their memories about other parts of that game as well, which was good.
(45FAC1)

This notion may also be applicable beyond those who initially heard the '67 audio. For example, one facilitator (24FAC1) shared an anecdote relating to an individual who had not heard the audio or participated in the observation, but subsequently joined in with the group (as a non-study participant):

For me last week was a bit different because one you were doing your commentary podcast, which was great, but also my father-in-law was there for the first time... he doesn't have Alzheimer's but he was down staying with us for the weekend. So I really enjoyed it - seeing him talking to people, his own age group and having recollection of memories of football from [when] he was younger. So [I] got a real big kick out of that last week in particular - I do enjoy it every week but it was particularly personal to me this week, it was great.

(24FAC1)

Albeit a single anecdotal example of an individual not living with dementia in this instance, this does arguably highlight how memories, and related social interactions may also trigger memories and prompt socialisation (even where a person has not engaged with other stimuli, the '67 audio in this instance). This excerpt (24FAC1) also highlights the impact the experience had for a family member, with 24FAC1 indicating that they “got a real big kick” out of seeing their father-in-law engage in an FMS context.

Notwithstanding the above, initially triggering memories and prompting socialisation via stimuli arguably remains pertinent. In relation to individuals living with dementia, one facilitator inferred:

[For] some people with dementia, conversation can be quite tricky... a lot of people [can] lose their... confidence to speak. But... having that audio there I think just sometimes brings people out of their shell – [the '67 audio] got them... talking with each other... it was really, really good to see, good to hear.

(51FAC1)

6.3.3.3. The '67 match: an appropriate topic choice for FMS

Many facilitators and a carer expressed the view that the Scotland 3 - 2 England fixture at Wembley in 1967 was an appropriate choice for an FMS context. Of these participants, several also highlighted the importance of the match for GAs. Examples include:

That topic of '67 is... a topic that the guys could probably [quite happily] sit and talk about for days... [I think] it was [a] very fitting... topic of the podcast.

(13FAC1)

I think it's a game that's very memorable, so I would imagine most, if not all of the guys here would remember it, or would've heard about it and talked about it. And obviously it's the... playing against the auld enemy type [of] thing... I suppose it's always gonna be a popular game and the victory... talked about for years afterwards, so that was quite good.

(23FAC1)

I thought it was the perfect game because most people... [of that age group] would remember it... because it was so significant, certainly for Scotland it was... at that time.

(45FAC1)

The significance of the fixture was also put forward by GAs. Specifically, two participants – albeit somewhat tongue-in-cheek – seemed to not only point toward the weight of Scotland beating England but also, the sense of pride in doing so whilst England were world champions:

I cannae think too much. The memories... except because we beat England it was just... we were the world champions.

(11GA2)

I mean, that's it- doesn't matter who we played as long as we beat England that was all [that] mattered. Of course, we became world champions that day, didn't we?

(41FAC1)

6.3.3.4. Memories of attending the '67 match

Several participants (GAs and a facilitator) shared their memories of attending the '67 fixture at Wembley. These recollections related to the match itself (12GA2) and their social experiences surrounding it (11GA3; 41FAC1):

I was at the game. I went down with a few college pals. We had a minibus if I remember – but it's... a wee bit hazy in bits but the game itself was marvellous... to be amongst it. To be in the crowd... you just thought there were 90 percent Scots in the crowd... it wasn't as if it was segregated... it was like being at home.
(11GA3)

I was at the game and... I think... if extra time... had been in vogue then... England were coming back into it.
(12GA2)

I was actually at that game... I remember it very, very well... [the '67 audio] brought back memories for me too ... after that game, [I remember] being in Trafalgar Square and we stopped the taxi with three of the Scotland players, made them get out... [didn't] matter if you [got] arrested you know?
(41FAC1)

6.3.3.5. Memories of the '67 match (not attending)

There were also several individuals who were not at Wembley, but shared recollections of listening to the '67 match. For example:

We were kids... we were not allowed to... speak, shout, talk anything... until the game, obviously. The emotion and f-'in' everybody's jumping up and down. That would have been where... I'd have seen it... gee whizz, man. It's memories... the team just remains forever in your in your mind, like.
(12GA1)

I remembered... I was... 10... it wasn't live on TV and I remember... playing out and my dad working in the garden and shouting every time there was a goal... and it just... brought it all back to me.

(22FAC3)

I was in my relative's house... and when it came on, [name redacted] says... "everybody, shut up, quiet" and turned it on the radio... it was quite loud, but I mean – the best day ever... it was a lovely sunny day, I'm quite sure - although the sun disappeared but when Scotland scored the third goal... Oh my god almighty... hand stands and jumping... even the [woman/women] in the house... and then the final whistle went off oh for god's sake! Just a wonderful day... soon as the final whistle went right, send out five fish suppers! ... God - that was a wonderful day. Honestly... it's just one of these things... I hate saying this, but... it only comes every now and again... but... when it does come, oh god... oh goodness – even the next-door neighbours, opened the door and [shouted]... "we've won!"

(44GA1)

In a somewhat similar vein, one carer highlighted the range of '67 related memories that were shared in the FMS group (G3) post audio:

The anecdotal stuff was really good to hear as well because that's just [as] valid as part of... social football history... everybody has their own wee story and it was really interesting to hear the breadth of stories... people that were there, people that just heard wee snippets on the radio or had wee recollections.

(31C1)

6.3.3.6. Specific players and moments associated with the '67 match

Another sub-theme of memories and interactions post '67 audio relates to specific players and moments connected to the '67 match. Many participants – unsurprisingly – talked about Jim Baxter. Of those participants, several made specific reference to the in-game keepie uppies (11GA1; 12GA1; 31GA1), and one facilitator noted that – following the '67 audio – there had been talk about Baxter sitting on the ball (22FAC2).

Though, it is perhaps worth noting that Baxter did not actually sit on the ball in this match (Ferguson 1999, para. 12). Regardless, examples of Baxter-related memories and conversation include:

Even hearing it, I can see it. I can see Jim Baxter doing the keepie ups... it's in there. It will never go... to even do a keepie uppie... just a couple... against England was terrific wasn't it?

(11GA1)

[Jim Baxter] made a bloody fool of them... and yet – you know, it was so simple. So simple.

(12GA2)

[The '67 audio] prompted quite a few memories... the happy [memory for me]... was [the] Baxter keepie uppie, but to me towards the English I think he was just taking... the proverbial mickey... I could use another phrase but I won't say it for the audio.

(31GA1)

Further reinforcing the prominence of Baxter's keepie uppies in relation to how the '67 fixture is remembered, one GA shared the following anecdote:

Regarding the keepie uppie... I think that's a memory everyone [has]... it'll last forever, I hope [so] anyway... We actually... bought a horse and the horse's stamp number was 167. Right, and uh... [name redacted] says "what are we gonna call it?" I was walking it across to the field and it still had this red ((inaudible)) on it... and I says, "Baxter". She says, "why Baxter?" I said, "Baxter played keepie uppies in '67!"

(12GA1)

Beyond Jim Baxter, many participants also highlighted other Scotland (and England) players as well as specific moments connected the match. Examples include:

11GA3: Even the backup was brilliant... Celtic who did win... [the] European Cup that year... McNeill and Clark...

11GA2: Aye.

11GA3: That half back line...

11GA1: Lennox....

11GA3: There were others too weren't there... that time for Scottish football, it was great to be alive and watching it.

(11GA3, 11GA2 AND 11GA1)

12GA1: The other wee bit is, what we was just talking about with Simpson... at his age, his first game, like. Incredible... then McCalliog first cap – scored... the thing about them guys was... he wasn't any better than him, he wasn't any better than him – they were all the same level.

12GA2: It was a team...

12GA1: Absolutely.

12GA2: Apart from Baxter [laughter].

(12GA1 and 11GA2)

An additional noteworthy aspect relates to recent memories. Specifically, one facilitator indicated that following the '67 audio, "a couple of guys" in the group remembered that Jim McCalliog (who scored in the '67 match) visited Hampden Park as part of an FMS event (41FAC1). Though, the level of significance is perhaps linked to whether or not said individuals were living with dementia – from this excerpt, however, this information is unclear. Still, it does demonstrate that, in this instance at least, shorter (relatively) term memories may have also been triggered and voiced.

6.3.3.7. Scotland vs England: trips to Wembley, rivalry and media bias

Many participants either voiced their own memories related to other Scotland vs England fixtures or highlighted it as a topic of post '67 audio conversation. Notably, a prevalent theme was trips to Wembley. For example:

Folks saved up for... two years to go to Wembley... I was at Wembley once... I was working ((inaudible)) at the time... a couple of other boys were away to the game... at 1 o'clock, I says boss... I'm just gonna finish the now... I said to him I'm away to Wembley... and I goes down the road... and the... bus picked me up and took me to Wembley and gave me a ticket 'n' all. And that was the first time I went to Wembley.

(11GA2)

I was once at Wembley, it was the day we got beat 5-1... but, you had to go to Wembley... that was part of your upbringing... just everybody, every second person you met down in London was from here.

(12GA1)

12GA2: And, uh, the good thing is at that time you were able to... go on the train from here...

12GA1: You [could] just get in amongst the England supporters as well in them times... everybody was jumping together and we're singing against them standing in the same bar... and they're singing against the Scotsmen, singing against the English... it was... quite quite tasty [laughter]...but no problem.

(12GA1 and 12GA2)

The above excerpts highlight how the fixtures against England and the associated trips to Wembley remain memorable for participants. For 12GA1, however, going to Wembley to watch (and support) Scotland against England seems to have been more than just a memorable event, it was an aspect of one's "upbringing".

Offering a different perspective, one facilitator (51G1) reflected on how "just hearing Wembley [and/or] hearing Scotland" triggered memories – whether they be related to the '67 fixture or other games. 51G1 goes on to recognise that these fixtures may not "always [be associated with] the happiest emotion... maybe they went to games where England win and... Scotland lose".

An aspect of Scotland's rivalry with England that is yet to be highlighted in this findings chapter relates to the idea of media bias. In the same interview following the '67 audio, two GAs expressed a frustration – albeit as part of a largely light-hearted interview – at what they considered a historic (44GA1) and/or contemporary (44GA2) focus on and bias toward England:

I've got friends in England and relations there... but listen, inside me to beat England at anything – even if it's Snakes & Ladders... you've got to make sure you win – because being honest, the TV early years [were] all about... England, England, England. Oh my god.

(44GA1)

It might sound trivial but even Sunday night, watching the soccer aid thing... the commentators were “come on, it's over, come on England” – it was a charity game, but [they] still want England... to win.

(44GA2)

The frustration at a perceived media bias seems to be at least somewhat linked to the long-lasting narrative surrounding England's World Cup win in 1966 – that is, alongside a hopeful and unwavering support of Scotland:

It was a great achievement winning, winning the World Cup in 66, but you don't need to drum it in year after year and- [laughter].

(44GA2)

44GA1: I tell ya – I pray for the day when Scotland, you might think I'm a romancer... win the World Cup... oh.

44GA2: Well, if England can do it, why can't Scotland?

(44GA1 and 44GA2)

6.3.3.8. Scottish football and personal life experiences in 1967

Some participants voiced memories or noted post '67 audio conversations related to other Scottish football-related events and/or their personal lives more generally:

31GA1: That was [the] year Celtic went to the final of the European Cup.

31C1: When was that? ...

31GA1: 1967... 25th May 1967

31C1: It was the same uh-huh...

31GA1: My daughter was due – she was due on the [date redacted] – she wasnae born until till the [date redacted] so...

31C1: You had to hang on in there

31GA1: Really good- [chuckles from participants and Me (researcher – Levi)] er, husband being told- that I didn't get away so... anyway... I've got two memories of that, obviously the '67 Celtic game and the '67 Scotland game so... my memories are still fresh.

(31GA1, 31C1 and Me (researcher – Levi))

I think one of the gentleman [had] obviously been... a big Celtic supporter in 1967... the year Celtic won the European Cup, so... if [/when] he hears that year [on the audio], he might not remember... the Scotland - England game but he may remember... the Celtic - Inter Milan game... it might trigger a different game, but it's always a positive when... they're still coming... the conversation may have drifted slightly from that particular game, but if that audio wasn't played then we wouldn't have had any like, yes, you might have had general chit chat, but I think it's good for the guys... [the conversation] just kind of... drifted from one topic to another, but [the '67 audio] got them started.

(51FAC1)

51G1 goes on to provide a salient point – highlighting that the topic of memories and/or conversations is not necessarily important. The important thing is providing stimuli (and space) for individuals to “chat and reminisce”:

If it gets people talking and sparking memories... I don't really think it matters if it's on that particular particular point, as long as it's the socialising each other and getting that chance to chat and reminisce. That's the most important thing.

(51FAC1)

6.4. Interviews: delivery and development

This sub-chapter will present interview findings related to the overarching category of delivery and development. Findings will be organised by themes and associated sub-themes as outlined in *Table 21*, below.

Theme	Sub-theme
<i>Development of audio resources</i>	<i>Desire for audio resources</i>
	<i>Specific features: endorsements</i>
	<i>Specific features: suggestions</i>
	<i>Future topics</i>
<i>Facilitation</i>	<i>Using additional resources alongside audio</i>
	<i>Session structure: using additional resources</i>
	<i>Session structure: pausing/staggered approach</i>
<i>Training and guidance</i>	<i>Delivering audio-focused FMS sessions</i>
	<i>Using technology: accessing and sharing audio resources</i>
	<i>Approaches to facilitation with an audio resource</i>
	<i>No training required</i>
<i>Alternative FMS contexts</i>	<i>Group or at-home listening: possibilities and preferences</i>
	<i>Using technology at home</i>
	<i>Care homes</i>

Table 21: Delivery and development themes

6.4.1. Development of audio resources

Analysis of the dataset generated four sub-themes of findings related to the development of audio resources for FMS contexts: i) desire for audio resources; ii)

specific features: endorsements; iii) specific features: suggestions; and iv) future topics.

6.4.1.1. Desire for audio resources

Many facilitators and several GAs expressed a desire for further resources like the '67 audio for FMS activity. Of these participants, several facilitators also indicated an audio resource (such as the 67' audio) provides something different. For example:

I think so... yeah, I think it... brings an interesting aspect to it.

(14FAC1)

Yes, I think you said when we met as well... it would be another tool in the toolbox... definitely to use alongside all these other things.

(32FAC1)

When you've been doing this for a long time, it becomes difficult to think of something different to do... and this is very different. We're used to images, photographs, newspapers, programmes and... even video clips but... audio clips are something different, so anything [new that is] as good as [the '67 audio] ... would be very welcome.

(43FAC1)

Offering a slightly different perspective – albeit in the context of also expressing a desire for further audio resources, as above - one facilitator suggested that a benefit of using audio for FMS is that they it reaches all participants simultaneously:

Oh, aye, I think so... some of the... volunteers bring along books and things like that - but... audio reaches everyone at the same time... and... then... it's... group involvement as opposed to individuals.

(42FAC1)

Notwithstanding the above, two GAS caveated their largely positive responses with a preference for video:

44GA1: Nice to listen to, but...

44GA2: It's even better... to watch...

44GA1: Yeah, you're right. I think people, honestly, to be fair – Levi - people'll get sick of that... Scottish fans are saying, oh no, we want to see it. Honestly, they do... it's it's a lovely idea right at the beginning...

44GA2: Aye.

(44GA1 and 44GA2)

In a somewhat similar vein, another GA – who had previously expressed a desire for further audio resources - indicated that they would not want audio to be played too often and highlighted a desire for additional resources:

I- I think... you don't want to overplay it but bring in other things.

(12GA2)

Beyond the above, several GAs and several facilitators responded with a degree of ambiguity regarding their desire for further audio resources. 11GA1, 11GA2 and 11GA3 – for example – did not state an explicit desire for further resources but did respond with positive comments regarding specific aspects of the audio:

11GA2: That guy was good, wasn't he?

11GA1: Yes, I was very impressed...

11GA3: It's nice hear the interview around the manager.

(11GA2, 11GA1 and 11GA3)

Somewhat similarly, 22FAC1, 22FAC2 and 22FAC3 were asked if they would want to use the '67 audio with other groups and they responded with potential topics for further resources (findings related to potential future topics will be presented in due course). It is worth noting that some interview participants were not explicitly asked (or not asked at all) about a desire for further audio resources – e.g., carers.

6.4.1.2. Specific features: endorsements

Analysis of the dataset indicated that specific features of the '67 audio were highlighted – collectively – by several GAs, several facilitators and all carers. Said features include mention of i) oral history clips; ii) commentary; iii) voice and narration; and iv) the overall compilation.

Several GAs (in the same interview) indicated that they received the audio clip(s) involving Bobby Brown positively:

11GA3: It's nice to hear the interview around the manager.

11GA1: Yes, yes.

11GA2: Aye.

(11GA1, 11GA2 and 11GA3)

Similarly, two facilitators expressed that they liked the inclusion of the Ronnie Simpson audio clip:

I liked the other bits round about it, like speaking to Ronnie Simpson and stuff like that... that's something you don't get much of – plenty [of] images of players from that time, but seldom do you get anything on audio.

(43FAC1)

I also thought the audio was great in terms of the fact that they spoke to people [like] Ronnie Simpson... so he gave you his perspective... and you know what it meant and so on.

(45FAC1)

On a more general level, one GA noted that the commentary included as part of the '67 radio was of interest:

I hadn't heard... the radio as obviously I'd seen the TV [version]... but it was quite interesting hearing a different commentator - I said to you normally it's Kenneth Wolstenholme, that well known commentator, but... it was quite interesting... hearing that version.

(44GA2)

Two facilitators also highlighted the commentary – they suggested that it prompted GA engagement:

The commentator gets a... bit hyped and excited because there's a goal... coming [and GAs] were very much like, "well I was trying to visualise this" and I suppose that's where the intensity comes from because... they're focusing.

(14FAC1)

I don't know if they were just concentrating on the commentary but... some of the things that... the commentator said... they were kind of laughing at. So they were engaging with it.

(23FAC1)

Beyond commentary, two GAs and one facilitator highlighted how Philip Differ's voice and narration provided a sense of familiarity:

11GA1: Yes, I was quite impressed. Phillip. Phillip Differ, uh, I quite like his Scottish voice. Uh, he's one of us...

11GA2: Aye, he did that well that guy.

(11GA1 and 11GA2)

I think it was it was done very well... even down to the... narration of the podcast... and... I just remember that – I couldn't tell you the gentlemen's name - but that distinctive voice reading the scores... took me back to... Saturdays at home. My [dad] playing the radio listening to scores coming in... So, I think hearing that... really broad Scottish accent. You were almost straightaway relating to that and... reminiscing on that and the... turns of phrases that he would use and... probably words some of the guys have used to describe the game.

(13FAC1)

Several participants – all three carers and one facilitator, specifically – commented positively on the overall compilation of the '67 audio:

I liked how it was nice and linear as well... it talked us through the goals as they... happened and the anecdotal stuff was really good to hear as well

(31C1)

21C2: It was well put together.

21C1: Uh-huh

21C2: Overlapping with... the Scottish- and the commentary and things

21C1: Yes - uh huh.

(21C1 and 21C2)

It wasn't just a commentary, it was all the bits round [and] about [the '67 audio] and... [it] jogged my memory.

(45FAC1)

6.4.1.3. Specific features: suggestions

Several participants - across participant categories – offered suggestions for specific features regarding the development of the '67 audio and/or similar resources. Said suggestions comprised of the following: i) further ex-player/ex-manager audio clips; ii) more fan voices; and iii) subtitles.

One group facilitator posited that the inclusion of further audio clips from ex-players and/or the ex-manager could improve the '67 audio. That is, 45FAC1 suggests that further clips of ex-players – in the build-up to match, immediately after and/or years later - could provide further context regarding the surroundings narratives. Particularly, the idea that Scotland were going to be comfortably beat:

I think I would maybe try and get a bit more... from the, as you say, the players, the context of the game like Ronnie Simpson - the fact that Scotland are expected to get hammered... the atmosphere before the game was [that] this is going to be a leathering [for] Scotland. Why are you bothering turning up? ... like Baxter – talking about it... after the game or two, five, ten years later where Baxter says, “oh, I still remember that me and Dennis were having a big argument”... [and] as

we mentioned earlier about what we should be, how we should be handling this game, should we be hammering them, scoring more goals or taking the mick? So things like that, if you'd add bits and pieces I think like that on – then it would give more context as well... hearing the voice of someone like Jim Baxter or Denis Law, especially Denis Law... I would quite happily listen to these guys for another five, ten minutes talking about it. Bobby Brown, whoever, you know?... You could still get people like Jim McCalliog.

(45FAC1)

Two GAs (interviewed together), suggested that the '67 audio could (or perhaps should) include fans' perspectives – including those who did attend the match. They also highlighted that the audio should include the perspectives of women and children:

44GA1: If you'd even just televised a group of fans, but they've done it in the television... just sitting before the match starts and then after the match um - the difficulty we've got there is – if we get beat, [chuckles] we're no happy I know that!

44GA2: If we get beat, you- you need [the] bleeping machine so you do! [chuckles]

44GA1: You need to shove on some record or something - but I mean really it's... getting a community feeling of it and then even... going out into the street into the shopping centre... and don't get me wrong, even something... we never talked about. I hate to say this – I don't mean in a bad way, but there's some... women football fans, but majority don't seem... too bothered

44GA2: No

44GA1: But how nice would it be going to a shopping centre and say “well listen. Did you hear the score Scotland won 3-2?”

44GA2: Just to get the reaction.

44GA1: What do you think of that? And I think [chuckles] to be fair... “you're kidding me on” - you know that would be wonderful. Something like that... you know, it reminds - it's just not only-

44GA2: A male... orientated...

44G1: Male orientated, [there's] certainly women as well. And even... the kids – 6 and 7 you know, they are...

44GA2: Aye...

44GA1: I think myself, it would be nice to get that – honestly... before and after the game... get everybody get everybody's feeling in - and even... asking people who weren't at the game.

(44GA1 and 44GA2)

Another suggested feature was the use of subtitles. This suggestion was given by a carer (31C1) who noted that they feel subtitles/lyrics are helpful for their cared for person (31GA2) and could be an option for the '67 audio or similar:

We have the subbies on... the subtitles... are... really good because – that kind of... reinforcement I think, just reading... the singing content when you listen to music... a lot of it is accompanied by... subtitles or the lyrics which... feels more inclu-... I mean it's not the same... because... it's a conversation its... a different kind of descriptor... but [with] the singing it helps... it's maybe something you could look into?

(31C1)

6.4.1.4. Future topics

Several facilitators and two GAs highlighted iconic football fixtures/moments as potential future topics for future audio resources. Specific examples comprise of the following:

- Celtic winning the European Cup final in 1967 (12GA1).
- Archie Gemmell's goal against the Netherlands (22FAC2).
- Scotland beating Wales in Liverpool with Archie MacPherson commentary (22FAC2).
- Partick Thistle winning the League Cup final in 1971 (41FAC1).
- England winning the 1966 World Cup with "they think it's all over" commentary (24FAC1)³.

³ Not clear whether 24FAC1 was using this as an example or a suggested topic (this participant was suggesting the use of multiple short audio pieces).

Suggestions for potential topics were not, however, limited to football. Two GAs and one facilitator suggested that topics related to different sports, or sport generally, would be of interest for FMS activity. Such as:

- “Anything to do with sport” (12GA1).
- Andy Murray winning Wimbledon (12GA1).
- “Jim Watt [winning] the boxing for Scotland” (24FAC1).
- “Alan Wells in the running” (24FAC1).
- John McEnroe (24FAC1).
- “Boxing... rumble in the jungle” (24FAC1).
- Bill McLaren rugby commentary (43FAC1).
- Involvement of local curlers (Scottish champions) (12GA1 and 12GA2).

6.4.2. Facilitation

Analysis of the dataset generated three sub-themes of findings related to the facilitation of sessions using the '67 audio: i) using additional resources alongside audio; ii) session structure: using additional resources; and iii) session structure: pausing/staggered approach.

6.4.2.1. Using additional resources alongside audio

One facilitator expressed that the '67 audio provided an impactful resource – even without additional resources. In doing so, they indicated how their perspective has changed and highlighted the significance of topic choice (which was previously discussed as a sub-theme):

Prior to this project I would have just assumed that you need a combination of both... to just have the guys sitting in a room and... sound playing through a speaker, nothing on the table, nothing on the TV. I would be thinking... I'm not going to be able to keep them entertained for very long, but actually, the project is showing that you don't need that combination for it to be successful... so long

as the topic and the goal [or] general purpose of the sound archive is something that the guys can relate to and reminisce on.

(13FAC1)

13FAC1 also seemed to caution that using additional resources alongside audio could be detrimental to the experience of listening to the '67 audio. This perspective was also expressed by one other facilitator:

I don't think you need the pictures - I don't think it would do any harm... but... I wouldn't want to take away from the focus of the sound archive by throwing in too many variables - which might happen if you try and put it all together.

(13FAC1)

I think if you have the other photos and memorabilia, then people can be distracted by that... I think that might... take away from it... I think if people are completely focused on the audio... it will trigger more, but... if they see something else [they could] switch off.

(43FAC1)

The notion that additional resources may be distracting was also highlighted by several other facilitators. Though, for these participants, there seemed an overall preference for the use of additional resources alongside the '67 audio or similar:

I think that [additional resources] could possibly lead to a distraction... but... if it was to be used, it could get used on top of other things if it wasn't for research... it could just be getting played in the background for anybody that's not engaged. So that would be good.

(42FAC1)

I think it in some cases it would be quite good to have some more things on the table for people to look at as well, because a lot of people can listen and can get a bit bored or their hearing might not be great - so they might want to do that, but it could also distract a wee bit I guess.

(45FAC1)

I do think it works [on] a stand-alone basis... I don't think it would [do] any harm if we had maybe some cards of like players who are involved in that particular game... not too many cards. You don't [want to] overwhelm the audio... just maybe a few faces on the table... maybe the people who scored in that game you... something like that.

(51FAC1)

Several facilitators, two GAs and one carer indicated a preference for the inclusion of additional resources (without the aforementioned caveats). Of these participants, the facilitators also highlighted (32FAC1; 33FAC1) or implied (14FAC1) that additional resources could engage multiple senses (or - at least – a different sense for individuals who are hard of hearing, for example). This perspective is evidenced by the following:

I think a wee bit of memorabilia would maybe help... sometimes... the people [who are] maybe... struggling a wee bit with their hearing and things... like that wee bit of memorabilia would be there [and] they could see it and that would spark... interaction as well.

(14FAC1)

I would have supplementary... photographs or whatever... that related to that just to make sure that the conversation keeps going.... as well as the sound... and the sight, there is a tactile element as well. The guys quite like lifting the photograph and passing [it] around and showing it to each other or whatever.

(32FAC1)

I think there has to be an element of both... if some of the objects were actually on the table and they [could] use observational... recall as well as... listening recall, if they can use both senses... all the better. For those that could only do [a particular type of] recall... they've got their part.

(33FAC1)

Additionally, one facilitator drew on their experience facilitating FMS activities to offer a related but somewhat different suggestion. That is, to provide broader 1967-related stimuli that is not specific to the England 2-3 Scotland match:

I tried to... theme... things like what films are in [that year]? How much was a pint of beer in [that year]? So... it's not quite football based but it's just sparking memories. So potentially if you were doing... 1967 you could do something [about] pop music... in '67... tailor it towards the theme of the podcast, just an option.

(23FAC1)

6.4.2.2. Session structure: using additional resources

As the research progressed, how an FMS session could be best structured to include additional resources alongside audio became a topic of consideration. A key moment in this progression relates to the observation with group four. After the 1967 FMS pilot episode was played, one group leader/volunteer (41FAC1) shared their own memorabilia from the 1967 fixture with the group. Several facilitators who were in the room – including 41FAC1 – reflected positively and/or suggested that this structure would be preferable. Examples include:

Definitely afterwards, because... the game is introduction to jog your memory... and then, if [someone shows]... the song sheet from the game and [explains] this is what they did they had the band playing [and] people would sing along or... here's a programme or whatever it was that then adds to it. You know, people go, "oh" and they start passing it around, having a look.

(45FAC1)

I think it'd be interesting having... audio first... without any memorabilia lying about... I think if you bring out... any stuff before the audio or with the audio, they'll maybe focus more on what they're seeing rather than what they're listening to... so it'd be good to let them listen to something and then when the conversation develops... say, well, here's the programme from that game or photograph of the players or whatever, you know.

(41FAC1)

Beyond those in group four, the notion of playing audio and then introducing additional resources was endorsed by two facilitators and one carer. For example:

I think... I would have minimal kind of distraction in the room... I wouldn't maybe put pictures and that out... I mean, you could bring them out after the podcast is finished - to bring it in a full circle back, um, but I would certainly try and keep them kind of sitting all together.

(13FAC1)

Just like, too many things can be confusing as well... so maybe it needs to be um, a drip feed situation... I think that's probably quite good where they've not got everything on the table to begin with... but maybe you could gather everything at the back or something and then like in a sort of social context... you could all dip in to the kind of... gathering of all the stuff. But maybe it comes out drip fed, one at a time you know, or a couple of items are doing the rounds or something. And I think very much something that's not precious – if its you're talking about something like a collections – something that's not precious and something can be handled and you can touch it and you can feel it.

(31C1)

After the tea break when you were doing your... interviews... next door... I had edited the card collection to find a group of Scotland players, but all of the players who played in '67 that I could find- were amongst them and we picked out the team from the cards.

(32FAC1)

In a somewhat similar vein, one GA suggested sharing the '67 audio followed by a video of the same fixture as a prompt for comparison:

Maybe... playing... the radio commentary which you done there, then maybe a couple minutes later, show the... video?... And you can... sort of compare them?

(44GA2)

Another highlighted aspect of using additional resources relates to the wider setting. Specifically, 13FAC1 advocated the use of additional resources post audio (see above) but the creation of a setting reminiscence of radio listening with background relevant contextual stimuli:

Perhaps try... a speaker... that looked like a radio... really set the feeling like... you'd have that radio playing in the kitchen... and listening to the scores coming in and things like that. So, trying to set the scene as much as possible... having the Bovril and things like that there.

(13FAC1)

6.4.2.3. Session structure: pausing/staggered approach

Beyond the use of additional resources, two facilitators highlighted the idea of pausing the audio (32FAC1) or having multiple shorter audio pieces (24FAC1) so that participants could reflect on and discuss the memories triggered with more immediacy:

I would probably interrupt... at times to allow the members to- contribute... just that given over the 10 minutes, a memory that might have been triggered at the beginning of the... broadcast may have either been forgotten or overtaken by something else that appears later on. And just, the whole purpose of our group is to- interact with... the members and, and to draw out... their memories... a break within... the podcast at certain points to allow... [for] interaction with the members and for them to say what that particular part has... sparked.

(32FAC1)

Maybe playing three or four specific... highlight commentaries that people will potentially remember and having a conversation on the back of [them]... stop start, rather than [having] to concentrate for 10 minutes.

(24FAC1)

Albeit worthy of consideration, the above approaches were not suggested or discussed topics in many interviews. That said – in contrast to 32FAC1 and 24FAC1 – one facilitator advocated playing the '67 audio from start to finish:

I would keep it going... I might have one or two questions ready.

(41FAC1)

Somewhat similarly, but with more emphasis on the audio (or perhaps session) duration, one facilitator seemed to indicate that the timeline of delivery (i.e., playing the '67 audio from start to finish) was suitable:

I think the duration... that you done for the for the Friday group was probably... spot on in terms of how long we would kind of aim it for.

(13FAC1)

6.4.3. Training and guidance

Analysis of the dataset generated four sub-themes of findings related to training and guidance for the use of the '67 audio and/or audio-focused resources in FMS contexts: i) delivering audio-focused FMS sessions; ii) using technology: accessing and sharing audio resources; iii) approaches to facilitation: with an audio resource; and iv) no training required. It is worth noting that due to the nature of this theme (and associated sub-themes), findings are derived from data generated via interviews with facilitators.

6.4.3.1. Delivering audio-focused FMS sessions

Many facilitators indicated that they would be comfortable using the '67 audio or a similar audio resource in an FMS context. Examples include:

Yeah... I would say I would be comfortable using podcasts in future sessions.

(13FAC1)

I think, yeah. Absolutely. Yeah.

(51FAC1)

One facilitator, however, expressed that they would not feel particularly comfortable

Me... not very [chuckles]. I'm quite happy to sit and leave it to [32FAC1 (name redacted)].

(33FAC1)

It makes sense, then, that this facilitator expressed a desire for training and guidance:

I think it would be good to have a guidance on how to use the technology to start with. And then maybe... suggestions as to what we might... use or what... could be... the leading questions to... prompt the conversations.

(33FAC1)

33FAC1 also indicated that the guidance should be easy and simple to use. This point was seemingly applied to both facilitators and those who *could* use audio at home (e.g. carers) – though, there is perhaps more emphasis on the latter group:

It depends whether... it's something for a group session or... something we're sending home to somebody to use at home, a resource at home. And then we've got to think about the person or the partner that's maybe going to have to do the guidance. So, it has to be easy, simple – an idiot's guide to – this is how you do it. This is a step-by-step guide and nothing flowery, nothing overly complicated.

(33FAC1)

6.4.3.2. Using technology: accessing and sharing audio resources

Analysis of the dataset indicates that technology could present a potential barrier to facilitation – or, at least, cause some concern for facilitators. One facilitator, for example, highlighted that some facilitators (volunteers, specifically) do not have computers:

Some of our volunteer group don't have a computer at all... so none of these technologies would mean very much. They would only enjoy it as part of one of our groups.

(43FAC1)

Still, for many facilitators, the preferable method of access would be a downloadable sound file (most likely an MP3 sent by email). Examples include:

Probably a file... I don't think Spotify's really a platform we use as an organisation... certainly locally we don't really tap into it.

(13FAC1)

Personally, a file I could download and use and whatever equipment I've got to use.

(41FAC1)

I speak for myself but... my colleagues as well we're always on the emails and we're always checking that. And I think that [sending the audio via email] would be the... easiest way... it means you can send it to a couple of us at the same time as well.

(51FAC1)

Alternatively, for several facilitators, an online platform – such as Spotify – was deemed an equally (or more) suitable option. For instance:

I have access to... Spotify... or Apple or Amazon Music. So I have access to most of these sort of ways... and e-mail.

(24FAC1)

I'd probably need training in both [chuckles]... I mean, I'm... familiar with like, Spotify and things like that... I've kind of skipped the whole MP3 player thing... so... probably Spotify, but... if it was... coming through a laptop then [I am] kind of familiar with that.

(42FAC1)

Beyond digital options, several facilitators expressed that CDs or DVDs could be suitable, or, preferable:

In the resource centre we'll use like CDs and DVDs.

(42FAC1)

The only thing I'm used to would be a CD. Yeah, it's really old fashioned, but... well, it would work if I had the equipment because... I used to have a laptop that would play a CD or a DVD. But the one I have now doesn't.

(43FAC1)

For us older guys in their 60s [a] CD... because [if] you start talking... MP3s and all the things [then] we [don't] understand what you're talking about.

(45FAC1)

Moreover, there was evidently variation between facilitators regarding accessing audio. Whether it be via an MP3 file, online platform or hard copy (e.g., a CD) – perhaps the key point is simplicity. As one facilitator implied, the preferred delivery method should be “as simple as possible” (it is unclear whether this was said by 22FAC1, 22FAC2 or 22FAC3).

Facilitators technological concerns were not limited to access. As noted previously, many facilitators indicated that they would be comfortable using an audio resource (such as the '67 audio) for FMS activity. However, several facilitators did express varying levels of concern regarding the use of technology to access and/or share audio resources in FMS contexts. As evidenced by the following excerpts, this trepidation seemed to be coupled with a desire for related training or guidance:

I've retired four years now and I would need... a bit of a refresher in [using digital sound files].

(22FAC3)

I'm not the most technical, so I probably would need some sort of training... even just where to plug it and things like that - because when I have tried to do the PowerPoint thing through a laptop, the sound isn't good because [the volume] doesn't go up high enough.

(23FAC1)

I would probably want extra training to do with... the equipment... because you know, I don't have any such equipment... if you go to different places, it's going to appear to be different... and when I've seen [audio] used or rather heard [it] used... it has worked out fine, but I wouldn't trust myself – I think to get it all to work without some training.

(43FAC1)

In addition to the above, one facilitator (51FAC1) indicated that “it would depend” on whether the audio was shared directly through a laptop or required a connection to a TV. For 51FAC1, the latter would seemingly require some training or guidance.

6.4.3.3. Approaches to facilitation with an audio resource

Beyond a focus on technology, many participants indicated that training and/or guidance relating to facilitation with audio resources would or could be beneficial. Though, the specifics somewhat varied. For example, one facilitator expressed that training could help support with engaging and supporting individuals when using alternative stimuli (audio, in this instance):

I guess one thing to always consider with auditory reminiscence is you may get... some people that struggle with hearing... and it's how you can then meet their needs and adapt it to them.... so we tend to have favoured... visual, so it would be quite good to get training to get used to... [using a podcast] instead of putting on a video ... and shaping that podcast so that it's going to get the attention – because without that visual aspect, you're kind of starting on the back foot a wee bit of how do I get the engagement?... It would be quite good to have that kind of awareness and how... to make the best use of podcasts.

(13FAC1)

Another facilitator shared that they were relatively inexperienced facilitating/delivering FMS sessions, and would benefit from additional training to build their confidence:

I think I would definitely need some training yeah [chuckles]... just to build my confidence up so I that I could deliver... it as well as yourself... probably did.... just observing it... and seeing how somebody else would do it and then maybe getting a wee bit hands on just to make sure that you were... going to deliver it correctly.

(14FAC1)

Though, it is somewhat unclear whether 14FAC1 wanted to build confidence with the technological or facilitation aspect of using an audio resource – or, possibly, both.

Two facilitators seemed to focus on guidance related to facilitating FMS activity with a focus on audio resources:

A couple of the packs of cards that we've got... a pack for the [European Championships] ... it comes with a sheet with tips... and different games you can play with the cards, variations on a theme.

(32FAC1)

Maybe a bit more guidance, because I'm taking it as how I... would try and approach it. It might not be the right way... if you get a bit of guidance to say this is what we find is the best approach to do this stage. This step then that step then that step then yeah.... I'm sure that I could... if that was the case... especially [if] you're going to [create audio for] other games.

(45FAC1)

45FAC1 also went on to raise the potential desire/requirement for guidance concerning session duration and structure around using an audio resource (such as the '67 audio), which could include the use of additional resources:

Also, how long do you think you should use it for – because obviously... our meeting might last maybe an hour and a half, hour and three quarters or whatever. And obviously this won't be [part of] a 20-minute session... [after the audio] you would [maybe] go into... the other... materials and so on and... move on... how long do you think people would discuss it?

(45FAC1)

Taking a more general stance, one facilitator felt that guidance on using audio resources could increase one's skillset:

I think it would be it... another additional... piece... what do you call it? In your toolbox?

(42FAC1 and Me (researcher – Levi))

6.4.3.4. No training required

Whilst the above sections have discussed possible areas for training and/or guidance, not all facilitators felt training and/or guidance was necessary. For example, one facilitator was quite clear in suggesting that sharing the '67 audio or similar would not require additional training and/or guidance:

Not at all. Anyone who was comfortable to deliver that could do [so]. I don't think there's any additional needs required. No.

(24FAC1)

Another facilitator seemed to infer that it would be a simple process (and thus, seemingly implied that no training or guidance would be necessary) – albeit in response to a question related to sharing an audio resource via a phone, they simply stated:

Press the play button [to play the audio through a phone].

(22FAC2)

In a similar vein, one facilitator implied that training and/or guidance would not be necessary for them provided the technology was available and accessible:

As long as I had the right equipment and knew how to switch it on and make... sound come out of it, I'll be happy. I have no problem.

(41FAC1)

One facilitator seemed to voice a slightly different perspective to those above – that is, they similarly inferred that training and/or guidance was perhaps not necessary for them but simultaneously, seemed somewhat open to it:

You know, additional training... it's never harmful... but I would probably be quite confident using it... the way it is.

(32FAC1)

6.4.4. Alternative FMS contexts

Analysis of the dataset generated three sub-themes of findings related to the possibility of using the '67 audio (or similar) in alternative FMS contexts: i) group or at-home listening: possibilities and preferences; ii) using technology at home; and iii) care homes.

6.4.4.1. Group or at-home listening: possibilities and preferences

Interviews generated varied responses regarding whether or not GAs would listen to the '67 audio (or similar) at home, and preferences for group or at-home listening. The variation was apparent within and across participant categories. The findings related to this sub-theme will thus be presented as such. That is, the following paragraphs will present findings derived from interview-data generated with GAs and carers before subsequently presenting facilitator-related findings.

Several GAs expressed that they would not listen to the '67 audio (or perhaps similar resources) at home. This was, seemingly, due to a tendency to or preference for engaging with other types of content when at home:

11GA2: I don't think I'd listen to it.

11GA3: I tend to look at... stuff like photographs and magazines... and just look at it myself – nobody in my house is interested.

11GA1: I listen to Sacked in the Morning podcast, which is quite good... think I prefer video.

(11GA1, 11GA2 and 11GA3)

One GA (11GA2) suggested that at-home listening could – however – be appealing for individuals that have difficulties leaving their home. Another GA (11GA1) in the same interview seemed to be in agreement:

11GA2: I think if... you are tied to the house or something...

11GA1: Yes.

11GA2: Can't get out and about, you can listen to something.

(11GA1 and 11GA2)

Somewhat contrasting with the above, two GAs (21GA1; 31GA2) expressed interest in listening to the '67 audio (or similar) at home. One GA (21GA2), however, seemed tentative (21GA2). These perspectives are evidenced by the following excerpts:

Me (researcher – Levi): Is [the '67 audio] something you'd want to listen to at home if you could?

21GA1: Aye.

Me (researcher – Levi): Yeah? Yourself – would you listen to this at home? The the audio we played?

21C1 or 21C2: Hmm-hmm. Yeah.

21GA2: Maybe.

Me (researcher – Levi): Maybe?

21C2: I would [laughter].

(21GA1, 21GA2, 21C1, 21C2 and Me (researcher – Levi))

31C1: Would you want to listen to things that you've heard today like the little... audio clips that you heard today... would you like to listen to that alone, would you like to listen to... football... memory sort of stories and replays of the game at home on a wee... audio?

31GA2: I like that – that kind of sums it up what I'd go for

31C1: Cause I suppose, you watch a lot of TV football...

31GA2: Oh aye, aye.

(31C1 and 31GA2)

It is also worth acknowledging that, as above, one carer (21C2) did express their interest in listening to the audio at home (arguably more interest than the group attendee, 21GA2). Additionally, in the interview including 31GA2 and 31C1, it seemed that 31GA2's at-home listening would be largely reliant on 31C1. 31C1 indicated that they already play football-related content for 31GA2 and have "a lot of digital capacity". Whilst there is not a categorical excerpt indicating that 31C1 would want to play the '67 audio (or similar) for 31GA2 at home, I got the impression that it was possible and there was potential interest in doing so.

On a similar topic, 31GA1 indicated that whilst they would be interested in listening at home, technology would be a limiting factor:

I would but I don't have facilities – I'm not technical minded... so I don't... have internet, I don't have broadband, I don't have TikTok, Facebook... it'd be a no from me – only because I'm not technical... if I had all these facilities I would certainly take it.

(31GA1)

This GA (31GA1) went on to explain that whilst a family member could help with the technology aspect, they would not want to be a "burden". When prompted, 31GA1 also indicated that they would listen to the '67 audio (or perhaps similar) in the library. Though, this would – seemingly – still require some level of support.

One GA implied some level of interest, but seemed to express a preference for group listening (at home):

I think if you're having it at home... you make sure somebody is in with you... you'd invite somebody around... "come on 'round the night boys, have a listen to this."

(12GA1)

The sentiment of not listening alone seemed to be shared by other GAs – that is, with several GAs expressing a preference for listening to the '67 audio or similar as part of a group. Notably, of these participants, two GAs (12GA2 and 31GA1) emphasised the social nature of FMS groups:

I think... we probably would [listen at home] but... I think as far as I'm concerned we've learnt to share... that's what it's about.

(12GA2)

I enjoy coming here because you're interacting with one another... it stirs your memories and things like that... I would prefer it be [in] the group.

(31GA1)

A preference for group listening was shared by one carer (in relation to their cared for person):

I think, maybe dad [(31GA2)] prefers this as a group [because] there's... stimulation... there's maybe information that dad doesn't pick up on the first time that maybe, [the] second time [or] third time 'round... he can.

(31C1)

Analysis of the dataset also indicated some variation between facilitators perspectives. Though, somewhat contrasting with the above, many facilitators were of the opinion that GAs would or, at least, would want to listen to the '67 audio or perhaps similar at home. Examples include:

Yeah, I would... you can see how it triggered memories in the group... so [if] we do [the] exact same thing for a person in their own home. Absolutely... because

not everybody can get to these sessions so the podcast would enable almost anyone to... access [it] - it would be fantastic.

(24FAC1)

Yeah, I think so. I think very much so.

(33FAC1)

Providing some level of nuance, two facilitators indicated that “some” (23FAC1) or a “couple” (51FAC1) of the GAs from their respective groups would listen to the '67 audio or similar at home:

Some of them might do... I think they might do because maybe... due to the sort of capacity they might want to listen to [the audio] a couple of times to fully appreciate it all and get all the kind of bits of it.

(23FAC1)

Going from this group, yeah, I think there would be a couple.

(51FAC1)

Similarly, 14FAC1 suggested that a “few” GAs may listen at home – but seemed at least somewhat unsure:

I'm not really sure... I think you might get a few that would take it home... I do. I think that you would maybe get a few people that would take it home and let their families hear it or... their kids, who they maybe share their football - stories with.

(14FAC1)

Beyond the overarching finding that many facilitators suggested that GAs *might* want to listen the '67 audio or similar at home, two facilitators indicated that the listening experience would be enhanced if there was another person there to support and prompt conversation:

If they're just listening to it on their own, I don't think they're going to take it any further other than I've just heard this... commentary of a game that may jog your

memory... whereas if someone else is there to ask the questions and take it further... as we do in the group, then I think... that would be useful.

(45FAC1)

With dementia... there's quite a bit of confusion... even halfway through [they] might not realise where the noise is coming from... stuff like that... whereas if a carer was there... for that little bit of guidance, a little bit of support... even to just talk them through it and then... have a chat with them... unfortunately for some of the guys, they would probably forget that they have listened to it - whereas if they had maybe a wee half an hour chat with a with a loved one at home, then that would be beneficial.

(51FAC1)

Beyond a social dynamic when listening at home, several facilitators highlighted the importance of a social dynamic and indicated a preference for the audio to be used in an FMS group context. For instance:

Probably as a group would be better... the conversations that they have and the words [that] come out then [hopefully] trigger additional memories... and... spur on that conversation for people.

(24FAC1)

In the group is better because they maybe start to talk to other people.

(41FAC1)

I would think that's a group thing... I think asking someone to sit at home and listen to [an]... audio of Scotland, England. That's no really gonna happen. Whereas when you're in a group... everyone's kind of bouncing off each other. You've got different characters, different... people that are in [and] people that will pick it up and make jokes and get the conversation going, etcetera. I think that's what really moves it forward. I think if you [were] just sitting there at home and you stuck it on, you would think "oh aye I remember that. Oh aye, that's right. He did that and that was all very good" ... then that would be it. It would just stop.

(45FAC1)

One facilitator offered a different perspective to the above, expressing that they felt that the '67 audio or similar would be better suited to at-home listening:

I think that's, I think the podcasts are maybe more – um should more be aimed at individual listening at home so that they've got something in between [FMS group sessions].

(33FAC1)

The justification seemed to be that an audio resource would be more suitable for repeated at-home listening whilst potentially remaining somewhat fresh for an individual living with dementia. As 33FAC1 went on to state:

A newsletter could sit on a table for a week, couple of weeks... and when [it's time to] have a cup of tea and pick it up, it's new to them.

(33FAC1)

One facilitator provided yet another perspective. That is, 42FAC1 did not necessarily express a preference for at group or at-home listening – rather, they highlighted the value of a resource that could work both within a group context and at home:

I think from... my experience that if it could work in both then... you've managed to... kinda get something that's a little bit special... if people do... listen to something within a group and then want to listen again... with the content I could see that happening because they maybe want to go back and just listen to it... again.

(42FAC1)

42FAC1 went on to reinforce this point by highlighting that GAs have a strong interest in football and – for those living with dementia – at home access would enable relistening to a resource that they may not remember hearing. 42FAC1 also highlighted that, whilst FMS GAs for this group are/were mainly men, a woman with an equally strong interest in football also attended/attends:

You can see it here like with football and that jogging of people's memories... it's predominantly blokes... although [name redacted] ... this woman who's a... football fan [and they] can just talk about football all day... that's their thing... so I think anything that... works in a group could get taken away and then... [listened] to – because... they might not remember [listening to the audio the first time].

(42FAC1)

6.4.4.2. Using technology at home

Analysis of the dataset indicated that technology could be a potential barrier to FMS GAs listening to the '67 audio or a similar audio resource at home. As this was apparent in the section above, the following paragraphs will first recap related findings. This will lead into presentation of findings derived from data generated via interviews with facilitators.

One GA (31GA1) indicated that technology would be a barrier to listening to the '67 audio or similar at home. The library was noted as an option but would still likely require technological assistance. In a similar vein, one carer (31C1) inferred that their cared for person's (31GA2) access to the '67 audio would be largely – if not entirely – reliant on 31C1. Offering a different perspective, another GA (11GA1) indicated that they did listen to podcasts at home. Though, 11GA1 did also indicate a preference for video. Moreover, whilst there was some variation regarding GAs' ability (and desire) to access the '67 audio (or similar) at home, technology seems a potential barrier to at-home listening for *at least* some group attendees (that is, if they were not given technological support).

Several facilitators recognised that technology could present a barrier to GAs' at home access of an audio resource. There was, however, some nuance in the perspectives of these participants. For example, one facilitator highlighted that GAs would likely have the desire to listen to an audio resource, but their access would depend on their ability to access it:

I think they would have the desire to its... the technology and the just being able to... link up to and access it.

(32FAC1)

One facilitator highlighted that involvement with a different project demonstrated that some GAs can/do use technology at home – perhaps without support:

The [other] project... kind of surprised us a wee bit almost in... how... many of them are actually using... technology at home in terms of YouTube and things... and I think probably doing that project has since helped establish access to... phones and things for getting the... videos. So, probably a lot of them would play it through their phone. So, a file that could be sent to like an e-mail address or something that they could open on their phone or – the computer at home... would probably be the best option.

(13FAC1)

Regarding those who may find technology a barrier to accessing the audio alone, two facilitators implied that such a barrier would be relatively simple to overcome provided individuals had support. For example:

I think it depends on whether the person is living with family or whether they're living on their own. If they're living with family, then they do tend to have a bit of support when it comes to technology... and access and things. If they have a support worker going in and out on a regular basis, then they have somebody to help them out with that.

(33FAC1)

Well, I would listen to it at home. Not a problem. I mean... you talk about somebody that's got dementia at home, then... as long as whoever's looking after them at home is willing to switch it on for them and get them sat down and do it.

(41FAC1)

As one facilitator suggested was the case during the pandemic (COVID-19), this may be dependent on the individual and their circumstances and/or desire to use technology:

It was the same during lockdown... some of them would [have] been able to get their family to help them and... join the sessions on Zoom, but others just - didn't want to embrace that just... backed off of... the technology side of it.

(32FAC1)

On a related note, one facilitator (from the same group as 32FAC1) indicated that the pandemic (COVID-19) prompted some GAs to develop their use of technology – highlighting WhatsApp (2026) and YouTube (2026) in particular:

The technology side of things was a bigger barrier before COVID because people didn't really access technology at all and we did struggle during the first year or so... families got better with technology... mainly WhatsApp groups... because families used it to keep them in touch with their loved ones... [and] churches went online for their services... you had an older generation who that was very important to them, they learned very quickly how to access WhatsApp and/or YouTube in order to watch their services. So they did get a lot better... now I've got a lot more people that are on technology [and] ... accessing mobile phones [than] before.

(33FAC1)

Beyond differences in individuals' general access to an audio resource via technology, the above excerpts also highlight that there may be some variation in the types of technology that group attendees use at home. For example, 13FAC1 indicated that some GAs would likely be able to access a downloadable file (MP3) via email. 33FAC1, however, mentioned YouTube (2026) but was clear in suggesting that WhatsApp (2026) would be the preferable method of sharing an audio resource. Both of these options would require digital means of access (and, of course, internet access). One facilitator also indicated that emailing an MP3 file to a carer (or similar) may be a suitable method, but suggested that CDs would likely be more suitable:

CDs would probably be the most beneficial, but if it wasn't that, I think it would be the same way... the MP3 going to like a carer's email or something.

(51FAC1)

Similarly, another facilitator suggested that CDs would be most suitable – adding that a copy could be shared amongst FMS GAs:

If it was something... like a CD that was transferable... you could lend it to somebody and get it back and... lend it to someone else and get it back... it would depend... whoever's using it, what kind of technology they can go with.

(43FAC1)

It is also worth acknowledging that one facilitator – as highlighted previously, in relation to training and guidance – suggested that guidance for using audio resources at home should be clear and easy to apply:

We've got to think about the person or the partner that's maybe going to have to do the guidance. So, it has to be easy, simple – an idiot's guide to - this is how you do it. This is a step-by-step guide and nothing flowery, nothing overly complicated.

(33FAC1)

Furthermore, the findings presented in relation to this sub-theme seem to indicate that whilst technology would likely be a barrier to some GAs accessing the '67 audio or similar at home, this would not necessarily be the case for all. It seems that an ability to use technology would likely differ between individuals' own technical knowledge/experience and/or be somewhat dependent on the type and level of support available to them. Additionally, as 33FAC1 suggests, simple guidance may be helpful for some individuals (or their carers/family members) that would like to access an audio resource.

6.4.4.3. Care homes

Beyond at-home listening, two facilitators expressed that the '67 audio or similar could be a worthwhile resource for FMS activity in care home settings/with care home residents. The potential for care home use, for these two facilitators at least, was attributed to a suitable context/setting (23FAC1) and access for those living with mobility issues (33FAC1):

Something like [the '67 audio] would be good for the staff to play in the care home... for their guys because it would have been a smaller room and... maybe less background noise and things... So I think it would be useful.

(23FAC1)

A podcast might actually [be] a really useful resource... if [a care home has] got a gentleman that just wants to sit [or their] mobility's not great anymore, but their recall might be brilliant. It might not necessarily be dementia. It might just... be a person in a care home who has basically still got all their recall, all their memory, but their mobility's poor... they [may] not be able to go out the care home, but they could maybe sit and listen to the podcast.

(33FAC1)

Other care home-related topics were also mentioned in interviews with other group leaders/facilitators. For example, 33FAC1 indicated that they no longer include care home residents in their FMS group for multiple reasons. Firstly, care homes were often late to FMS groups which would disrupt the flow. Additionally, the often more severe dementia symptoms of care home residents was deemed to have a negative impact on other group attendees and the group dynamic:

Having the care homes along to a group where... people have had a diagnosis of dementia and they're fairly early on... they're still living at home. They're in the community and... still able to interact and they come along to the group for that purpose. But if a care home comes in [it] tends to be that they're bringing residents who are much further down the line... they're no longer able to... communicate as much as... you would like. And it changes the dynamic of the

group... I've had people who sit there and they'll look across the table and they'll think is that my future?... is that what I'm going to... be where I'm heading?

(33FAC1)

33FAC1 did acknowledge that other FMS groups do include care homes but seemingly felt the decision to not include them in this group was important for engagement with community-based group attendees. This seemed to prompt and/or explain, as noted previously, 33FAC1's suggestion that the '67 audio (or similar) would or could be suitable in a care home context.

Another topic of conversation related to care homes related to one-to-one or group FMS activities. Though, this topic was only discussed in two interviews. Whilst not explicit, one facilitator recognised the possibility for a one-to-one dynamic but seemed to highlight the benefit of an FMS group dynamic in a care home:

I find in the care home... particularly at the moment because there are a few good guys there who've got a bit of dementia... when we raise a subject there and one of them talks about it, the other one will come in with his memory of that subject. What we're talking about, maybe about a particular football match. And do you know, I was at that... or whatever. And so they... intermingle a wee bit with each other... but... one-to-one's fine.

(41FAC1)

In another interview with three facilitators (22FAC1, 22FAC2 and 22FAC3), I asked about the potential for using the '67 audio or similar in a care home as part of a one-to-one dynamic for those that are not comfortable in a group context or are not engaging in group contexts. This seemed to be met with agreement but did not lead into further discussion. Additionally, it is worth noting that it was unclear which of the participants (22FAC1, 22FAC2 and 22FAC3) were responding. Furthermore, the data in relation to one-to-one or group listening in a care home is notably limited – beyond the excerpt above (41FAC1) which does highlight the importance of a social group dynamic.

The type of content and technology used in care homes was also a topic noted in interviews – albeit with mention of content limited to one facilitator and technology limited to two facilitators. Regarding content, one facilitator indicated that they have used somewhat similar content which has triggered memories and perhaps socialisation for care home residents:

I've used things like [the '67 audio] in... a care home... I go to two or three different care homes and [do] things like that... I don't use so much audio. I'll use a video and I'll use a lot of photographs and things like that... it gets people smiling. It gets them their memory going back... but I do, when I'm in care homes... I take the song sheet in with me because there are there are some people sitting about the room, that have no interest in football. And occasionally I'll bring it out and say who remembers *There's a Long Way to Tipperary* and we'll start singing. So yeah, these little things trigger a lot of memories.

(41FAC1)

Regarding technology, one facilitator indicated a concern with the equipment available – and thus, seemed to infer that technology could be a potential barrier to sharing the '67 audio or similar in a care home context:

It's been the same in the past with video equipment um - we've got some DVDs and I know that sounds [old] fashioned now, but we've had DVDs. In fact, one of them is of that same game... [I/we] take them into care homes, who've got some equipment but on the day doesn't work... I think my hesitation if that's the right word would be about the equipment rather than the content - content's fine.

(43FAC1)

This echo's some of the findings related to technological concerns (see training and guidance theme).

On a related but somewhat contrasting note, one facilitator suggested that many care homes do have technological equipment:

Most care homes now have got pretty good stuff in them... that you can do different things [with].

(41FAC1)

Whilst this does not guarantee that care homes would have the technology (or the technological ability) to access/share the '67 audio or similar, it perhaps suggests that there *could* be capacity to do.

A final related topic of note, again raised by 41FAC1, relates to the resources that the SFM shares:

Are you aware how... Hampden the... museum works with care homes? Because they send stuff out... I've registered... I've got two of the care homes that I've been going in for a long time. They're both registered with Hampden... I get the photographs I've got sent to them and they can get four free visits to Hampden a year.

(41FAC1)

This perhaps highlights the possibilities for sharing audio resources with care homes. Whether it be digital or hard copy, it seems fair to suggest that audio resources could be distributed using the SFM's mechanisms noted above.

Moreover, whilst the above excerpts indicate that using the '67 audio or similar may be both possible and worthwhile, the dataset on this theme is limited.

6.5. Summary

This chapter has presented findings generated via application of Braun and Clarke's (2022) reflexive thematic analysis. Findings were organised into three sub-chapters, distinguished by method (observations and interviews). To account for the breath of data generated via interviews, findings were separated into two overarching categories (outcomes, and delivery and development) - each with distinct themes and associated sub-themes (see *Tables 20 and 21*). The following paragraphs will draw on the

observation and interview related findings presented throughout this chapter to provide a thematic summary.

The findings indicated that, overall, GAs across groups were engaged with and enjoyed listening to the '67 audio. Participants across categories broadly considered the '67 audio to be a resource which provided a worthwhile experience. The way in which engagement and enjoyment was observed may have presented a dynamic change (from standard FMS session) – that is, with an audio-focus prompting a relatively quiet response which was seemingly indicative of listening. Though, albeit with variation across groups, there were also observable signs of engagement and enjoyment – these seemed to peak in correspondence with the climactic aspects of the '67 audio (Scotland's goals, for example).

Notwithstanding the above, the findings also demonstrated that there were potential challenges to engagement associated with using the '67 audio. For example, some aspects of the '67 audio were deemed somewhat unclear – notably but perhaps not exclusively, the England line-up (presented via commentary with background crowd noise). This may have been exacerbated by setting (e.g., seating arrangements) and technology (e.g. speakers). These factors may have been/be of heightened significance for individuals who are hard of hearing. That said, it is worth acknowledging that – depending on an individual's level of hearing – an audio-specific resource was/could be exclusionary by default. That is not to dismiss such individuals – an inclusive approach remains the goal and thus, will be considered further in the discussion chapter. Another challenge highlighted by the findings relates to the notion that talking during the '67 audio was/could be a distraction for others. However, policing verbal reactions could be somewhat counter-intuitive to the social goal of FMS activity. Still, awareness that individuals talking whilst the audio is playing may be considered a distraction will inform discussion regarding the facilitation of FMS activity with an audio focus. The final challenge to engagement highlighted by the findings relates to age and, specifically, experiences with and/or preferences for radio listening. Though, the dataset does not enable one to confidently determine if engagement was specifically related to these experience/preferences.

Alongside engagement and enjoyment during the '67 audio, a prevailing sentiment of this PhD's findings is that the audio triggered memories and/or prompted socialisation. These outcomes can seemingly be attributed to the theme and content of the audio – at least, to a notable extent. The relevance, significance and memorable nature of the theme – the Scotland 3 - 2 England fixture at Wembley in 1967 – is evidenced by the array of memory and conversation topics presented as sub-themes. These include: i) memories of attending the '67 match; ii) memories of the '67 match (not attending); iii) the '67 match: players and moments; iv) Scotland vs England and trips to Wembley; and v) beyond Scotland vs England and football generally. Alongside the theme, as alluded to, features of the '67 audio may have also played a notable role in prompting the above outcomes (i.e., engagement, enjoyment, memories and socialisation). This is, arguably, evidenced by the specific features highlighted by participants across categories: i) oral history clips (ex-manager and ex-player); ii) commentary; iii) voice and narration; and iv) the overall compilation. An additional related finding is linked to the notion that memories and '67 related interactions provide stimuli for further (or initial) reminiscence. Though, whilst pertinent, the evidence does not negate the overarching finding that the '67 audio seemed to provide an impactful stimulus for memories and socialisation.

As will be discussed in the subsequent chapter, the above findings have implications for the development of future FMS-tailored audio resources. At this juncture, though, it is worth highlighting other related insights. For example, whilst use of the '67 audio was generally viewed positively, there were suggestions for ways in which the '67 audio could be improved. Such as, i) utilising more ex-player/ex-manager audio clips; ii) including fan voices – notably, the perspectives of women and children; and iii) providing subtitles. Beyond the '67 audio specifically, the findings did evidence that GAs and facilitators have a general desire – or at least, an openness – for the use of further audio resources in FMS groups. The findings demonstrated that potential topics of interest for future audio resources could include notable football fixtures/moments and events/moments related to a range of other sports.

Another key theme of the findings relates to the way in which the '67 audio – and potentially other audio resources – could be used as part of FMS activities going forward (i.e., facilitation). A core facet of these findings is that the use of additional

resources was largely preferable for participants, albeit with some caution regarding the possibility of individuals being distracted away from the audio. Additionally, the findings suggest that an impactful session structure which incorporates additional resources could comprise of an initial focus on audio (potentially with some additional resources) followed by sharing said additional resources as part of the post-audio social interactions. Separate to the use additional resources, the findings also prompt consideration of whether a pausing/staggered approach to facilitation is more suitable than playing the audio for the entirety of its duration (approximately 10 minutes). However, this is an area that requires further data and the outcomes noted above perhaps suggest that the latter is suitable (as this was the approach for this PhD research). Still, going forward, this approach could be considered a discretionary choice for facilitators and/or an area for further research.

Analysis of the dataset generated another theme of findings intrinsically linked to facilitation: training and guidance. Whilst many facilitators would be comfortable using an audio resource with an FMS group, the findings also indicated that potentially beneficial training and/or guidance would likely be linked to using technology and/or approaches facilitation, respectively. Of course, the specific requirement(s) for training may be somewhat individual dependent and – as the findings evidenced – not all facilitators deemed training or guidance necessary. If training or guidance were to be provided, a notable suggestion – albeit from just one participant (33FAC1) – was that guidance (specifically) should be clear and easy to use.

The findings summarised in this sub-chapter, until now, have been focused on the use of the '67 audio (or similar) in community-based FMS group contexts. This focus is, of course, reflective of the five FMS group contexts in which the observations and numerous interviews took place. Analysis of the dataset did, however, also generate thematic findings related to consideration of whether (and how) the '67 audio (or similar) could be used in alternative FMS contexts - specifically, at home or in care homes.

Regarding at-home listening, the findings indicated that GAs' had mixed responses regarding whether they would (or would not) listen to the '67 audio or similar at home. facilitators, conversely, were largely of the opinion that GAs would or, at least, would

want to listen to the '67 audio or perhaps similar at home. Data related to carers' opinion on this topic was limited – though, one carer (21C2) did indicate their own interest in listening to the '67 audio (or perhaps similar) at home. Additionally, albeit not explicit, another carer (31C1) did give the impression that it would be possible to use audio at home and that there may be potential interest to do so. Beyond an interest in listening at home, related findings also highlight the importance of a social dynamic for reminiscence – whether it be in an FMS group setting (as evidenced by this PhD) or at home with one or more others. Another related finding is that technological access would likely be a key factor in determining whether GAs *could* access the '67 audio or similar at home. The findings demonstrated that this may be linked to a range of factors, such as i) individuals' technical proficiency; ii) desire to use technology; iii) access to technology; and iv) levels of support. Echoing a suggestion regarding guidance for facilitators, it is also worth acknowledging that one facilitator (33FAC1) suggested that guidance for individuals (e.g., carers) using audio resources (such as the '67 audio) at home should be clear and easy to use.

Regarding care homes, the findings suggest that using the '67 audio or similar in care homes may be both possible and worthwhile for residents. However, the care home related data generated for this research was notably limited. It is also worth highlighting an additional finding which relates to using an audio resource (such as the '67 audio) both at home and in care homes. That is, the findings indicated that a benefit – or, at least, a perceived benefit – of listening as part a group (or, possibly, with one other person) is the social dynamic it provides. This would likely be possible at home and in care homes (41FAC1 indicated this was their experience in care homes). Though, as above, this research was not focused on these contexts and thus, related findings are limited.

This thematic summary has covered a range of – often interlinked – findings related to both the use of the '67 audio with the five FMS groups included in this research as well as possible uses of the audio (and similar audio resources) going forward. In doing so, this chapter has established a basis for the subsequent discussion chapter wherein these evidenced-based findings will be synthesised with literature.

7. Discussion

7.1. Introduction

Aim 3: Explore the implications of and for using sound archival materials in Football Memories Scotland contexts.

- Objective 3.6: Synthesise findings with key theoretical concepts and practical considerations to establish the implications of and for using sound archival materials for Football Memories Scotland/sports-based reminiscence research and practice.

As per aim 3 and associated objective 3.6, this chapter will analyse the findings with consideration of how they relate to, support and/or refute SBR and wider reminiscence literature. In doing so, the intention is to establish the implications of and for using Scottish football-related sound archival materials (via the '67 audio) for both research and FMS/SBR practice. The discussion will be organised into four sub-chapters: i) outcomes; ii) audio resource development; iii) delivery; and iv) limitations. To conclude, the key points of the discussion will be summarised with reflection on the implications of and for FMS/SBR research and practice.

7.2. Outcomes

7.2.1. Introduction

The findings broadly indicated that the '67 audio was i) engaging and enjoyable to listen to; ii) triggered memories and prompted socialisation; iii) resonated with a sense of identity and/or pride; and iv) overall, provided a worthwhile experience. These outcomes appear to broadly reflect selected findings from preceding SBR research, such as:

- SBR engaged participants (Sass et al. 2021, p. 29; Gibbons et al. 2020, p. 30) and provided a stimulating, fun and/or enjoyable activity (Gibbons et al. 2020, p. 31; James et al. 2018, p. 24; Haynes et al. 2023; Schofield and Tolson 2010, pp. 41-2; Tolson and Schofield 2012, p. 67; Watchman et al. 2015, pp. 8-9).

- SBR provided opportunities wherein participants could share with or learn from/about others (Coll-Planas et al. 2017, p. 358; Hawkins et al. 2020, pp. 39-42; James et al. 2018, p. 24; Laidlaw et al. 2024, p. 5; Sass et al. 2021a, p. 6).
- SBR triggered memories about their life experiences (James et al. 2018, p. 24).
- SBR provided a meaningful activity for participants (Clark et al. 2017, pp. 60-2; Haynes et al. 2023) or, at least, a potentially meaningful activity (Oatley 2021, p. 204).
- SBR prompted discussion about memories beyond sport – e.g., topics relating to more social history (Clark et al. 2015, pp. 207-8; Schofield and Tolson, 2010, pp. 41-2).

Whilst there is clearly a level of affinity with preceding SBR research findings, the audio focus of this PhD presents an important distinguishing factor. Thus, the following paragraphs will synthesise the findings presented in the previous chapter with relevant literature to discuss how the use of an audio-specific resource (the '67 audio) led to the outcomes outlined above. This will be structured with initial discussion concerning the idea that the '67 audio prompted a change in dynamic, and that individuals across FMS groups generally engaged with and enjoyed listening to the audio. This will be followed by consideration of how the findings justify the topic selection of the '67 match for the audio. Findings presented as part of the memories and socialisation theme will then be synthesised with relevant literature. Subsequently, this sub-chapter will consider the outcomes for carers and/or family members. To conclude this sub-chapter, a discursive reflection will establish the implications of this PhD's outcome-related findings for FMS/SBR research and practice.

7.2.2. Dynamic change, engagement and enjoyment

The findings demonstrated that the use of an audio-specific resource for FMS activities may have resulted in a change in dynamic – at least, during the '67 audio. That is, sharing the '67 audio in an FMS group context may have prompted a dynamic wherein quiet listening was one of the core indicators of engagement. However, it is worth highlighting that Oatley (2021, p. 125) considered “listening to speakers” or “watching videos” to be “passive activities” and not necessarily conducive to prompting social interactions. The use of objects, however, was deemed to do so (Oatley 2021, p.125).

Applying the above to a dynamic wherein FMS participants were largely listening to the audio quietly, one could suggest that the response to the '67 audio is perhaps indicative of passive listening (Oatley 2021, p. 125). However, whilst the findings did indicate that GAs were largely quiet across groups during the '67 audio, there were audible and visible reactions which peaked at climactic points of the '67 audio (most notably, Scotland's goals and the manager's reflective anecdote). Whilst this may have constituted somewhat of a dynamic change, it was not necessarily an entirely passive experience. Rather, as evidenced by the findings (see s. 6.3.1.), GAs were generally engaged with and enjoyed listening to the '67 audio.

As highlighted in the introduction, the finding that GAs' engaged with and enjoyed listening to the audio is largely reflective of outcomes highlighted in preceding SBR research. Specifically, the notion that SBR was engaging, stimulating, fun and/or enjoyable (Sass et al. 2021, p. 29; Gibbons et al. 2020, pp. 30-1; James et al. 2018, p. 24; Haynes et al. 2023; Schofield and Tolson, 2010, pp. 41-2; Tolson and Schofield 2012, p. 67; Watchman et al., 2015, pp. 8-9). This is significant as the primary distinguishing feature of this PhD was a focus on audio – thus, demonstrating that audio alone can provide an engaging and enjoyable activity.

7.2.3. The '67 match: an appropriate topic choice

Alongside engagement and enjoyment, the findings indicated that use of the '67 audio as the core part of an FMS session seemed to i) prompt memories and socialisation; ii) resonate with individuals' sense of identity and/or pride; and iii) overall, provide a worthwhile experience (most notably but not exclusively, for GAs). These outcomes could, to some extent at least, be attributed to the theme of the '67 audio: Scotland 3 - 2 England at Wembley in 1967. As established in the sound archival research chapter, I selected this theme for three core reasons:

- It was likely to be reflective of many FMS group attendees' interests (Clark et al. 2015, p. 204).
- It has historic socio-cultural significance for Scottish football fans (Boyle 2000, p. 22; Gutzke 2012, p.560; McEwan 2023, p. xv).

- It was likely to be representative of an important event that befits a probable reminiscence bump time-period for FMS GAs (Janssen et al. 2012; Munawar et al. 2018; *Table 6*).

The suitability of the '67 audio was evidenced by the findings, which broadly demonstrate that the '67 fixture was an appropriate choice for GAs due its significance and memorable nature for FMS GAs. This overarching finding is reinforced with more nuance by the range of memory and conversation topics presented as findings. These include: i) memories of attending the '67 match; ii) memories of the '67 match (not attending); iii) the '67 match: players and moments; iv) Scotland vs England and trips to Wembley; and v) beyond Scotland vs England and football generally. To provide further detail, the following paragraphs will discuss findings related to the above sub-themes and consider them in relation to preceding SBR research and wider reminiscence literature.

7.2.4. Memories and socialisation

The findings indicated that following the '67 audio, participants shared fond memories related to their experiences of attending and not attending the '67 match (see sub-s. 6.3.3.4.; sub-s. 6.3.3.5.). The former included a focus on the match itself and/or the social experiences surrounding it. The latter included listening and/or celebrating with family members, friends and/or neighbours. Whilst the specific experiences differed across individuals, it seems fair to suggest that many – if not all – participants recalled their memories of the match fondly. Additionally, as evidenced by findings related to topic choice more generally (see sub-s. 6.3.3.3), the '67 fixture may also be connected to a sense of pride – as exemplified by one participant, “we became world champions that day, didn’t we?” (41FAC1). Together, these findings point toward the '67 fixture’s significance and memorable nature for participants (Boyle 2000, p. 22; McDevitt 2016, p. 151; McEwan 2023, p. xv). They also, to some extent at least, intimate that the use of the '67 audio played a role in triggering memories and prompting related interactions. The above highlights two notable contributions of this PhD for wider SBR-related research. Firstly, the findings justify the suitability of the '67 topic and its selection via the application of the informing concepts outlined above: i) backgrounds/interests (Clark et al. 2015, p. 204); ii) socio-cultural significance (Boyle

2000, p.22; Gutzke 2012, p.560; McEwan 2023, p. xv); and iii) reminiscence bump time-period (Janssen et al. 2012; Munawar et al. 2018; *Table*). Secondly, it highlights that a '67 themed audio generated similar outcomes to those reported in other SBR-related studies. Specifically, the recollection of '67 related memories alongside the fondness and sense of pride associated with said memories seems indicative of a meaningful activity (Clark et al. 2017, pp. 60-2; Haynes 2020, p. 273; Haynes et al. 2023; Oatley 2021, p. 204).

On a similar note, the findings highlighted another sub-theme of memories and conversations: specific players and moments associated with the '67 match (see sub-s. 6.3.3.6). Whilst participants highlighted multiple players and moments, it was clear that Jim Baxter's contribution to the fixture was a prevalent topic. Most notably, Baxter's keepie uppies which provided a moment that seems to be not just memorable, but also a source of joy and pride. The findings intimated that participants categorised the keepie uppies as a mockery of Scotland's sporting rivals, England. This idea seems reflective of a wider perception regarding Baxter's '67 keepie uppies – and is perhaps a key factor in why the moment has gained folkloric status amongst Scotland fans (Strachan 2022). This moment provides an example that highlights the significance and meaning associated with the '67 fixture, again, reinforcing its suitability as a topic choice. Beyond the keepie uppies, one participant reported that Baxter sitting on the ball was a conversation topic (22FAC2) following the '67 audio. Interestingly, as noted in the findings chapter, Baxter did not actually sit on the ball in this match (Ferguson 1999, para. 12). Thus, perhaps demonstrating how participants' memories have been influenced by the mythology and narratives that surround the '67 fixture.

Following the '67 audio, the findings evidenced that topics of memories and interactions were not limited to a focus on the '67 match. One sub-theme centred around Scotland vs England fixtures more generally, with associated trips to Wembley, rivalry and media bias as notable aspects. The findings evidenced that the trips to Wembley were memorable events for participants. They also highlighted their significance as part of a wider social context, wherein people would save money for the trips (11GA2), travel to London via bus (11GA2) or train (12GA2) and the supporters for both nations would find themselves singing in the same pubs/bars

(12GA1). One participant captured the importance of these trips and how they were, seemingly, entwined with a sense of identity connected to supporting Scotland – i.e., the Wembley trips were an aspect of one’s “upbringing” (12GA1). Akin to prior discussion, these findings reinforce the topic choice and reflect wider SBR literature. That is, given the significance and memorable nature of these trips to Wembley, it seems fair to posit that the ’67 audio played a role in prompting reflection of meaningful events beyond the football played on the trips – trips to Wembley, in this instance (Clark et al., 2017, pp. 60-2; Haynes 2020, p. 273; Haynes et al. 2023; Oatley 2021, p. 204). Additionally, these findings evidence how – post ’67 audio – topics of interaction were linked to wider social aspects of football. Which is, arguably, akin to another finding derived from preceding SBR research. Specifically, the idea that SBR led into discussion about more general social history themes (Clark et al., 2015, pp. 207-8; Schofield and Tolson, 2010, pp. 41-2).

Staying with the findings above, one participant (51FAC1) highlighted that whilst GAs’ memories of Scotland vs England fixtures may be triggered by mention of Wembley or Scotland, said memories may not always be associated with positive emotions. Whilst I did not perceive this to be framed as a concern per se, it does seemingly relate to the notion that negative memories and emotions may occur during SBR activities (Hawkins et al. 2020, p. 44; Oatley 2021, p. 225; Schofield and Tolson 2010, p. 37; Watson, Parker and Swain 2018, p. 375; Watchman et al. 2015, p. 78).

However, as established in the literature review, negative emotions are not an inherently adverse outcome (Hawkins et al. 2020, p. 44). Rather, their occurrence may be indicative of an individuals’ access to a range of emotions which “may provide a sense of dignity and freedom” (Hawkins et al. 2020, p. 44). Still, this does not negate the role of the facilitator – that is, to anticipate negative memories/emotions and/or respond with appropriate care and support (Chao et al, 2008, pp. 2649-50; Clark et al. 2017, p. 58; Oatley 2021, p. 225; Woods et al. 2018, p. 30). For this PhD, albeit with recognition of 51FAC1’s point, I was not aware of any cases wherein the ’67 audio evoked negative emotions for participants – even where individuals were reflecting on Scotland vs England fixtures and associated trips to Wembley (which would have likely included fixtures where Scotland lost the match). Rather, upon reflection, the overall impression of the findings was that voiced memories were of a largely positive nature.

Notwithstanding the above, however, the findings did highlight a topic of discussion (in an interview following the '67 audio) which is perhaps reflective of a wider frustration connected to Scotland's sporting rivalry with England. Albeit a largely light-hearted interview, two participants expressed frustration at what they considered a historic (44GA1) and/or contemporary (44GA2) media focus and bias toward England. For these participants (44GA1; 44GA2), this bias appeared to be somewhat linked to a long-lasting narrative surrounding England's World Cup win in 1966. Notably, akin to the above perspectives, Whigham and Gibbons (2018, pp. 680-1) highlight how several Scottish individuals in their study intimated a frustration at the bias shown toward England – particularly in relation to football. In the context of this PhD, the pertinence of the above example is not necessarily linked to negative memories/emotions nor the rivalry itself (albeit a potentially significant factor) – rather, it seems worthy of note as it demonstrates that interactions following the '67 audio were not exclusively focused on longer term memories/less recent events. To support this viewpoint, it is worth noting that a conversation with reference to media bias (44GA1; 44GA2) was not the only case wherein topics of discussion following the '67 audio were connected to more recent events (or, perceptions, as in the above example). More specifically, one facilitator (41FAC1) indicated that following the '67 audio, "a couple of guys" in the group voiced memories of Jim McCalliog's (who scored in the '67 match) relatively recent visit to Hampden Park as part of an FMS event. Albeit just two examples both from group four, the above does seem to further demonstrate that – in an FMS session centred around the use of the '67 audio – GAs' conversation topics included shorter term memories and/or more recent events/perceptions. Whether these conversations can be attributed to the '67 audio or just a group dynamic with a '67 match focus, however, is not possible to ascertain from these examples alone.

Another sub-theme of findings relevant to this sub-chapter focused on memories and interactions related to Scottish football-related fixtures (51FAC1) and, for one participant (31GA1), how said fixtures were entwined with an individual's personal life in 1967 (see sub-s. 6.3.3.8). For instance, 51FAC1 posited that hearing the '67 audio may trigger memories of other matches (51FAC1 noted Celtic vs Inter Milan as a potential example). Perhaps more notably, though, 31GA1 shared an anecdote (with

humour) relating to both football and a personal life experience in 1967. That is, the due date of 31GA1's daughter coincided with the date of 1967 European Cup featuring Celtic. This prevented 31GA1 from being able to "get away" for the match (though, whether this was in reference to attending the match or watching on television is unclear). In the context of this PhD, this anecdote is notable as it reflects an aspect of prior discussion related to trips to Wembley. Specifically, the notion that following the '67 audio, topics of interaction (and memories) were somewhat linked to how football and personal/social lives entwine. Which, to some extent at least, is reflective of preceding research which highlights that SBR activities led into discussion about more general social history themes (Clark et al., 2015, pp. 207-8; Schofield and Tolson, 2010, pp. 41-2). It is also, arguably, demonstrative of an example wherein 31GA1's anecdote enabled others to learn something about them that they may not have otherwise known (Coll-Planas et al., 2017, p. 358; Hawkins et al., 2020, pp. 39-42; James et al. 2018, p. 24; Laidlaw et al. 2024, p. 5; Sass et al. 2021a, p. 6).

7.2.5. '67 related memories and interactions as additional triggers

In the above paragraphs, I have largely discussed the findings with inference to the idea that the '67 audio played a role in triggering a range of memories and broadly prompted socialisation. Whilst the evidence does support this, it is also worth considering more nuanced findings. Specifically, findings from one sub-theme indicated that '67 related memories and interactions may have provided additional (or perhaps, alternative) memory triggers (sub-s. 6.3.3.2). This was evidenced by several facilitators who suggested that post '67 audio interactions prompted further memories and interactions. Additionally, the findings presented a related example wherein an individual had not heard the '67 audio but did engage with post '67 audio conversations which, seemingly, prompted football-related recollections (24FAC1). These examples are worthy of note as they highlight how a group dynamic (albeit with a focus topic) may enable additional memories to be triggered and further conversations to be prompted. However, the notion that '67 related memories and interactions provided memory triggers does not negate the pertinence of using resources to stimulate reminiscence. One example from the findings aptly captures this sentiment. That is, 51FAC1 recognised that socialising may be challenging for people living with dementia but suggested that a resource – the '67 audio, in this instance – can "sometimes [bring]

people out of their [shells]... [and get] them... talking with each other". Albeit a single excerpt with a focus on individuals living with dementia, this encapsulates how resources – such as the '67 audio – play an important role in initially triggering memories and prompting conversation which may, in some cases (as evidenced above), trigger further memories and subsequent interactions.

7.2.6. Outcomes for carers and family members

Whilst the outcome-related findings were predominantly focused on GAs (and facilitators, where appropriate), the findings also highlighted a potential benefit for carers or family members. It is worth highlighting that all carers expressed a positive view of the '67 audio and, notably, one participant (31C1) suggested that it had an additional education aspect for them as they had not previously been aware of the '67 match (see sub-s. 6.3.1.3.). Perhaps a more pertinent finding, however, relates to the benefit expressed by a facilitator (24FAC1). Specifically, 24FAC1 noted how they "got a real big kick" from seeing their father-in-law have football-related recollections and conversations with "people [from] his own age group". Albeit limited to one excerpt, this points to a positive outcome for family members of GAs who engage with FMS activities. Though, it is worth noting that the individual 24FAC1 is referring to was, as discussed previously, only involved in the post '67 audio conversation as a non-study participant. Regardless, beyond this PhD, SBR research which includes outcomes for family members is notably limited. That is, notwithstanding Tolson and Schofield's (2010, p. 41; Tolson and Schofield 2012, p. 67) contribution: that community-based SBR provided "brief respite [and] membership of [a] support group" for family carers. Moreover, whilst the data and insights are limited for this PhD, it seems fair to suggest that outcomes for family members/carers of FMS/SBR GAs may present an area worthy of further research.

7.2.7. Talking as distraction

Whilst socialisation during observed FMS sessions wherein the activity centred around the use of the '67 audio, two facilitators (43FAC1; 41FAC1) highlighted talking as a potential distraction to engagement (see sub-s. 6.3.2.2). However, the findings also highlighted that this may be a nuanced challenge – as talking, even during the audio,

may be indicative of engagement (41FAC1). The above also prompts consideration of whether policing behaviour – i.e., asking individuals to not talk/talk less/talk quietly during the '67 audio – is counter-intuitive to the goal of FMS activities.

At this juncture, it is worth reiterating what SBR is and what it entails. As established in the literature review (see sub-chap. 2.3.) but also present as a central idea throughout this PhD, SBR is considered reflective of a psychosocial intervention that befits a person-centred and relationship-centred approach to care wherein sport-related stimuli that is associated with interests/experiences is utilised to trigger related memories and encourage socialisation – i.e., meaningful social interaction and associated connections (Clark et al. 2015, pp. 204-6; Clark et al. 2017, pp. 58-9; Coll-Planas et al. 2017, pp. 356, 359; Sass et al. 2021a, p. 1; Oatley 2021, pp. 4-10). It presents an activity that may increase both the quantity and quality of social interactions and relationships and, consequently, help reduce social isolation and loneliness for some older people (Care Connect and Age UK 2018. p.2; Coll-Planas et al. 2017, pp. 358-9).

Regarding the findings above, then, if conversations are preventing activities taking place in an accessible way it *might* be the role of a facilitator to manage this. That said, I take the position that the priority should be to ensure FMS/SBR groups provide an environment wherein individuals' feel comfortable to engage with people around them – and that if the '67 audio (or similar) prompts verbal responses this can generally be considered a positive thing (albeit not at the detriment of groups' overall engagement). Though, how facilitators approach the possibility that talking could distract from an audio resource may be somewhat dependent on the group dynamic (e.g., the number of GAs talking and the volume of discussion) as well as the needs of the group (e.g., a quieter room may be necessary for hard of hearing individuals, for example).

7.2.8. Implications

The findings discussed in this sub-chapter are significant when viewed through the lens of what SBR aims to achieve. That is, as above, SBR can provide opportunities for meaningful interactions and the development of connections which *may* help reduce loneliness and social isolation (Care Connect and Age UK 2018. p. 2; Clark et

al. 2015, pp. 204-6; Clark et al. 2017, pp. 58-9; Coll-Planas et al. 2017, pp. 356, 358-9; Sass et al. 2021a, p. 1; Oatley 2021, pp. 4-10). Though, befitting the constructivist methodological position I employed for this research (Howell 2013a, p. 90; Lincoln et al. 2024, p. 77), my focus was on *understanding* how participants responded to and perceived the '67 audio as opposed to measuring cause-effect relationships. Thus, I do not intend to claim any cause-effect relationship between individuals' engagement with the '67 audio and a reduction in loneliness and/or social isolation. This research does, however, evidence that the '67 audio provided a largely positive experience wherein FMS group attendees were voicing memories and engaging in meaningful conversation.

Related to the above, the findings for this PhD are significant for another reason. As highlighted at the beginning and demonstrated throughout this sub-chapter, the outcomes-related findings of this PhD reflect similar outcomes highlighted in preceding SBR research – particularly, outcomes themed around: i) engagement and enjoyment (Sass et al. 2021, p. 29; Gibbons et al. 2020, pp. 30-1; James et al. 2018, p. 24; Haynes et al. 2023; Schofield and Tolson, 2010, pp. 41-2; Tolson and Schofield 2012, p. 67; Watchman et al., 2015, pp. 8-9); ii) sharing and learning about each other's lives (Coll-Planas et al., 2017, p. 358; Hawkins et al., 2020, pp. 39-42; James et al. 2018, p. 24; Laidlaw et al. 2024, p. 5; Sass et al. 2021a, p. 6); iii) memories of their lived experiences (James et al. 2018, p. 24); iv) a meaningful activity (Clark et al., 2017, pp. 60-2; Haynes 2020, p. 273; Haynes et al. 2023; Oatley 2021, p. 204); and v) discussion about more general social history themes (Clark et al., 2015, pp. 207-8; Schofield and Tolson, 2010, pp. 41-2). This is pertinent as it demonstrates that audio-specific resources *can* lead to outcomes akin to those generated in preceding SBR research wherein audio was not the focus. I therefore recommend that FMS groups utilise audio specific materials such as the '67 audio – whether it be as part of a focused session or alongside other resources. I do, however, recognise that the '67 audio presents just one example of an audio-specific resource. Thus, there seems a necessity for further research wherein sound archival materials are utilised with FMS and/or SBR groups.

This PhD has also demonstrated that the '67 topic was likely central to the highlighted outcomes. As discussed in this sub-chapter, this does not negate the role of the '67 audio in providing initial stimuli. It does, however, seem to provide some level of

justification for the approach to theme selection. That is, I selected an audio theme via the application of two informing concepts and understanding of the historic socio-cultural-political context of football in Scotland. The two informing concepts were that impactful reminiscence stimuli would likely relate to both individuals' interests (Clark et al. 2015, p. 204) and an important event (or events) that befit a reminiscence-bump time-period (Janssen et al. 2012; Munawar et al. 2018; *Table 6*). The socio-cultural significance of the '67 fixture for Scottish football fans and the date of the match relative to the age of potential participants provided justification for its selection (Boyle 2000, p. 22; Gutzke 2012, p. 560; McEwan 2023, p. xv). Taking account of the outcome-related findings, then, a key implication of this PhD pertains to the notion that FMS/SBR topic themes selected via the application of the above informing concepts (with awareness of the socio-cultural context) seem likely to be impactful for GAs. I therefore recommend that this approach be employed by FMS/SBR group facilitators when selecting themes and content. To support with this, organisations – such as the Scottish Football Museum – should consider how their collections are catalogued as to ensure that they can be easily accessed by FMS/SBR facilitators according to theme. Yet, as noted previously, I do acknowledge that the '67 match provides just one example. Accordingly, I recommend that further research evaluates this approach to topic selection for FMS (and/or SBR) materials – including but perhaps not limited to audio.

7.3. Audio resource development

7.3.1. Introduction

Whilst the previous sub-chapter established that the '67 match was an appropriate choice of theme for the '67 audio, this discussion chapter is yet to discuss findings related to specific features (content) and the implications for the development of future FMS-tailored audio resources. This is notable as the content of the '67 audio was likely a key factor in generating the outcomes discussed above. Additionally, an overarching finding for this PhD is that both GAs and facilitators generally expressed a desire and/or openness regarding future use of audio resources (akin to the '67 audio) with FMS groups (see sub-s. 6.4.1.1.). Taking account of these points, the intention of this sub-chapter is to consider the implications of this PhD's findings for the development of an FMS-tailored audio resource. To do so, this sub-chapter will initially discuss sub-

themes of findings wherein the focus was largely on the '67 audio – i.e., endorsed features and suggestions. This sub-chapter will subsequently discuss participants' suggestions for future topics. These areas will be discussed with reflection on the concepts that informed the production of the '67 audio and consideration of relevant literature. To conclude this sub-chapter, a discursive reflection will establish the implications of the findings related to the development of tailored audio resources for both SBR research and practice.

7.3.2. '67 audio features: endorsements and suggestions

As established in the delivery method development chapter, my approach to producing the '67 audio was developed with analysis of preceding SBR-related (and adjacent) podcasts alongside key concepts related to audio/podcast production. This prompted an intention to create an FMS-tailored podcast comprising of the following qualities: i) narrative-style (Campbell et al. 2022, pp. 239-42; McHugh 2022, p. 14); ii) relaxed, informal and intimate/familiar feel (Berry 2022, pp. 402-4; McHugh 2022, pp. 8, 64; Sykes 2019 personal communication cited in Berry 2022, p.403); iii) relatively short duration (BBC World Service 2025; Clark et al. 2015, p. 207; Clark et al. 2017, p. 63); and iv) a considered scripting, structuring, and content selection with the dual intention of effective storytelling and initiating reminiscence in an FMS context. These features were, accordingly, reflected in the production of the '67 audio via voice (Phillip Differ) and content (soundbites, archival clips and narration/script). That is, with a focus on the England 2 – 3 Scotland fixture at Wembley in 1967 (as established in the sound archival research chapter).

The findings highlighted a range of '67 audio features that were endorsed by participants (s. 6.4.1.). These include: i) oral history clips (ex-manager and ex-player); ii) commentary; iii) voice and narration; and iv) the overall compilation. The findings also highlighted a range of suggested features for the '67 audio. These include: i) further ex-player/ex-manager audio clips; ii) more fan voices; and iii) subtitles. The following paragraphs will synthesise these findings with relevant literature and reflect on the informing approach.

Several participants shared a positive opinion of the oral history clips included in the '67 audio (sub-s. 6.4.1.2) – that is, respectively, the clips relating to Bobby Brown (STV 2010) and Ronnie Simpson (SFA and SFM 2021c). Regarding the former, interview participants provided little detail beyond liking the Bobby Brown (STV 2010) excerpt. That said, the observation data (sub-chap. 6.2.) highlights that the Bobby Brown (STV 2010) clip seemed to prompt one participant to comment, “brilliant” (G4), and several to smile (G1) and/or laugh (G1; G2). Regarding the Ronnie Simpson (SFA and SFM 2021c) clip, interview participants suggested that they liked how it provided player-related audio that you otherwise would rarely hear (43FAC1) and a perspective on “what [the fixture] meant” (45FAC1). Observation data (sub-chap. 6.2.) was limited but one participant (G1) smiled in response to the Ronnie Simpson (SFA and SFM 2021c) clip. These findings are relevant to this discussion as they, arguably, intimate that the above audio clips played a role in prompting the outcomes associated with listening to the '67 audio – specifically, engagement and enjoyment. Moreover, it seems fair to suggest that the above findings go some way to justifying the inclusion of the Bobby Brown (STV 2010) and Ronnie Simpson (SFA and SFM 2021c) archival clips. Both of which were included as I felt they provided perspectives (and insights) from notable individuals associated with the '67 fixture and, subsequently, contributed to how the narrative surrounding it was shared (McHugh 2022, p. 14). Additionally, I deemed the largely relaxed nature of the clips – and the humorous nature of the second Bobby Brown (STV 2010) clip, in particular – contributory to a relaxed and informal feel (Berry 2022, pp. 402-4; McHugh 2022, pp. 8, 64; Sykes 2019 personal communication cited in Berry 2022, p. 403).

Relevant to the above, the findings highlighted the potential inclusion clips of ex-players – in the build-up to match, immediately after and/or years later – could provide further context regarding the narrative (sub-s. 6.4.1.3). Particularly, the idea that Scotland were going to be comfortably beat. On a similar note, the findings also highlighted that the '67 audio could or perhaps should include fans' perspectives (sub-s. 6.4.1.3). 44GA1 and 44GA2 indicated that perspectives could include those that attended the match, members of the public and, notably, advocated for the inclusion of excerpts from women and children. Additional perspectives could provide further insights to contribute to the way in which the narratives surrounding the '67 fixture are shared and, depending on the clip, could add to the relaxed and informal feel of the

audio (Berry 2022, pp. 402-4; McHugh 2022, pp. 8, 14, 64; Sykes 2019 personal communication cited in Berry 2022, p. 403). The inclusion of a range of perspectives – for example, members of the public and/or football fans (including women and children) (sub-s. 6.4.1.3.) – could also represent an opportunity to incorporate stimuli which resonates with a wider range of individuals (Clark et al. 2015, p. 204).

This does, however, prompt consideration regarding the highly gendered nature of SBR (Oatley 2021, pp. 16-7, 224) – albeit from a different angle. That is, SBR has been deemed exclusionary to women due to its hegemonically masculine context (Oatley 2021, pp. 16-7, 224). If women's inclusion on FMS resources such as the '67 audio is limited to a member of public's perspective on the game, this may further perpetuate a dynamic which is considered hegemonically masculine (Oatley 2021, pp. 16-7, 224). Thus, there arguably remains a requirement for resources that do include the perspectives of women (as well as individuals who identify as non-binary or other genders) but in ways that are perhaps more reflective of their sport-related interests and experiences (Oatley 2021, pp. 16-7, 224). I consider this to a potentially important area for further study – especially if one were to consider topic selection from this perspective via application of the framework developed for this PhD – i.e., the use of stimuli that befits individual interests (Clark et al. 2015, p.204) and the reminiscence bump (Janssen et al. 2012; Munawar et al. 2018; *Table 6*).

The commentary excerpts present another feature of the '67 audio that is highlighted – and, seemingly, endorsed – by the findings (sub-s. 6.1.4.2.). The observation findings, similarly, indicated engagement (sub-chap. 6.2.). That is, beyond sitting quietly, there were also observable signs of engagement and enjoyment – these seemed to peak in correspondence with the climactic aspects of the '67 audio (Scotland's goals, for example). Thus, akin to the oral history related findings, the above indicates that the commentary likely played a role in prompting the outcomes associated with listening to the '67 audio – engagement and enjoyment, in particular. Therefore, the findings arguably help justify the inclusion of the commentary excerpts. Said excerpts were included for multiple reasons. Firstly, I judged the commentators' voices (Hugh Johns and Bobby Wright) (NLS 1967) to present potentially familiar stimuli in and of themselves (Berry 2022, pp. 402-4; McHugh 2022, pp. 8, 64; Sykes 2019 personal communication cited in Berry 2022, p.403). Though, for the '67 fixture,

this may have been somewhat limited by the lack of television coverage and only second half radio coverage available in Scotland (Newport 2017, para. 6). Another reason I included them was that the excerpts often featured the commentators namedropping prominent players (from both nations) which, in and of itself, could have provided memory triggers relating to participants interests (Clark et al. 2015, p. 204; NLS 1967; Scotland National Team 2023). Additionally, said clips often featured crowd noise – especially in response to the goals. This was deemed to be both a relevant and potentially evocative trigger. The final reason I included commentary clips was the way in which they served the narrative (McHugh 2022, p. 14). That is, the excerpts helped chronologically tell the story of the '67 fixture whilst also capturing the emotion of the moment. Whilst the commentary-related findings do not explicitly support the specific reasons outlined above, they do point toward another feature of the audio that seemed to contribute to the resultant outcomes.

Beyond sound archival materials (oral history and commentary excerpts), the findings also highlighted – and arguably, somewhat endorse – the approach to narration and voice utilised for the '67 audio (sub-s. 6.1.4.2.). Several participants, for example, noted a positive opinion of the narration. As part of said viewpoint, the findings suggest that Philip's Scottish accent provided a sense of familiarity. Regarding the observation findings (sub-chap. 6.2.), Philip's voice and narration were present throughout the '67 audio. This included providing context, introducing archival clips, furthering the narrative, reflections and closing thanks. The findings indicated that – beyond sitting quietly (i.e., as discussed, a behaviour deemed to largely indicate quiet listening) – there were observable responses indicative of engagement and enjoyment throughout the audio.

Again, not dissimilar to previous discussion points in this sub-chapter, the above findings do arguably suggest that voice and narration played a role in prompting the outcomes associated with listening to the '67 audio. Thus, said findings seem to provide some level of justification regarding how voice and narration was utilised as part of the '67 audio. As established in the delivery method development chapter – the script and structure were developed with the intention of weaving together archival clips and narration as part of a narrative-style podcast (Campbell et al. 2022, pp. 239-42; McHugh 2022, p. 14). A key aspect of this approach was the narrator's voice

(McHugh 2022, p. 14). The narrator for the '67 audio was Philip Differ. I consider Philip's Scottish accent, tone, timbre and delivery to provide an engaging, evocative and familiar feel to the '67 audio. To some extent at least, the findings related to voice and narration appear to reinforce this perspective. That is, the interview-related examples specifically indicated a sense of familiarity with Philip's Scottish accent and narration (sub-s. 6.1.4.2.). This sense of familiarity, as previously discussed, is notable as it again reflects a key informing concept: the notion that reminiscence stimuli should be *familiar* to individuals' (Clark et al. 2015, p. 204; Dempsey et al. 2014, p. 181; Woods et al. 2005, p. 9; Woods et al. 2018, p. 3). Another albeit more general consideration is that, owing to way in which narration and voice was central to the '67 audio, it seems fair to suggest that it played a significant role in participants' engagement with and enjoyment of it.

The discussion in this sub-chapter has, until now, been focused on findings related to endorsed and suggested features of/for the '67 audio. Yet, as evidenced by the findings, several participants also expressed a positive view of the '67 audio's overall compilation (sub-s. 6.4.1.2.). Albeit not numerous examples, the findings discussed throughout both this and the previous sub-chapter seemingly justify the overarching approach to production (and content) for the '67 audio. That is, an approach comprising of the following qualities: i) narrative-style (Campbell et al. 2022, pp. 239-42; McHugh 2022, p. 14); ii) relaxed, informal and intimate/familiar feel (Berry 2022, pp. 402-4; McHugh 2022, pp. 8, 64; Sykes 2019 personal communication cited in Berry 2022, p. 403); iii) relatively short duration (BBC World Service 2025; Clark et al. 2015, p. 207; Clark et al. 2017, p. 63); and iv) a considered scripting, structuring, and content selection with the dual intention of effective storytelling and initiating reminiscence in an FMS context. This resulted in a podcast that weaved together narration (with Philip Differ's voice), archival clips and sound bites. That is, with a focus on the England 2 - 3 Scotland fixture at Wembley in 1967.

The final suggested feature to be discussed relates to use of subtitles for the '67 audio (and/or similar) going forward (sub-s. 6.4.1.3.). Whilst suggested by just one participant (31C1), it seems particularly fitting when one also considers two related challenges to engagement highlighted by the findings. Specifically, that there were

unclear aspects of the '67 audio and that hard of hearing individuals may be somewhat inevitably excluded (sub-s. 6.3.2.1.).

The unclear aspects of the '67 could be, to some extent, attributed to specific segments – e.g., the England line up segment was presented via commentary and included relatively loud crowd noise (NLS 1967). Additionally, as the findings show for group two (sub-s. 6.3.2.1), the lack of clarity for some segments was arguably exacerbated by technology and the observation setting. For context, I aimed to use equipment available to facilitators in respective FMS groups' usual settings. The setting in which group two were observed was by far the largest of the five observation settings. The speakers used to play the '67 audio were supplied on site, but, whilst the volume was seemingly adequate, the sound clarity was perhaps limited at times. Thus, a solution going forward could be to ensure included clips are clear (as far as practicable) and to ensure equipment provides audio clarity (again, as far as practicable). However, this relies on high-quality archival materials and equipment being available – which may not always be the case. Notably, the above issues would likely be exacerbated for individuals who are hard of hearing. This is, however, presuming that their level of hearing would enable them to hear audio if it is clear. For some, the use of audio may be exclusionary by default.

Taking the above into account, then, the use of subtitles may help hard of hearing individuals but also support engagement in settings where the equipment does not provide the highest quality sound (sub-s. 6.4.1.3.). There is a question of practicality, however. Subtitles could be included as part of a video for settings with TV set-ups or perhaps hard copies of the script could be provided. Either way, as there is a distinct lack of relevant data, it is not possible to ascertain whether or how subtitles would improve the experience of the '67 audio or similar. Though, this point of discussion does seem to highlight that the use of subtitles seems a worthy consideration for future research and practice which utilises audio for FMS/SBR contexts. Additionally, consideration of how the use of subtitles may help mitigate challenges related to audio clarity and/or hard of hearing individuals also prompts reflection on other approaches. One such example could be the use of additional resources – which would reflect the notion that impactful SBR/reminiscence often involves multi-sensory resources

(Dempsey et al. 2014, p. 181; Kasl-Godley and Gatz 2000). This will, however, be discussed at later point in this chapter.

7.3.3. Future topics

Beyond the '67 audio, the findings highlighted potential future topics for FMS audio resources (sub-s. 6.4.1.4.). These include iconic football-related fixtures/moments and topics related to other sports. Specifically:

- Celtic winning the European Cup final in 1967 (12GA1).
- Archie Gemmell's goal against the Netherlands (22FAC2).
- Scotland beating Wales in Liverpool with Archie MacPherson commentary (22FAC2).
- Partick Thistle winning the League Cup final in 1971 (41FAC1).
- England winning the 1966 World Cup with "they think it's all over" commentary (24FAC1)⁴.
- "Anything to do with sport" (12GA1).
- Andy Murray winning Wimbledon (12GA1).
- "Jim Watt [winning] the boxing for Scotland" (24FAC1).
- "Alan Wells in the running" (24FAC1).
- John McEnroe (24FAC1).
- "Boxing... rumble in the jungle" (24FAC1).
- Bill McLaren rugby commentary (43FAC1).
- Involvement of local curlers (Scottish champions) (12GA1 and 12GA2).

Befitting one of the informing concepts for theme selection, these topics highlight the range of interests that may appeal to individuals in FMS contexts (Clark et al. 2015, p. 204) and could be suitable topics for future research and practice.

⁴ It was not clear whether 24FAC1 was using this as an example or a suggested topic (this excerpt was in context of the participant advocating for the use of multiple short audio pieces).

7.3.4. Implications

This sub-chapter has focused on findings related the specific features of the '67 audio and the development of FMS audio resources going forward. This has broadly included discussion regarding endorsements of and suggestions for the '67 audio, as well as potential topics for future FMS tailored resources. That is, in relation to the informing approach to producing the '67 audio and outcome-related findings – most notably, engagement and enjoyment. To recap, endorsed features include: i) oral history clips (ex-manager and ex-player); ii) commentary; iii) voice and narration; and iv) the overall compilation. Suggested features include: i) further ex-player/ex-manager audio clips; ii) more fan voices; and iii) the use of subtitles. Suggested future topics are highlighted above.

The discussion of the above findings has, arguably, demonstrated their significance for both research and practice. Notably, they indicated that Scottish football-related sound archival materials (oral history and commentary excerpts) alongside narration (and voice) *can* provide impactful stimuli when utilised as part of an FMS-tailored audio-specific resource. That is, an audio resource comprising of the following qualities: i) narrative-style (Campbell et al. 2022, pp. 239-42; McHugh 2022, p. 14); ii) relaxed, informal and intimate/familiar feel (Berry 2022, pp. 402-4; McHugh 2022, pp. 8, 64; Sykes 2019 personal communication cited in Berry 2022, p.403); iii) relatively short duration (BBC World Service 2025; Clark et al. 2015, p. 207; Clark et al. 2017, p. 63); and iv) a considered scripting, structuring, and content selection with the dual intention of effective storytelling and initiating reminiscence in an FMS context. Moreover, this sub-chapter has shown how the findings appear to justify the above approach. This was evident in the endorsed features noted and – to some extent, at least – the suggestions related to the inclusion of additional perspectives (i.e., ex-players, ex-manager, fan voices, women and children). The inclusion of these perspectives would likely provide familiar/relevant stimuli that may resonate more strongly with some individuals and/or with a broader audience (Berry 2022, pp. 402-4; McHugh 2022, pp. 8, 64; Sykes 2019 personal communication cited in Berry 2022, p. 403). Additional perspectives may also provide further relevant insights and context to the narrative and thus, enhance the storytelling aspect (McHugh 2022, p. 14). However, and perhaps more pertinently, there remains a necessity to explore the use

of SBR stimuli that is reflective of women's interests and experiences with and in sport (Oatley 2021, pp. 16-7, 224).

A notable implication of this PhD is that the approach for producing an FMS-tailed audio resource may provide an overarching framework which likely enables the impactful use of sound archival materials in FMS/SBR contexts. In terms of practice, this framework could be applied with relative ease provided an individual/organisation had the necessary skills and equipment alongside access to relevant sound archival materials. I do recognise, however, that this may present some barriers as will be discussed further in due course. From a research perspective, the '67 audio presents a single example and as such, there remains a requirement for further evidence regarding the application of this framework for producing FMS-tailored audio resources – that is, with a focus on topics beyond the '67 match. Additionally, as discussed in this sub-chapter, it is worth noting that the use of subtitles has been highlighted as a potentially beneficial feature for the use of audio resources in FMS contexts. Thus, the use of subtitles for audio resources such as the '67 audio is also considered a feature worthy of consideration for both future research and practice.

7.4. Delivery

7.4.1. Introduction

A key category of findings yet to be discussed in this chapter relates to how the '67 audio was and could be utilised (i.e., delivered). Observations took place in five community-based FMS settings (see s. 5.5.1. for detail) and, as such, use of the '67 audio (or similar) in said contexts will be the predominant focus of the initial sections: facilitation and training and guidance, respectively. The findings also prompted consideration regarding the use of the '67 audio or similar across other contexts and, accordingly, this is reflected by the foci of the second and third sections: group or at-home listening and care homes, respectively. To conclude, this sub-chapter will discuss the implications of findings related to these four areas.

7.4.2. Facilitation

Whilst this discussion has established that the exclusive use of the '67 audio played a notable role in triggering memories and discussion, a core sub-theme of findings related to the potential use of additional resources (sub-s. 6.4.2.1.). That is, the findings demonstrated that participants largely expressed a preference *for* the use of additional resources alongside an audio resource. The findings also highlighted that additional resources could be topical – i.e., related to the '67 match and/or 1967 more generally – and engage multiple senses as to provide more opportunities to trigger memories and/or prompt socialisation. On a related point, there was also suggestion that the use of additional resources may help engage hard of hearing individuals and tackle the challenges to engagement (said challenges were highlighted in s. 6.3.2.). In support of utilising additional resources alongside audio, the use of multi-sensory stimuli is recognised to be an impactful approach to reminiscence (Dempsey et al. 2014, p. 181; Kasl-Godley and Gatz 2000). However, additional resources whilst the audio is playing may be distracting and too many could be overwhelming (sub-s. 6.4.2.1.). Whilst additional resources may be both preferable and beneficial, then, presenting all relevant stimuli at once would not necessarily be the best approach. Rather, as the findings indicated, an impactful session structure which incorporates additional resources could hypothetically comprise of an initial audio-focus – potentially with *limited* additional resources – followed by sharing said additional *multi-sensory* resources as part of the post-audio social interactions (sub-s. 6.4.2.1.).

Related to facilitation but largely distinct to the use of additional resources, the findings also prompt consideration of whether pausing/staggering the audio or the use of multiple shorter podcasts is more suitable than playing the '67 audio or similar for the entirety of its duration (sub-s. 6.4.2.3.). The notably limited findings on this topic were somewhat contradictory but, overall, it seems fair to suggest that this PhD has demonstrated that playing the '67 audio for its entire duration was received positively and contributed to positive outcomes (as discussed in the sub-chap. 7.2.). This does not necessarily mean that a pausing/staggered approach would not be as or more impactful – rather, going forward, it could be considered a discretionary choice for facilitators and/or a possible area for further research.

7.4.3. Training and guidance

As this PhD presents a novel approach to FMS/SBR via the use of an audio-specific resource, it is particularly fitting that facilitators' requirements for training and/or guidance are considered. The pertinence of this is highlighted by preceding SBR research. That is, as established in the literature review, a recurrent theme in preceding SBR research is that it requires skilled, knowledgeable, and appropriately trained facilitators (Clark et al., 2017, p. 55; Coll-Planas, et al., 2017, p. 357; Watchman et al., 2015, p. 78). Though, as Clark et al.'s (2017) paper demonstrates, this is perhaps more attainable than one might expect. Clark et al. (2017, pp. 55) found that care assistants with little interest in sport, limited experience with reminiscence work, and without professional qualifications could be trained and easily facilitate SBR work in a way that was both fulfilling for them and participants. Notably, facilitators generally indicated that they would be comfortable using the '67 audio or a similar audio resource with FMS groups (sub-s. 6.4.3.1.). The findings also evidence that, whilst several facilitators did not view training as necessary, many did express a desire for training and/or guidance or that would be required and/or beneficial (sub-s. 6.4.3.1.). Moreover, the following paragraphs will discuss findings related to the factors that may have influenced these perspectives and the specific areas of training/guidance that they relate to (i.e., the use of technology and approaches to facilitation, respectively).

The first area of training/guidance to be discussed relates to the use of technology to access and share an audio resource (such as the '67 audio) in FMS contexts (sub-s. 6.4.3.2.). The findings highlighted facilitators' preferred formats (or, at least, formats deemed suitable) for accessing and sharing the '67 audio or similar. For many, the preferred format for an audio resource would be a downloadable sound file (most likely an MP3 sent via email). Another possibility would be access via an online podcast platform – though, for several facilitators, the preferred (or most suitable) format for an audio resource would likely be hard copies – such as CDs. Evidently, there was variation regarding facilitators' preferences for accessing and using an FMS audio resource. Though, whether it be an MP3 file circulated via email, accessed via an online podcast platform or a CD, perhaps the key point is simplicity (sub-s. 6.4.4.2.). Technologically, the use of a CD might be considered the simplest to use. That said,

using a CD still requires the use of technology and does not automatically mean other formats are not possible. Additionally, there are practical considerations. It is far easier and more cost-effective to circulate digital copies of audio resources with (and within) FMS groups across Scotland via email – especially via the SFM's network of FMS groups through which digital resources are already shared. That is, when compared to producing physical CD copies and sending them via mail.

Notwithstanding the above, however, I acknowledge that a preference for CDs may present somewhat of a discrepancy between facilitators' technological knowledge, ability and/or access. The findings indicated that technology *could* present a barrier for some facilitators' access to (and ability to use) an FMS audio resource (sub-s. 6.4.3.2.) and thus, highlight why it is a relevant area for training and/or guidance. Beyond underlining the use of technology as an area for training and/or guidance, the findings are somewhat limited regarding the level of detail for said training and/or guidance. The findings do, however, prompt one to consider that guidance for using an FMS audio resource should be easy and simple to use (sub-s. 6.4.4.2.). Additionally, participants did highlight the use of equipment as an area they may need support with – e.g., connecting a laptop to a TV. Thus, the findings seemed to indicate that appropriate guidance for practitioners would *clearly* and *succinctly* explain how to set up equipment (e.g., TVs or speakers) so that an FMS audio resource such as the '67 audio could be shared with an FMS group.

In addition to using technology, the findings demonstrated that many participants were of the opinion that training and/or guidance related to facilitation of an FMS session using an audio resource would, or could, be beneficial (sub-s. 6.4.3.3.). The findings broadly highlighted the following areas:

- Adapting an audio resource for individuals who are hard of hearing.
- Guidance on using audio to provide an engaging activity/session structure.
- Hands on training (e.g., shadowing).

Notably, these areas largely relate to discussion points apparent in the facilitation section above (s. 7.4.2.). Notably, I considered how best to incorporate the use of

additional multi-sensory resources alongside an FMS audio resource (such as the '67 audio). That is, with the intention of engaging all participants (including those who are hard of hearing) without overwhelming them. Ultimately, this PhD has led to the development of a session structure wherein the audio would initially be shared with participants (and played for its duration) – perhaps with limited topical resources available. Subsequently, additional multi-sensory resources related to the theme would be shared to support post-audio social interactions. Whilst I consider this proposed approach to facilitation a contribution to FMS/SBR practice, I do recognise that it is yet to be implemented. This lack of evidence limits recommendations for detailed facilitation-related training and/or guidance – that is, beyond the general structure and technological guidance (as above). It does, however, highlight the need for further research – both concerning the implementation of the aforementioned FMS session structure and with a focus on developing apt training and guidance for facilitators.

7.4.4. Alternative FMS contexts

Whilst this discussion has predominantly focused on the use of the '67 audio in community-based FMS contexts, the findings highlighted two alternative FMS contexts wherein an audio resource could be impactful: at home and care homes (s. 6.4.4.). Regarding the former, the findings indicated that GAs' had mixed responses regarding whether they would (or would not) listen to the '67 audio or similar at home. Facilitators, conversely, were largely of the opinion that GAs would or would *want to* listen to the '67 audio or perhaps similar at home. The reasoning for this discrepancy can seemingly be attributed to several GAs' preferences for group listening over at-home listening due to the social component of groups. This is notable as providing opportunities for (meaningful) social interaction and development of social connections is central to how SBR has been framed throughout this PhD (Clark et al. 2015, pp. 204-6; Clark et al. 2017, pp. 58-9; Coll-Planas et al. 2017, pp. 356, 359; Sass et al. 2021a, p. 1; Oatley 2021, pp. 4-10). That said, the findings did also highlight a possible benefit to home listening. Specifically, the notion that an audio resource could provide something individuals could re-listen to (potentially multiple times) in-between sessions (sub-s. 6.4.4.1.).

Notwithstanding the above, it is worth noting that the findings also highlighted that at-home listening would not necessarily be alone (sub-s. 6.4.4.1.). Individuals could listen as part of a group, or one-to-one with a carer, family member or friend. The group aspect of FMS/SBR has been central to this PhD and was likely a factor in the outcomes previously highlighted. Thus, whilst groups using the '67 audio at home may be worthy of further research, it is worth highlighting that one-to-one SBR is considered to be an impactful approach. That is, as discussed in the literature review (see s. 2.5.1.), Schofield and Tolson (2010, p. 38) reported that one-to-one sessions enabled individuals with “moderate to severe dementia” and/or difficulties with sight, hearing or speech to “participate without distraction”. Additionally, Schofield and Tolson (2010, p. 38) draw on Gibson’s (2004 cited in Tolson and Schofield 2010, p.38) work to posit that one-to-one sessions “may also draw out people who appear depressed or tearful and agitated and whose behaviour (displays of aggression for example) would not be tolerated in a group session”. A final point provided by Schofield and Tolson (2010, p. 40) is that “both reminiscence groups and one-to-one sessions fulfilled people’s desire for companionship, a need to feel valued, and to be engaged in stimulating activity”. Moreover, listening to the '67 audio (or similar) at home with one other *could* provide a beneficial experience for GAs. It may also provide an alternative approach for those that may not be able to engage as part of an FMS group – if they are hard of hearing, for example. That said, the idea that listening to the '67 audio or similar at home could be a beneficial experience remains hypothetical at this stage. This discussion, however, does highlight that it is an area worthy of further research.

A related – and potentially significant – finding is that technological access would likely be a key factor in determining whether GAs *could* access the '67 audio or similar at home (sub-s. 6.4.4.2.). The findings demonstrated that this may be linked to a range of factors, such as i) individuals’ technical proficiency and desire to use technology; ii) access to technology; and iii) levels of support. Taking account of the suggestion that one-to-one listening at home could be of benefit for some GAs (Schofield and Tolson (2010, p. 40), then, there is perhaps an impetus on ensuring that those who do want to listen to the '67 audio (or similar) at home are provided with adequate guidance (or even training). Echoing a suggestion regarding guidance for facilitators, it seems fair to recommend that this guidance be clear and easy to use (sub-s. 6.4.3.1.). Said guidance could simply outline how audio could be accessed, played and paused (and

include some suggested questions/conversation prompts). Though, I do recognise that this could be refined with further research that focuses on understanding the use of the '67 audio in at home settings alongside consideration of requirements for guidance and/or training for those that want to facilitate a FMS/SBR session at home.

Beyond at-home listening, the findings also highlighted care homes as another alternative FMS context. That is, the findings suggested that use of the '67 audio *could* be a worthwhile and suitable resource for FMS activity in care home settings/with care home residents (sub-s. 6.4.4.3.). This suitability was attributed to the perhaps quieter and smaller rooms, as well as challenges with mobility. Though, pertinently, the social dynamic was also highlighted as important within a care home context. Notably, one facilitator (33FAC1) explained that they no longer include care home residents in their FMS group for multiple reasons. Firstly, care homes were often late to FMS groups which would disrupt the flow. Additionally, observing the often more severe dementia symptoms of care home residents was deemed to have a negative impact on other GAs (living with mild-moderate dementia) and the group dynamic. 33FAC1 did acknowledge that other FMS groups do include care homes but seemingly felt the decision to not include them in their specific group was important for engagement with community-based GAs.

The above findings, then, give some level of explanation as to why care homes could be a suitable context for use of the '67 audio or a similar resource. As highlighted, the social dynamic remains a pertinent feature (sub-s. 6.4.4.3.). However, given that care home residents may face a range of challenges – severe symptoms of dementia, for example (33FAC1) – a one-to-one approach in a care home context may be suitable (for some, at least). As discussed above in relation at-home listening, this was supported by Tolson and Schofield's (2010) findings: i) one-to-one sessions enabled individuals with "moderate to severe dementia" and/or difficulties with sight, hearing or speech to "participate without distraction" (Schofield and Tolson 2010, p. 38); ii) "may also draw out people who appear depressed or tearful and agitated and whose behaviour (displays of aggression for example) would not be tolerated in a group session" (Gibson 2004 cited in Schofield and Tolson 2010, p. 38; Schofield and Tolson 2010, p.38); and iii) "both reminiscence groups and one-to-one sessions fulfilled people's desire for companionship, a need to feel valued, and to be engaged in

stimulating activity” (Schofield and Tolson 2010, p. 40). Moreover, listening to the '67 audio (or similar) in a care home setting with one other *could* provide a worthwhile experience. Akin to at-home listening, it may also provide an alternative approach for those who may not be able to engage as part of an FMS group – if they are experiencing severe dementia symptoms, for example. That said, the idea that listening to the '67 audio or similar in a care home context would be a worthwhile experience remains hypothetical at this stage. This discussion, however, does highlight that it is an area worthy of consideration for both research and practice.

Also akin to at-home listening, the findings highlighted that technology may be a factor. Though, the findings were somewhat limited in breadth. The findings seemed to indicate that the technological equipment and capabilities may be somewhat dependent on the specific care home context (s. 6.4.4.3). Still, taking account of previous discussion re using technology, use of an audio resource in a care home would likely require some level of training and/or guidance. Or, at the very least, consideration should further research and/or practice include the use of the '67 audio in care home context.

7.4.5. Implications

This sub-chapter has discussed findings related to four themes: i) facilitation; ii) training and guidance; iii) group or at-home listening; and iv) care homes. The following paragraphs will establish the significance and implications of said findings and associated points of discussion.

The facilitation-related findings enabled me to develop an informed framework for the use of FMS-tailored audio resources (which include Scottish football-related sound archives) alongside additional resources. This framework – or proposed session structure – comprises of initially sharing the audio with an FMS group. Some additional resources could be available, however, the number of these would be limited as to not overwhelm GAs. Following the audio, additional multi-sensory resources would be shared to provide additional stimuli as part of the post-audio conversations (Dempsey et al. 2014, p. 181; Kasl-Godley and Gatz 2000). Said resources – alongside the potential use of subtitles – would also help mitigate challenges related to audio clarity

and/or engagement for hard of hearing individuals. However, whilst this structure presents an informed framework which incorporates the use of Scottish football-related sound archival materials, it is yet to be tested. Thus, whilst I consider this proposed approach a contribution to FMS/SBR practice, I advocate for further research wherein this framework is tested. This would provide evidence as to whether this framework could (or should) be established as an approach for utilising FMS-tailored audio resources alongside additional multi-sensory resources. That is, in conjunction with the frameworks/approaches developed via this PhD in relation to topic selection and the production of FMS-tailored audio resources.

Findings related to training and guidance highlighted two notable areas: using technology and approaches to facilitation. Regarding the former, this discussion has established that appropriate guidance would *clearly* and *succinctly* explain how to set up equipment (e.g., TVs or speakers) so that an FMS audio resource such as the '67 audio could be shared with an FMS group. Regarding the latter, whilst the findings have enabled me to develop a framework for utilising audio resources alongside additional resources in FMS contexts, it is yet to be implemented in practice. I therefore recommend that future research includes a focus on further developing related training and guidance for facilitators.

Findings related to alternative FMS contexts highlighted the potential use of an audio resource – such as the '67 audio – at home or in care home contexts. The value of listening as part of a group has been well discussed in relation to the outcome-related findings (see sub-chap. 7.2.). Discussion related to alternative FMS contexts, however, indicated that listening to the '67 audio (or similar) at home or in a care home with one other *could* provide a worthwhile experience. It may also provide an alternative approach for those that may not be able to engage as part of an FMS group (Gibson 2004 cited in Schofield and Tolson 2010, p. 38; Schofield and Tolson 2010, p.38). That said, the idea that listening to an FMS-tailored audio resource at home or in a care home context could be a positive experience remains hypothetical at this stage. Thus, I recommend that further research explores the use of the '67 audio or similar at home and/or in care home contexts.

Additionally, findings related to alternative FMS contexts highlighted that technology would likely be a key factor in determining whether GAs *could* access the '67 audio or similar at home (sub-s. 6.4.4.2.). The findings demonstrated that this may be linked to a range of factors, such as i) individuals' technical proficiency and desire to use technology; iii) access to technology; and iv) levels of support. The care home-related findings provide less insight – though, technological equipment and capabilities would seemingly be somewhat dependent on the specific care home context. Echoing a suggestion regarding guidance for facilitators, it seems fair to recommend that this guidance be clear and easy to use. Still, another implication of this PhD is that further research should consider the provision of guidance and/or training for those that want to utilise the '67 audio (or similar) as part of FMS sessions at home and/or in care home contexts.

7.5. Limitations

This chapter has synthesised findings with literature to understand the implications of this PhD. However, to help establish the credibility of said implications, it remains necessary to critically reflect on this PhD's practical and methodological limitations.

A limitation that has been noted at different points throughout this chapter can be attributed to the singular audio resource (the '67 audio, specifically) produced and utilised for this research. On the one hand, this removed additional variables and enabled a detailed analysis of how participants responded to and perceived the '67 audio in an FMS context. On the other, however, just one example does somewhat limit the ability to apply this PhD's findings and related implications beyond the '67 audio. Thus, I recommend that subsequent research includes the use (and production) of further FMS-tailored audio resources. Specifically, with the following features: i) a theme selected via application of the informing concepts discussed in the outcomes sub-chapter; ii) produced via application of the framework discussed in the audio resource development sub-chapter; and iii) delivered in an FMS context (or contexts) via application of the session structure discussed in the facilitation sub-chapter.

Another limitation of this PhD relates to research contexts. That is, the '67 audio was exclusively used in community-based FMS settings (see sub-chap. 5.5. for detail) and,

as such, said contexts have been the predominant focus of this PhD. Whilst this was a considered decision, the use of the '67 audio (or similar) at home and/or in care homes were both highlighted as potentially suitable FMS contexts. However, owing to a lack of data regarding the audio's use in said context, the implications for said findings were limited. As noted in the previous sub-chapter, this PhD has highlighted the use of FMS-tailored audio resources (such as the '67 audio) at home and/or in care homes as areas for future research.

Whilst this PhD's findings have provided justification for the approach to producing the '67 audio (see delivery method development chapter), its application does present practical considerations and potential barriers. The production of the '67 audio was supported by i) access to archival materials; ii) expertise of a University of Stirling staff member (Janieann McCracken); iii) the involvement of Philip Differ (for narration); iv) access to and use of the University of Stirling's recording studio; vi) access to software (e.g., Pro Tools (Avid 2025) and a laptop capable of running said software); and vii) focused time (i.e., the PhD funded period). Of course, some aspects of this may not be necessary to produce resources – that is, depending on existing knowledge and/or experience. Still, producing further audio resources akin to the '67 audio would likely require much of the above (or at least, similar). This is not to suggest this should not be an area for future research or practice – rather, the intention is to both recognise these practical aspects and highlight them as necessary considerations for future research and practice.

This PhD was also somewhat limited by the sample. Specifically, group attendee participants for this research exclusively identified (or were identified) as men. This is a common limitation of SBR (see sub-chap. 2.7.) and, as discussed at multiple points in this PhD (see sub-chap. 2.3; s. 3.3.5.), is likely a consequence of SBR being a highly gendered (hegemonically masculine) context (Oatley 2021, pp. 16-7, 224). Thus, there does seem an impetus on further research to include more participants who identify as women, non-binary and/or other genders. On a somewhat related note, only demographic data related to GAs' age, gender and dementia status was collected for this PhD. For facilitators and carers, this was restricted to role. Whilst I made this decision to minimise the collection of unessential personal data, this *may* have restricted aspects of analysis that could have provided further insights and had

implications for both research and practice. Thus, I recommend that – if/where possible and appropriate – further SBR research collects a wider range of demographic data with awareness that it may inform aspects of the analysis.

A further limitation for this PhD was discussed in the methodology chapter and relates to the challenges associated with conducting observations in an FMS context (see s. 5.7.1.1.). That is, conducting observations as a lone researcher during the '67 audio and attempting to capture moment-by-moment observable responses from multiple participants proved challenging. This was more challenging for groups with larger rooms and more participants – particularly where participants and non-participants were sat together. This was countered using stickers to differentiate participants if/when deemed necessary. It is also worth noting that conducting in-person interviews shortly after the '67 audio was shared – to prevent participants from waiting for too long – impacted the amount of time I could spend engaged with and/or observing post '67 audio conversations. These aspects did, somewhat inevitably, impact the breadth of observation data generated. Still, the experience also highlighted that the presence of an additional researcher in these contexts (where possible) would be beneficial.

A final limitation relates to my methodology for this PhD more broadly. I adopted a constructivist ontological and epistemological perspective with a focus on gathering qualitative data (Braun and Clarke 2022, p. 6; Howell 2013a, p. 90; Lincoln et al. 2024, p. 77). The use of observations and interviews generated rich data that enabled me to develop an understanding of how the '67 audio was responded to and perceived in an FMS context. In doing so, as discussed previously, this research demonstrated that the '67 audio provided a largely positive experience wherein FMS group attendees were voicing memories and engaging in meaningful conversation. Whilst this presents a significant insight, I acknowledge that a focus on understanding as opposed to cause-effect relationships prevents this PhD from evidencing that the above equates to a reduction in loneliness and/or social isolation (and/or other outcomes related to health and/or well-being – see sub-chap. 2.3.; sub-chap. 2.4.). This is notable as by encouraging meaningful interactions and the development of connections, it is plausible that SBR *may* help reduce loneliness and social isolation (Care Connect and Age UK 2018, p. 2; Clark et al. 2015, pp. 204-6; Clark et al. 2017, pp. 58-9; Coll-Planas et al. 2017, pp. 356, 358-9; Sass et al. 2021a, p. 1; Oatley 2021, pp. 4-10). I therefore

recognise that further research wherein such connections are examined or measured could help provide further justification for SBR. That said, I do maintain that the constructivist methodology I employed for this PhD was appropriate for the exploratory nature and context of this research (Howell 2013a, p. 90; Lincoln et al. 2024, p. 77).

7.6. Summary

This discussion chapter has synthesised this PhD's findings with literature to establish the implications for FMS (and SBR) research and practice. The discussion was organised by four sub-chapters: i) outcomes; ii) audio resource development; iii) delivery; and iv) limitations.

The outcomes sub-chapter demonstrated that the '67 audio provided a largely positive experience wherein FMS group attendees were voicing memories and engaging in meaningful conversation. On a related note, it also indicated that the use of the '67 audio alone *can* lead to outcomes akin to those generated in preceding SBR research wherein audio was not the focus. The findings indicated that the '67 audio i) was engaging and enjoyable to listen to; ii) prompted memories and socialisation; iii) resonated with a sense of identity and pride; and iv) overall, provided a worthwhile experience. The outcomes sub-chapter also established that a key factor in generating the above outcomes was the '67 audio's topic: specifically, the Scotland 3 - 2 England fixture at Wembley in 1967. The selection of the '67 match was underpinned by the concepts that impactful reminiscence stimuli would likely relate to both individuals' backgrounds and interests (Clark et al. 2015, p. 204) and an important event that befit a reminiscence-bump time-period (Janssen et al. 2012; Munawar et al. 2018; *Table 6*). Thus, the socio-cultural significance of the '67 fixture for Scottish football fans and the date of the match relative to the age of potential participants provided justification for its selection (Boyle 2000, p. 22; Gutzke 2012, p. 560; McEwan 2023, p. xv). I therefore suggest that this approach be employed by FMS/SBR group facilitators when selecting themes and content. To support with this, organisations – such as the Scottish Football Museum – should consider how their collections are catalogued as to ensure that they can be easily accessed by FMS/SBR facilitators according to theme. I do also recognise that the '67 match provides just one example. Thus, I

recommend that further research evaluates this approach to topic selection for FMS (and/or SBR) materials – including but perhaps not limited to audio.

The audio resource development sub-chapter demonstrated that Scottish football-related sound archival materials (oral history and commentary excerpts) alongside narration (and voice) *can* provide impactful stimuli when utilised as part of an FMS-tailored audio-specific resource (i.e., the '67 audio). The evidence discussed – notably, endorsements and suggestions relating to specific features – was deemed to provide justification for the approach to producing the '67 audio. Said approach was to develop an audio resource that comprised of the following qualities: i) narrative-style (Campbell et al. 2022, pp. 239-42; McHugh 2022, p. 14); ii) relaxed, informal and intimate/familiar feel (Berry 2022, pp. 402-4; McHugh 2022, pp. 8, 64; Sykes 2019 personal communication cited in Berry 2022, p.403); iii) relatively short duration (BBC World Service 2025; Clark et al. 2015, p. 207; Clark et al. 2017, p. 63); and iv) a considered scripting, structuring, and content selection with the dual intention of effective storytelling and initiating reminiscence in an FMS context. Therefore, a notable implication of this PhD is that the above provides an framework for producing FMS audio resources that enable the use of Scottish football-related sound archival materials in FMS contexts. This framework could be applied with relative ease provided an individual/organisation had the necessary skills and equipment. Yet, as highlighted throughout this chapter, the '67 audio provides just one example. Thus, I recommend that further research involves application of this framework with a focus on topics beyond the '67 match. Additionally, the use of subtitles was identified as a potentially beneficial feature and should be considered in future research and practice.

The delivery sub-chapter included broader themes of discussion than the previous two. Specifically, topics of discussion (sections) comprised of i) facilitation; ii) training and guidance; and iii) alternative FMS contexts. The following paragraphs will summarise each of these topics.

The facilitation section comprised of discussing findings which, ultimately, informed the development of a framework (session structure) for the use of FMS-tailored audio resources (which incorporate Scottish football-related sound archival materials) alongside additional resources. This framework – or proposed session structure –

comprises of initially sharing the audio with an FMS group. Some additional resources could be available, however, the number of these would be limited as to not overwhelm group attendees. Following the audio, additional multi-sensory resources would be shared to provide additional stimuli as part of the post-audio conversations (Dempsey et al. 2014, p. 181; Kasl-Godley and Gatz 2000). Said resources – alongside the potential use of subtitles – would also help mitigate challenges related to audio clarity and/or engagement for hard of hearing individuals. This presents an informed framework which incorporates the use of Scottish football-related sound archival materials that could be utilised in FMS practice. However, I also recommend that further research evaluates this approach. This would help establish whether this framework can be considered an impactful approach for utilising FMS-tailored audio resources alongside additional multi-sensory resources.

The training and guidance section highlighted two potential areas for training and/or guidance: using technology and approaches to facilitation. Regarding the former, this section established that appropriate guidance would *clearly* and *succinctly* explain how to set up equipment (e.g., TVs or speakers) so that an FMS audio resource such as the '67 audio could be shared with an FMS group. Regarding the latter, recommendations for training and guidance are largely limited by the lack of evidence re the use of an audio resource (such as the '67 audio) alongside additional resources in FMS contexts. That is, beyond the proposed session structure outlined above which does provide some level of guidance in and of itself. Moreover, the training and guidance section highlighted the need for further research which incorporates both the implementation of the afore-mentioned framework and a focus on related training and guidance for facilitators.

The alternative FMS contexts section included consideration of the potential use of the '67 audio or similar both at home and in care homes. For both settings, the importance of a social dynamic was highlighted. Additionally, discussion related to alternative FMS contexts indicated that listening to the '67 audio (or similar) at home or in a care home with just one other *could* provide a worthwhile experience. It may also provide an alternative approach for those that may not be able to engage as part of an FMS group (Gibson 2004 cited in Schofield and Tolson 2010, p. 38; Schofield and Tolson 2010, p.38). That said, the idea that listening to an FMS-tailored audio resource at home or

in a care home context could be a positive or beneficial experience remains hypothetical at this stage. Thus, I recommend that further research explores the use of the '67 audio or similar at home and/or in care home contexts.

The alternative FMS contexts section also highlighted that technology would likely be a key factor in determining whether group attendees could access the '67 audio or similar at home. This may be linked to a range of factors, such as i) individuals' technical proficiency and desire to use technology; ii) access to technology; and iii) levels of support. Whilst the care home-related findings are less insightful, it seems fair to posit that technological equipment and capabilities would be at least somewhat dependent on the specific care home context. Furthermore, I recommend that further research consider the provision of guidance and/or training for those that want to utilise the '67 audio (or similar) as part of a one-to-one FMS session at home and/or in a care home context.

This discussion chapter has also included consideration of limitations which may have impacted the implications of this PhD's findings. These include: i) limitations regarding the applicability of findings and implications beyond the use of the '67 audio; ii) practical considerations (and potential challenges) for the production of FMS-tailored audio resources; iii) a lack of data related to the use of the '67 audio in alternative FMS contexts (at home and/or in care homes); iv) challenges related to observing as a lone researcher in FMS contexts; v) a limited sample in regards to demographic (and demographic data); and vi) a limitation of the constructivist methodology in SBR/FMS contexts (Howell 2013a, p. 90; Lincoln et al. 2024, p. 77). Still, overall, these limitations do not undermine the credibility of this PhD. Additionally, critically acknowledging said limitations has enabled me to recommend that future SBR research could consider, include and/or involve the following: i) use (and production) of further FMS-tailored audio resources across contexts – including community-based settings, at home and in care homes; ii) more participants who identify as women, non-binary and/or other genders; iii) collection of a wider range of participants' demographic data with an awareness that it may inform aspects of analysis; and iv) measures regarding SBR's impact on loneliness, social isolation, health and well-being.

8. Conclusion

8.1. Introduction

This conclusion chapter will initially present the aims and objectives of this PhD and summarise how they were achieved. It will then proceed to report the significance and contributions of the findings for FMS/SBR research and practice, followed by reflection on this PhD's limitations. To conclude, this chapter will provide recommendations for future SBR research.

8.2. Summary

The research aims and associated objectives befit the overarching purpose of this PhD. That is, to explore innovations regarding the use of the Scottish football-related sound archival materials with older people in FMS contexts. This purpose has presented an opportunity for this PhD to contribute to both FMS/SBR research and practice.

Aim 1: Contribute to understanding of the key theoretical concepts and practical considerations that underpin sports-based reminiscence research and practice.

- Objective 1.1: Identify key theoretical concepts in existing sports-based reminiscence research and consider the implications for this PhD.
- Objective 1.2: Identify key practical considerations in existing sports-based reminiscence research and consider the implications for this PhD.
- Objective 1.3: Identify relevant key concepts from wider literature and consider the implications for this PhD.
- Objective 1.4: Identify gaps and areas for further research in existing sports-based reminiscence research and consider the contributions of this PhD.

Aim 2: Apply key theoretical concepts and understanding of the socio-cultural context of football in Scotland to identify sound archival materials and develop a delivery method for their use in Football Memories Scotland contexts.

- Objective 2.1: Apply key theoretical concepts and understanding of the socio-cultural context of football in Scotland to identify an appropriate theme for sound archival research.
- Objective 2.2: Identify and collate relevant sound archival materials with consideration of the key processes involved in sound archival research.
- Objective 2.3: Select and justify the use of a delivery method for sharing sound archival materials in Football Memories Scotland contexts.
- Objective 2.4: Consider use of delivery method alongside key literature to inform an approach tailored to Football Memories Scotland contexts.
- Objective 2.5: Produce a resource which supports the use of sound archival materials in Football Memories Scotland contexts.

Aim 3: Explore the implications of and for using sound archival materials in Football Memories Scotland contexts.

- Objective 3.1: Establish a methodological position which befits the research topic, aims and objectives.
- Objective 3.2: Consider how concepts, methods and other approaches used in preceding sports-based reminiscence research can inform this PhD.
- Objective 3.3: Outline, justify and reflect on the methods used to collect data for this PhD.
- Objective 3.4: Consider the ethics for this PhD and implement an ethically-approved approach.
- Objective 3.5: Present and analyse data in relation to the implications of and for using sound archival materials in Football Memories Scotland contexts.
- Objective 3.6: Synthesise findings with key theoretical concepts and practical considerations to establish the implications of and for using sound archival materials for Football Memories Scotland/sports-based reminiscence research and practice.

To achieve the above aims and associated objectives, this PhD required a multi-faceted approach. This comprised of the following methods: i) literature review; ii) sound archival research; iii) the development of a delivery method; iv) observations

and semi-structured interviews (group and one-to-one); and v) thematic data analysis. These methods were communicated via this PhD's constituent chapters: i) literature review; ii) sound archival research; iii) delivery method development; iv) methodology; v) findings; and vi) discussion.

The literature review focused on the first aim and associated objectives 1.1 – 1.3. It systematically identified, presented and analysed existing SBR research with consideration of the following: i) underpinning theoretical concepts; ii) outcomes; iii) approaches to SBR; iv) training and guidance; and v) limitations. By focusing on the above areas, the literature review captured an in-depth understanding of the evidence base, key concepts and practical considerations surrounding SBR research. This was pertinent for four reasons. Firstly, the literature review established that SBR is reflective of a psychosocial intervention that befits a person-centred and relationship-centred approach to care wherein sport-related stimuli that is associated with interests/experiences is utilised to trigger related memories and encourage socialisation – i.e., meaningful social interaction and associated connections (Clark et al. 2015, pp. 204-6; Clark et al. 2017, pp. 58-9; Coll-Planas et al. 2017, pp. 356, 359; Sass et al. 2021a, p. 1; Oatley 2021, pp. 4-10). As an activity that may increase both the quantity and quality of social interactions and relationships, SBR may help reduce social isolation and loneliness for some older people (Care Connect and Age UK 2018. P.2; Coll-Planas et al. 2017, pp. 358-9). Secondly, the literature review enabled identification of research gaps and areas for further SBR research – and thus, the theoretical and practical contributions of this PhD. Notably, it established that there seems to be a requirement for further research that focuses on identifying and utilising relevant stimuli – both regarding theme and the types of resource (content). Thirdly, the literature review enabled this PhD to establish informing concepts regarding the identification of stimuli – Scottish football-related sound archival materials, in this instance. Said concepts relate to the notion that SBR should involve stimuli that is tailored to participants' interests (Clark et al. 2014, p. 204) and befit an estimated reminiscence-bump time-period (Janssen et al. 2012; Munawar et al. 2018; *Table 6*). Fourthly, the literature review suggested that the provision of sound archival materials could be more likely to immerse (or engage) participants if they were presented with context and narrative (Campbell et al. 2022, p. 241). It also indicated that a resource which incorporates multiple aspects (including voice) over a longer duration may be

more suitable than playing short, individual archival clips (Campbell et al. 2022, pp. 239-42).

The sound archival research chapter pertained to the second aim and associated objectives 2.1 – 2.2. It applied the key concepts highlighted in the literature review alongside an understanding of the socio-cultural context of football in Scotland to select a theme of sound archival materials for use in FMS contexts. The resultant theme was the England 2 - 3 Scotland fixture at Wembley in 1967. This chapter also outlined the key processes involved in identifying relevant sound archival materials (said materials were presented in *Table 7*).

The delivery method development chapter addressed the second aim and associated objectives 2.3 – 2.5. It provided justification for the chosen delivery method, reflected on the development of an approach to producing an audio resource tailored for FMS contexts and detailed the key processes involved in production of said resource – i.e., the '67 audio. To clarify, the approach to producing the '67 audio incorporated the following qualities: i) narrative-style podcast (Campbell et al. 2022, pp. 239-42; McHugh 2022, p. 14); ii) relaxed, informal and intimate/familiar feel (Berry 2022, pp. 402-4; McHugh 2022, pp. 8, 64; Sykes 2019 personal communication cited in Berry 2022, p. 403); iii) relatively short duration (BBC World Service 2025; Clark et al. 2015, p. 207; Clark et al. 2017, p. 63); and iv) a considered approach to scripting, structuring, and content selection with the dual intention of effective storytelling and triggering reminiscence in FMS contexts for FMS group attendees. My intention was to produce an audio resource wherein the above features were exemplified via the '67 audio's theme, content and narration (voice).

The methodology chapter attended to the third aim and associated objectives 3.1 – 3.4. It explored, clarified and justified my methodological position for this PhD: a constructivist ontological and epistemological perspective with a focus on generating qualitative data (Braun and Clarke 2022, p. 6; Howell 2013a, p. 90; Lincoln et al. 2024, p. 77). This chapter then reflected on how methods employed in preceding SBR-related studies informed this PhD. Subsequently, this chapter outlined my positionality and the research methods utilised – namely, i) pre-study meetings; ii) observations; iii) group interviews; iv) one-to-one interviews and v) thematic analysis. The

methodology chapter then presented the ethical considerations of this PhD. The final sub-chapter pertained to my methodological reflections for this research.

The findings chapter focused on the third aim and associated objective 3.5. Findings were generated via application of Braun and Clarke's (2022) reflexive thematic analysis. This chapter broadly distinguished the findings by method: observations and interviews. The presentation of observation findings comprised of data generated during the '67 audio and post '67 audio observation stages, respectively. To account for the breadth of the dataset, interview findings were divided into two overarching categories with constituent themes and associated sub-themes. Said categories and themes were as follows (for a full list of sub-themes, see *Table 20 and Table 21*):

- Outcomes: i) engagement during the '67 audio; ii) challenges to engagement during the '67 audio; and iii) memories and socialisation.
- Delivery and development: i) development of audio resources; ii) facilitation; iii) training and guidance; iv) alternative FMS contexts.

The discussion chapter addressed the third aim and associated objective 3.6. It did so by synthesising this PhD's findings with both literature and practical considerations to establish the implications of this research for FMS/SBR research and practice. The discussion chapter also reflected on the practical and methodological limitations of this PhD – that is, with consideration of how they impact the credibility of this research and highlight additional topics for consideration in future FMS/SBR research and/or practice.

8.3. Findings: significance and contributions to research and practice

This PhD has generated a range of findings regarding the use of Scottish football-related sound archival materials. In doing so, it provides notable contributions to FMS/SBR research and practice.

This PhD has demonstrated that use of the '67 audio provided a largely positive experience wherein FMS group attendees were voicing memories and engaging in meaningful conversation. The findings evidenced that the '67 audio i) was engaging

and enjoyable to listen to; ii) prompted memories and socialisation; iii) resonated with a sense of identity and pride; and iv) overall, provided a worthwhile experience. These findings present a significant contribution to research as they evidence that the use of an audio-specific resource led to outcomes akin to those generated in preceding SBR research wherein audio was not the specific focus (see sub-chap. 7.2.). This is also significant for practice as it demonstrates that sound archival materials – via the '67 audio, in this instance – can offer an alternative yet impactful resource for FMS group activities (and perhaps, more widely, SBR group activities).

In the discussion chapter, I reasoned that the audio topic was likely central to the '67 audio's role in prompting the outcomes highlighted above. This has been considered to provide justification re the approach to theme selection. That is, I selected an audio theme via the application of two informing concepts alongside understanding of the socio-cultural context of football in Scotland. The two informing concepts pertained to the notion that SBR should involve stimuli that is tailored to participants' interests and values (Clark et al. 2015, p. 204) and befit an estimated reminiscence-bump time-period (Janssen et al. 2012; Munawar et al. 2018; *Table 6*). The socio-cultural context of the sporting rivalry with England and the significance of the '67 fixture for Scottish football fans (Boyle 2000, p. 22; Gutzke 2012, p. 560; McEwan 2023, p. xv) alongside the date of the match relative to the age of potential participants provided justification for its selection (Janssen et al. 2012; Munawar et al. 2018; *Table 6*). Furthermore, this PhD has developed an evidence-based framework for selecting impactful themes for FMS and/or SBR activities. This presents a contribution to research as it helps refine the underpinning concepts that inform SBR. It also has practical application for FMS/SBR facilitators in that it provides support with theme and content selection. Additionally, it puts impetus on organisations – such as the Scottish Football Museum – to consider how their collections are catalogued according to themes as to ensure relevant materials can be easily accessed by FMS/SBR facilitators.

On a related note, this PhD's findings indicated that Scottish football-related sound archival materials (oral history and commentary excerpts) alongside narration (and voice) provided impactful stimuli when utilised as part of an FMS-tailored audio resource – i.e., the '67 audio. This was evidenced by participants' feedback and suggestions, but also the outcome-related findings highlighted above. These findings

are significant as this PhD involved the development and application of a novel approach to producing an FMS-tailored audio resource (the '67 audio). To clarify, the intention of said approach was to incorporate the following qualities: i) narrative-style podcast (Campbell et al. 2022, pp. 239-42; McHugh 2022, p. 14); ii) relaxed, informal and intimate/familiar feel (Berry 2022, pp. 402-4; McHugh 2022, pp. 8. 64; Sykes 2019 personal communication cited in Berry 2022, p. 403); iii) relatively short duration (BBC World Service 2025; Clark et al. 2015, p. 207; Clark et al. 2017, p. 63); and iv) a considered approach to scripting, structuring, and content selection with the dual intention of effective storytelling and triggering reminiscence in an FMS context for FMS group attendees. The above features were – or at least, were intended to be – exemplified by the '67 audio's theme, content, and narration (voice). Moreover, taking account of the findings, a significant contribution of this PhD is that the above approach for producing FMS-tailored audio resources may provide an overarching framework for the development and production of audio resources that utilise sound archival materials for FMS and, possibly, SBR activities. This contributes to research as it presents a novel yet impactful approach to utilising sound archival materials for FMS/SBR groups. It also provides a contribution to practice as this framework could be applied with relative ease provided an individual/organisation had the necessary skills and equipment – that is, alongside access to relevant sound archival materials.

The findings related to facilitation enabled me to propose a session structure for the use of an audio resource such as the '67 audio alongside additional, multi-sensory resources. The proposed session structure comprises of initially sharing the audio with an FMS group. Whilst some additional resources could be made available during the '67 audio, keeping this minimal has been highlighted as important as to not overwhelm group attendees. Following the audio, I recommend that facilitators share multi-sensory resources related to the audio theme (e.g., the '67 fixture) as to provide additional reminiscence stimuli (Dempsey et al. 2014, p. 181; Kasl-Godley and Gatz 2000). It is worth noting that the use of additional resources would not only provide further prompts but may also – perhaps alongside subtitles – help mitigate challenges related to audio clarity and/or engagement for hard of hearing individuals. Moreover, I consider the above session structure a contribution to FMS/SBR practice as it provides a framework for utilising audio-resources – such as the '67 audio – alongside

additional resources. I do, however, acknowledge that this framework is yet to be substantiated by evidence (regarding its application in FMS or SBR contexts).

The findings highlighted two notable areas for training and/or guidance: using technology and approaches to facilitation. Regarding the former, this PhD established that appropriate guidance would *clearly* and *succinctly* explain how to set up and use technological equipment (e.g., TVs or speakers) in an FMS context so that an audio resource such as the '67 audio could be shared without issue. Regarding the latter, one of the core implications of this PhD relates to (as above) a proposed session structure for the use of an FMS-tailored audio resource alongside additional multi-sensory resources. Though, as this is yet to be evaluated, recommendations for specific facilitation-related training and/or guidance beyond the proposed session structure (and simple technological guidance) are limited.

Another noteworthy consideration of this PhD relates to the use of the '67 audio or similar in alternative FMS contexts – specifically, at home and in care home settings. This PhD's findings highlighted that listening to an FMS audio resource at home or in a care home was considered a potentially worthwhile experience. It also prompted consideration regarding the value of listening as part of a group, one-to-one or alone. Group listening, albeit in a community-based context, has been deemed an impactful activity (as evidenced by the outcome-related findings, sub-chap. 7.2.). Notably, owing to the importance of the social dynamic, this PhD has also highlighted one-to-one listening (e.g., older individual and a carer/family member/friend) as a possibly impactful approach at home and/or in care home settings. Said approach may provide a social component whilst supporting engagement for those who may find group contexts challenging (Gibson 2004 cited in Schofield and Tolson 2010, p. 38; Schofield and Tolson 2010, pp. 38, 40). Still, at this stage, the idea that listening to an FMS-tailored audio resource (e.g., the '67 audio) at home or in a care home context could have positive outcomes remains hypothetical.

In addition to the above, findings related to alternative FMS contexts also highlighted that technology would likely be a factor in determining whether GAs could access the '67 audio or similar at home. The findings demonstrated that this may be linked to a range of factors, such as i) individuals' technical proficiency and desire to use

technology; ii) access to technology; and/or iii) levels of support. The care home-related findings provide less insight – though, the findings do suggest that technological equipment and capabilities may differ across care home contexts. A final point worth noting is that – echoing an implication regarding guidance for facilitators – guidance provided for the use of the '67 audio or similar at home (or in a care home context) should be *clear* and *succinct*. Still, as above, this PhD generated limited evidence regarding the use of the '67 audio at home or in care home contexts and/or requirements for related training or guidance.

As above, this PhD has generated a range of findings regarding the use of Scottish football-related sound archival materials. In doing so, it has provided notable contributions to both research and practice. For clarity, I have outlined said contributions below.

Contributions to research:

- Demonstrated that the use of Scottish football-related sound archival materials in FMS community-based contexts via a novel approach (the '67 audio) can provide a positive experience wherein FMS group attendees were sharing memories and engaging in meaningful conversation.
- Demonstrated that the use of the '67 audio can lead to outcomes akin to those generated in preceding SBR research wherein audio was not the specific focus.
- Developed and evidenced a framework for selecting impactful themes for FMS/SBR activities.
- Developed and evidenced a framework for producing audio resources tailored to FMS/SBR contexts.

Contributions to practice:

- Demonstrated that the use of Scottish-football related sound archival materials (via the '67 audio) can offer an alternative yet impactful resource for FMS group sessions (and perhaps, more widely, SBR group activities).
- Provided an evidence-based framework for selecting themes and content for FMS/SBR activities.

- Provided an evidence-based framework for producing FMS-tailored audio resources.
- Put impetus on organisations – such as the Scottish Football Museum – to consider how their collections are catalogued according to theme as to ensure relevant materials can be accessed with ease.
- Provided a framework for a session structure wherein sound archival materials (such as the '67 audio) can be used alongside multi-sensory resources.

8.4. Limitations

I have considered the methodological and practical limitations – and their implications – throughout this PhD. Whilst the limitations have impacted the research to varying extents, I do not feel they have undermined the overall credibility of this PhD. The following paragraphs will outline said limitations.

As the production and use of the '67 audio has been the exclusive focus of this PhD, the applicability of findings beyond this one audio resource (and associated theme) may be somewhat limited. The findings that this limitation pertains to include: i) outcome-related findings - i.e., that the '67 audio led to outcomes akin to SBR wherein audio was not the focus; ii) the application of the framework for theme selection; and iii) the application of the framework for producing an FMS-tailored resource. Thus, I recommend that subsequent research includes the use (and production) of further FMS-tailored audio resources.

On a similar note, the observation settings were limited to five FMS community-based contexts. The lack of evidence regarding its use in alternative FMS contexts – at home and in care homes, most notably – limited contributions to research and/or practice in relation to these settings. I therefore suggest that further research explores the use of the '67 audio in alternative FMS contexts (at home and/or in care home settings).

This PhD involved the production of the '67 audio via a framework developed specifically for producing an FMS-tailored audio resource. Whilst this represents a useful overarching approach to producing similar resources, its application does present practical considerations and/or potential barriers. Specifically, the production

of the '67 audio was supported by i) access to archival materials; ii) the expertise of a University staff member (Janieann McCracken); iii) the involvement of Philip Differ (for narration); iv) access to and use of the University of Stirling's recording studio; vi) access to software (e.g., Pro Tools (Avid 2025)) and a laptop capable of running said software); and vii) focused time (i.e., the PhD funded period). Of course, the framework developed may mitigate the need for the same level of support and some aspects of this may not be necessary to produce audio resources – that is, depending on existing knowledge and/or experience. Still, producing audio resources akin to the '67 audio would still require much of the above (or at least, similar). Thus, the above components should be incorporated into the planning stage of future projects.

A further limitation of this PhD relates to the challenges associated with conducting observations in an FMS context. Specifically, managing multiple aspects of the research as a lone researcher within a short timeframe. These include: i) the collection of consent forms; ii) explaining the activity; iii) sharing the '67 audio (and solving technical issues as they arose); iv) conducting observations of groups during and post '67 audio (with both participants and non-participants present); and v) conducting in-person interviews shortly after the '67 audio was shared as to not keep participants waiting for too long. These aspects did, somewhat inevitably, impact the breadth of observation data generated. Usefully, however, this experience enabled me to reason that an additional researcher in such contexts would be beneficial.

This PhD was also somewhat limited by the sample. Specifically, GA participants for this research exclusively identified (or were identified) as men. This may somewhat limit the generalisability of the findings. On a related note, I only collected demographic data related to FMS group attendees' age, gender and dementia status. For facilitators and carers, this was restricted to role. Whilst I made this decision to minimise the collection of unessential personal data, this may have limited aspects of analysis that could have provided further insights and had implications for both research and practice. Furthermore, I recommend that – if/where possible and appropriate – further SBR research collects a wider range of demographic data with awareness that it may inform aspects of the analysis.

A final limitation relates to the constructivist methodology I employed for this PhD (Howell 2013a, p. 90; Lincoln et al. 2024, p. 77). The use of observations and interviews generated rich data that enabled me to develop an understanding of how the '67 audio was responded to and perceived in an FMS context. In doing so, this research demonstrated that the '67 audio provided a largely positive experience wherein FMS group attendees were voicing memories and engaging in meaningful conversation. Whilst this presents a key insight, I acknowledge that a focus on understanding as opposed to cause-effect relationships prevented this PhD from evidencing that the above equates to a reduction in loneliness and/or social isolation (and/or other outcomes related to health and/or well-being – see sub-chap. 2.3.; sub-chap. 2.4.). This is noteworthy as by encouraging meaningful interactions and the development of connections, it is plausible to suggest that SBR could help reduce loneliness and social isolation (Care Connect and Age UK 2018, p. 2; Clark et al. 2015, pp. 204-6; Clark et al. 2017, pp. 58-9; Coll-Planas et al. 2017, pp. 356, 358-9; Sass et al. 2021a, p. 1; Oatley 2021, pp. 4-10). I therefore recognise that further research wherein such associations are examined or measured could help provide further justification for SBR. That said, I do maintain that a constructivist methodology was appropriate for the exploratory nature and context of this research (Howell 2013a, p. 90; Lincoln et al. 2024, p. 77).

8.5. Recommendations for SBR research

Taking account of the key learnings from this PhD, my recommendations for further SBR research are as follows:

- Research that involves further application of this PhD's proposed framework for the selection of themes for FMS/SBR materials – including but perhaps not limited to audio.
- Research that involves further application of this PhD's proposed framework for producing FMS/SBR tailored audio resources with a focus on topics beyond the '67 match.
- Research that involves application of the proposed session structure for utilising audio resources alongside additional multi-sensory resources in FMS/SBR contexts.

- Research that explores the use of FMS/SBR tailored audio resources at home and/or in care home contexts.
- Research that supports the development of suitable training and guidance for the use of FMS/SBR tailored audio resources across contexts.
- Research with an FMS/SBR focus that includes participants who identify as women, non-binary and/or other genders.
- Research with an FMS/SBR focus that collects a wider range of demographic data with an awareness that it may inform aspects of the analysis.
- Research that examines the relationship between engagement with SBR and loneliness, social isolation and outcomes related to health and well-being.

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Appendices

Appendix 1: Observation table (adapted and size reduced and for PhD appendices)

#	Subject/Detail	Observations (live reactions to pilot podcast episode
1	General Introduction	
2	Introduction to episode focus (1967)	
3	Context of Scottish club football in 1967	
4	Build up to 1967 match	
5	Recent history of Scotland vs England (form)	
6	Fixture importance and broadcast coverage	
7	Scottish fans in England (London)	
8	The line-ups	
9	The match	
10	Reflections (manager)	
11	Reflections (narrator)	
12	Closing thanks	

Appendix 2: Information sheet – group attendees



Sound Archives for Football Memories

Participant Information Sheet – Group Members/Attendees

Ethics Approval Reference: 7685

My name is Levi Tippett, and I am a PhD researcher working on a collaborative project between the University of Stirling and the Scottish Football Museum. I am investigating the use of sound archives for Football Memories.

What does the study involve?

The study involves participation in one (or more) football memories session(s) using pre-recorded podcasts (digital audio files). The study will involve an optional group interview with the researcher and other participants which will focus on the use of a podcast for football memories. The interview will be audio recorded. The football memories sessions will not be video/audio recorded but the researcher will observe/participate and take notes.

Why have I been invited to take part, do I have to and what are my rights?

You have been invited to take part because of your connection with Football Memories Scotland (as a group member/attendee). You do not have to take part; your participation is completely voluntary. If you do, you can withdraw at any time without penalty or reason. If you withdraw, the researcher will not collect any more data from you. However, any data collected up until the point that you withdraw may be kept and used in the data analysis. You have the right to request to see a copy of the information the researcher holds about you and to request corrections or deletions. You also have the right to object to the researcher processing relevant personal data. To take part, you will need to sign a consent form.

Are there any potential risks or benefits in taking part?

No. There are no foreseeable risks in taking part. There will be no direct benefits to you for taking part. That said, your involvement will support the development of resources for football memories groups.

What will happen to the information I provide?

As part of the project, the researcher will be collecting personal data relating to you (including dementia diagnosis, where applicable). This will require your consent and be processed in accordance with the General Data Protection Regulation (GDPR). All personal information collected will be confidential, stored securely and destroyed/deleted following the end of the project. Interview/focus group audio recordings will be transcribed (written/typed). To protect your identity, names will be changed, and personal information removed/blocked out. Transcripts will be kept for 10 years following the end of the project. Data collected will form a key part of the PhD and may be shared more widely via talks, presentations, and publications. To protect your identity, direct quotations will not be against your name and personal information that clearly identifies you will be redacted from transcripts, but you may be identifiable through the stories you tell.

Contacts (and complaints)

To discuss the research or withdraw your participation, please contact Levi Tippett at l.s.tippett@stir.ac.uk.

PhD researcher's supervisor: Professor Richard Haynes (r.b.haynes@stir.ac.uk).

To complain about this study, please contact Dr Alenka Jelen (Head of Communications, Media and Culture) at alenka.jelen@stir.ac.uk. You have the right to lodge a complaint against the University regarding data protection issues with the Information Commissioner's Office (<https://ico.org.uk/concerns/>). If you have any questions relating to data protection these can be addressed to data.protection@stir.ac.uk in the first instance. The University's Data Protection Officer is Joanna Morrow, Deputy Secretary.

Appendix 3: Information sheet – facilitators



Sound Archives for Football Memories

Participant Information Sheet – Group Facilitators/Leaders

Ethics Approval Reference: 7685

My name is Levi Tippett, and I am a PhD researcher working on a collaborative project between the University of Stirling and the Scottish Football Museum. I am investigating the use of sound archives for Football Memories.

What does the study involve?

The study involves participation in one (or more) football memories session(s) using pre-recorded podcasts (digital audio files). The study will also involve an optional interview with the researcher which will focus on the use of a podcast for football memories. The interview will be video/audio recorded. The football memories sessions will not be video/audio recorded but the researcher will observe/participate and take notes.

Why have I been invited to take part, do I have to and what are my rights?

You have been invited to take part because of your connection with Football Memories Scotland (as a facilitator/group leader). You do not have to take part; your participation is completely voluntary. If you do, you can withdraw at any time without penalty or reason. If you withdraw, the researcher will not collect any more data from you. However, any data collected up until the point that you withdraw may be kept and used in the data analysis. You have the right to request to see a copy of the information the researcher holds about you and to request corrections or deletions. You also have the right to object to the researcher processing relevant personal data. To take part, you will need to sign a consent form.

Are there any potential risks or benefits in taking part?

No. There are no foreseeable risks in taking part. There will be no direct benefits to you for taking part. That said, your involvement will support the development of resources for football memories groups.

What will happen to the information I provide?

As part of the project, the researcher will be collecting personal data relating to you (including dementia diagnosis, where applicable). This will require your consent and be processed in accordance with the General Data Protection Regulation (GDPR). All personal information collected will be confidential, stored securely and destroyed/deleted following the end of the project. Interview/focus group audio recordings will be transcribed (written/typed). To protect your identity, names will be changed, and personal information removed/blocked out. Transcripts will be kept for 10 years following the end of the project. Data collected will form a key part of the PhD and may be shared more widely via talks, presentations, and publications. To protect your identity, direct quotations will not be against your name and personal information that clearly identifies you will be redacted from transcripts, but you may be identifiable through the stories you tell.

Contacts (and complaints)

To discuss the research or withdraw your participation, please contact Levi Tippett at l.s.tippett@stir.ac.uk.

PhD researcher's supervisor: Professor Richard Haynes (r.b.haynes@stir.ac.uk).

To complain about this study, please contact Dr Alenka Jelen (Head of Communications, Media and Culture) at alenka.jelen@stir.ac.uk. You have the right to lodge a complaint against the University regarding data protection issues with the Information Commissioner's Office (<https://ico.org.uk/concerns/>). If you have any questions relating to data protection these can be addressed to data.protection@stir.ac.uk in the first instance. The University's Data Protection Officer is Joanna Morrow, Deputy Secretary.

Appendix 4: Information sheet - carers



Sound Archives for Football Memories

Participant Information Sheet – Carers/Family Carers

Ethics Approval Reference: 7685

My name is Levi Tippet, and I am a PhD researcher working on a collaborative project between the University of Stirling and the Scottish Football Museum. I am investigating the use of sound archives for Football Memories.

What does the study involve?

The study involves participation in one (or more) football memories session(s) using pre-recorded podcasts (digital audio files). The study will also involve an optional interview with the researcher which will focus on the use of a podcast for football memories. The interview will be video/audio recorded. The football memories sessions will not be video/audio recorded but the researcher will observe/participate and take notes.

Why have I been invited to take part, do I have to and what are my rights?

You have been invited to take part because of your connection with Football Memories Scotland (as a carer/family carer of a group member/attendee). You do not have to take part; your participation is completely voluntary. If you do, you can withdraw at any time without penalty or reason. If you withdraw, the researcher will not collect any more data from you. However, any data collected up until the point that you withdraw may be kept and used in the data analysis. You have the right to request to see a copy of the information the researcher holds about you and to request corrections or deletions. You also have the right to object to the researcher processing relevant personal data. To take part, you will need to sign a consent form.

Are there any potential risks or benefits in taking part?

No. There are no foreseeable risks in taking part. There will be no direct benefits to you for taking part. That said, your involvement will support the development of resources for football memories groups.

What will happen to the information I provide?

As part of the project, the researcher will be collecting personal data relating to you (including dementia diagnosis, where applicable). This will require your consent and be processed in accordance with the General Data Protection Regulation (GDPR). All personal information collected will be confidential, stored securely and destroyed/deleted following the end of the project. Interview/focus group audio recordings will be transcribed (written/typed). To protect your identity, names will be changed, and personal information removed/blocked out. Transcripts will be kept for 10 years following the end of the project. Data collected will form a key part of the PhD and may be shared more widely via talks, presentations, and publications. To protect your identity, direct quotations will not be against your name and personal information that clearly identifies you will be redacted from transcripts, but you may be identifiable through the stories you tell.

Contacts (and complaints)

To discuss the research or withdraw your participation, please contact Levi Tippet at l.s.tippet@stir.ac.uk.

PhD researcher's supervisor: Professor Richard Haynes (r.b.haynes@stir.ac.uk).

To complain about this study, please contact Dr Alenka Jelen (Head of Communications, Media and Culture) at alenka.jelen@stir.ac.uk. You have the right to lodge a complaint against the University regarding data protection issues with the Information Commissioner's Office (<https://ico.org.uk/concerns/>). If you have any questions relating to data protection these can be addressed to data.protection@stir.ac.uk in the first instance. The University's Data Protection Officer is Joanna Morrow, Deputy Secretary.

Appendix 5: Consent form – group attendees



Sound Archives for Football Memories

Participant Consent Form (Football Memories Group Members/Attendees)

Please tick/complete as applicable:

I have read and understood the information sheet for the Sound Archives for Football Memories PhD project.		
I have had the opportunity to think about the information, ask questions and receive satisfactory answers about the study.		
I understand that my participation is voluntary, and I can withdraw at any time without giving a reason.		
I understand that if I do withdraw, any data collected until that point may be kept and used in the data analysis.		
I understand that my responses will be anonymised (real name not used).		
I give permission to be quoted directly against a different name (or code). I am aware that personal information that clearly identifies me will be redacted from transcripts, but I could be identified through the stories I tell.		
I consent to being audio recorded for an <u>interview</u> with the researcher*		
- *The interview is optional. You can still participate in the study without being interviewed.		
I understand that all personal information will be kept confidential.		
I consent to my responses to questions 1 and 2 (below) being processed as part of this study.		
I agree to take part in this study.		
Q1	Are you living with dementia? Yes ☐ No ☐ Prefer not to say ☐	
Q2	If yes, at what stage is your dementia? - ☐ Mild (e.g., slight lapses in memory but overall, able to function with little support) - ☐ Moderate (e.g., issues with memory/communication/daily functions – require support) - ☐ Severe (e.g., significant issues with memory/communication/daily functions – require a lot of support) - ☐ Don't know - ☐ Prefer not to say	
Participant Name:		
Participant Email (optional, for interview):		
Participant Signature:		
Participant Age:	Participant Gender:	Date:
Researcher Name: Levi Tippett	Researcher Signature:	Date:

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Appendix 6: Consent form – facilitators



Sound Archives for Football Memories

Participant Consent Form (Football Memories Group Facilitators/Leaders)

Please tick/complete as applicable:

I have read and understood the information sheet for the Sound Archives for Football Memories project.			
I have had the opportunity to think about the information, ask questions and receive satisfactory answers about the study.			
I understand that my participation is voluntary, and I can withdraw at any time without giving a reason.			
I understand that if I do withdraw, any data collected until that point may be kept and used in the data analysis.			
I understand that my responses will be anonymised (real name not used).			
I give permission to be quoted directly against a different name (or code). I am aware that personal information that clearly identifies me will be redacted from transcripts, but I could be identified through the stories I tell.			
I consent to being video and audio recorded for an <u>interview</u> with the researcher*			
- *The interview is optional. You can still participate in the study without being interviewed.			
I understand that all personal information will be kept confidential.			
I agree to take part in this study.			
Participant Name:			
Participant Role:			
Participant Email:			
Participant Signature:			
Date:			
Researcher Name: Levi Tippett	Researcher Signature:	Date:	

Appendix 7: Consent form – carers



Sound Archives for Football Memories Participant Consent Form (Carers/Family Carers)

Please tick/complete as applicable:

I have read and understood the information sheet for the Sound Archives for Football Memories project.	
I have had the opportunity to think about the information, ask questions and receive satisfactory answers about the study.	
I understand that my participation is voluntary, and I can withdraw at any time without giving a reason.	
I understand that if I do withdraw, any data collected until that point may be kept and used in the data analysis.	
I understand that my responses will be anonymised (real name not used)	
I give permission to be quoted directly against a different name (or code). I am aware that personal information that clearly identifies me will be redacted from transcripts, but I could be identified through the stories I tell.	
I consent to being video and audio recorded for an <u>interview</u> with the researcher* - *The interview is optional. You can still participate in the study without being interviewed.	
I understand that all personal information will be kept confidential.	
I agree to take part in this study.	
Participant Name:	
Participant Role (e.g., carer or family carer):	
Participant Email:	
Participant Signature:	
Date:	
Researcher Name: Levi Tippett	Researcher Signature: Date:

Appendix 8: Consent form – carer/family member by proxy



Sound Archives for Football Memories

Participant Consent Form (carer/family member as proxy for FMG attendee)

Please tick/complete as applicable:

I have read and understood the information sheet for the Sound Archives for Football Memories project.		
I have had the opportunity to think about the information, ask questions and receive satisfactory answers about the study.		
I understand that my participation is voluntary, and I can withdraw at any time without giving a reason.		
I understand that if I do withdraw, any data collected until that point may be kept and used in the data analysis.		
I understand that my responses will be anonymised (real name not used).		
I give permission to be quoted directly against a different name (or code). I am aware that personal information that clearly identifies me will be redacted from transcripts, but I could be identified through the stories I tell.		
I understand that all personal information will be kept confidential.		
I consent to my responses to questions 1 and 2 (below) being processed as part of this study.		
I agree to take part in this study.		
Q1	Is the person you care for living with dementia? Yes ☐ No ☐ Prefer not to say ☐	
Q2	If yes, at what stage is their dementia? - ☐ Mild (e.g., slight lapses in memory but overall, able to function with little support) - ☐ Moderate (e.g., issues with memory/communication/daily functions – requires support) - ☐ Severe (e.g., significant issues with memory/communication/daily functions – requires a lot of support) - ☐ Don't know - ☐ Prefer not to say	
Participant Name:		
Participant Age:		Participant Gender:
Carer / Family Member* Name:		
Carer / Family Member Email:		
Carer / Family Member* Signature:		
Date:		
Researcher Name: Levi Tippet	Researcher Signature:	Date:

*Please circle carer or family as applicable.

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