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- SENIOR -

The aim of the Erasmus+ Strategic Partnership SENIOR - "Supporting Elderly Needs Is Our Responsibility" is to encourage and improve adult education and social inclusion. This partnership between five associations from Romania, Spain, Italy and Poland organised 10 workshops with adult trainers, working staff and specialists. We'll show you what we've learned from each other and how this knowledge strengthened our capacity to help older people stay active.

These workshops intent to develop new teaching methods for the personal development and engagement of older people. It is important for 65+ years old citizens to stay involved in different activities for their mental health.

Active ageing means helping people stay in charge of their own lives for as long as possible. Because keeping minds active is equally as important as keeping bodies physically active, there is an urgent need for an educational, cultural and social favourable context.

Our consortium of partners is constantly developing an educational environment by creating materials such as

courses, workshops, research papers and useful guides to help seniors and educators.

These materials promote inclusion, solidarity and understanding of each other's needs, and when we take the elderly into consideration we want to make them more independent, well informed and safe through proper technology and training methods.

Happy reading!



TEAM4Excellence empowers the community to share common values and responsibilities through experiences with European citizens.

Our vision is to share and involve the local community. We work with European volunteers and give them the opportunity to become educators and mentors and to train people to share the same values.

**For Europe and for the world!
Over 1000 people from Constanta and about 100 European youth benefit from our activities every year.**

Together Everyone Achieves More

Together is better!



Project partners



Team4Excellence Association seeks to contribute to a sustainable future through personal and professional development in order to address the need for a competent workforce of the economy because they believe that Romania needs sustainable excellence for achieving outstanding results in terms of performance and productivity. We run multiple Erasmus+ projects and partnerships focused on lifelong learning and adult education and believe in the benefits of education at any age.



Association Deses-3 works with young and adult people, offering them opportunities for comprehensive training programs, while giving priority to those who are unemployed or have a cultural, social or economic disadvantage. They contribute to the personal development of individuals and help them to achieve their full potential as citizens through non-formal educational, the organisation enables participants to implement new skills in their work and extracurricular activities for lifelong learning.



Foundation Research and Innovation in Education Institute [INBIE] promotes equal educational opportunities to all social groups, and fights against social exclusion and supports adult people at risk of marginalization. INBIE cooperates closely with formal and non-formal educational Institutions, local authorities, and Czestochowa Centre of Non-Governmental Organisations to develop adults' new skills to increase their chances of a successful return to work and search for better life chances.



Voluntariat Pentru Viață is an NGO that promotes volunteering and civic consciousness and it implements projects involving elderly care services being accredited as a social services provider. To offer multidisciplinary services for individuals who are in a critical social difficulty, they conduct social research and monitor the phenomenon of social exclusion, plan programs of assistance for individuals who are in social crisis and train professionals in working with underprivileged people.



The social promotion association Petit Pas promotes social initiatives inspired by democracy, equality and pluralism. Their goal is to enhance the level of knowledge and skills of the community regardless of gender, social, cultural or educational background. They engage staff and volunteers in training activities related to the themes of active citizenship, tolerance, inclusion, mutual understanding, social entrepreneurship, sustainable growth, and cultural development.

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Doing workshops for 65+ citizens and their trainers

During these workshops, we talked about different risks and problems that seniors face with a desire to improve the skills of educators in helping elderly people.

Afterwards, we wanted to communicate open about the issues seniors face while promoting **lifelong learning** and **combating stereotypes**.



Seniors need to be understood at both individual and social level. Use empathy and patience in establishing a healthy connection with the senior you want to help. Don't discourage seniors, let their potential grow by validating their knowledge and initiative to improve their lifestyle. Together with our partners we work to create interactive materials and activities to elaborate easy free speech methods and solutions.

Take the following guidelines into consideration while providing activities for adults

A good facilitator should use **specific skills** to create a positive learning environment and stimulate **active participation**.

1. Create a friendly, safe environment and build trust
2. Manage the group
3. Be attentive to the group
4. Observe their reactions
5. Listen to each speaker
6. Check for understanding
7. Respond to answers

As adults, we learn most when we can practically experience and **apply new knowledge**. When planning and providing your training, use these principles:

- Problem centred learning
- Subjects relevant to them
- Experience used as a basis for learning
- Involved in planning instruction and evaluation





Socially Involved Seniors

PURPOSE

- To make trainers more aware of the issues seniors face when it comes to social stigma and inclusion in digital education

MATERIALS

- Internet, Smartphone/Computer
- Pens, Papers, Flipchart papers, Post-its, Markers
- PPT Presentation, Video projector

TARGET GROUP

Adult trainers, Social Workers

TIME

1h

FACILITATION STEPS

1. **Theoretical introduction** about ageism, myths and the negative side of socially internalized assumptions about seniors.
2. **Presentation.** The presentation consists valuable information about seniors' problems such as social stigma and misconceptions, communication methods, diagrams about the dynamics of providing a better understanding for the elderly, taking into account the needs of seniors to maintain their independence.
3. **Group work** is focused on communication in the relationship between trainers and seniors in order to reach an empathetic understanding on both sides and find best practices to combat the problems of each group.

DEBRIEFING

- What are the personal benefits for seniors and trainers from a better communication between them?
- What real needs did this workshop meet?

To understand the benefits of inclusion through technology, the participants divided into two groups and had to think of an app to combat some of the stigma attached to the elderly



This activity was based on a role play, one team took the role of the adult trainers and the other of the elders. Through brainstorming they came up with social needs and solutions to solve the problems of each group. Afterwards, the participants swapped roles to access the other perspective of things. In this way we learned new methods to improve the relationship with seniors, having a lot of **patience, understanding** and **protecting** them from possible dangers they are exposed to. Participants had to create a game designed for the elderly after the stage of reflecting on the problems they face.

On the other hand, we understood that we have to encourage seniors and break down social stigmas when it comes to their personal choices, even when they choose to explore online dating, social media, travel and other activities that are socially seen as more appropriate for young people.

Participants feedback

- Good communication requires understanding each other's needs
- Gamification could be applied more on the senior world. Gamification doesn't mean that is only good for youth
- The trainers learned new methods to socially involve the elders and they can apply this in their country
- How to raise awareness about different aspects of their life and needs and test problematic aspects in a game before real life its better

EXERCISE #1: UNDERSTANDING THE NEEDS

Part II - Create a game

- The task is to create a simple game that can help the communication between trainers and seniors and to solve the necessities discovered in PART I.
- For the presentation of the game one member of the team will be the trainer and the other will be the senior

SCOPE: Building a better understanding about the target groups which can be useful in future educational purposes of the project.



The majority of older adults exhibit high levels of pro-social values and behaviours, such as helping and caring for others, caring for nature and the environment, endorsing equal treatment for all, and seeking to understand people who are different from themselves.

We have to include them in our lives and let them provide us their skills that are not currently trained for younger people. In this direction, we spoke about **the feeling of helping the community** among elders and adult trainers, a feeling that **would improve their mental health**, which is a big problem for the elderly.





PURPOSE • To make trainers more aware of the benefits of appropriate technology in educating the elderly in the process of providing help

MATERIALS • Internet, Smartphone/Computer
• Pens, Papers, Flipchart papers, Post-its, Markers
• PPT Presentation, Video projector

TARGET GROUP Adult trainers, Social Workers

TIME 1h

FACILITATION STEPS

- 1. Presentation.** The presentation focuses on the concept of helping seniors in a more effective way. In the chapter “Benefits” participants will find the personal and social benefits for seniors and trainers in terms of a future with more tech-skilled seniors both through practical activity and a visual representation provided by the trainer.
- 2. Group work.** The participants will be separated into two groups and will have a goal to find ways to help seniors in a more effective way with the help of technology. digital support or mobile apps to combat one of the following problems in seniors: memory loss, loneliness, locomotor disability, feeling socially excluded, and poor physical activity.

3. Self-reflective questions

DEBRIEFING

- What are the personal benefits for seniors and trainers from a better communication between them?
- What real needs did this workshop meet?



The workshop initially focused on understanding the **concept of help**. More precisely, each participant had to write on a post-it the first word that comes to mind trying to define the concept of help. The participants were surprised that not a single word was repeated, so we all learned together that help has a very broad spectrum depending on the context in which it is found.

When it comes to the help we give to seniors, this also implies a power ratio, and this process should be in the first instance anti-discriminatory, without putting them in an inferior position from the beginning.

But what do we do when we have to introduce seniors to technology? How do we offer them help and create a safe space for them?



Perhaps first we should be aware of their needs and find new ways of communicating to show them that technology can solve some of their problems with the right devices.

Thus, the workshop was based on working in teams of two with the aim of solving some of the most common problems that come with age and the participants became more aware of these issues through their creativity.

At the end we all discussed about the personal and social benefits of integrating the elderly into technology. **Some of the benefits are:** building stronger relationships, mental stimulation, lower depression rate, a more digitalised health system, learning new skills, access to verified information.

Lessons learned

- That there are many ways to understand the concept of help and it has different meanings
- Technology can be very valuable for seniors' daily life
- This included the ability to listen carefully and understand the needs of seniors to improve their technological skills
- For trainers it helps to have a clear understanding of the type of technologies and in what field can help and support seniors



The Mobile Accessibility

PURPOSE

- Increase the awareness of the difficulties seniors face in using a mobile phone.

MATERIALS

- Different types of mobile phones
- Low vision simulation glasses, gardening gloves, wrist weights, ear taps

TARGET GROUP

Adult trainers, Social Workers

TIME

1h-1h 30 min

FACILITATION STEPS

1. **Brainstorming.** Divide the participants in small groups and ask them to brainstorm reasons why it is more difficult for elders to use a mobile phone. Then in the big group they will have to present the reasons they came up with.
2. **Stimulation game & Role playing.** In couples will do a simulation in which, taking turns, one will take the role of an elder person and the other will be the one who is trying to help using the phone. The person who is taking the role of the elder will have to use the low vision simulation glasses, gardening gloves, wrist weights and ear taps, in order to simulate the visual, hearing and sensorial impairments that elders may face. During this simulation they will need to do basic tasks related to the usage of the mobile phone.

DEBRIEFING

Participants will be divided in 4 groups and they need to come up with solutions to the following problems: seniors may feel they don't need a cell phone to communicate with people, the cellphone becomes an annoying source for robocalls and scammers, the senior can be overwhelmed by all the apps and icons on their phone screen.

Elderly people use smartphones often, however, they face many problems while doing so. Understanding these problems can help in teaching the elderly to use technology.

App developers can consider the following points when developing apps to make them user-friendly for elderly users too.

Using props that facilitators provided to participants, they experienced what it's like to use a smartphone or tablet as a senior.



They identified 7 problems the elderly face when using smartphones:

- 1.They cannot tap properly
- 2.The elderly cannot locate buttons on smartphone screens
- 3.Screen transitions may confuse them
- 4.Smartphone advertisements can confuse the elderly
- 5.Notifications can be confusing too
- 6.They cannot remember login information
- 7.It is hard to remember words and concepts



The activity achieved the following objectives among the participants:

- Understanding the reasons why elders avoid using mobile phones
- Gaining knowledge and tools to educators to teach seniors how to use the mobile phones
- Developing the empathy of educators on the issues seniors face while trying to use a mobile phone

Participants feedback

- I learned that for older people, patience is key if you want them to learn how to use a smartphone. You should make the screen as simple as possible, maybe get a phone with face ID so the lock/unlock process is more simple.
- The benefit of this activity is that you not only get to think like an elder that is using a smartphone but also you get to be the tutor that has to explain in detail the process.
- It was well organised and explained since the beginning with a presentation, it respected its purpose and it was very enjoyable to implement because it allowed people to connect while sharing experience and knowledge.



The world of APPs

PURPOSE

- Increase the awareness about the difficulties seniors face while understanding and using APPs

MATERIALS

- Smartphones, Laptops
- Presentation, Video projector

TARGET GROUP

Adult trainers

TIME

1h 30 mins

FACILITATION STEPS

1. **Brainstorming.** Divide the participants in small groups and ask them to brainstorm reasons why it is more difficult for elders to use a mobile phone. Then in the big group they will have to present the reasons they came up with.
2. **Presentation.** In couples will do a simulation in which, taking turns, one will take the role of an elder person and the other will be the one who is trying to help using the phone. The person who is taking the role of the elder will have to use the low vision simulation glasses, gardening gloves, wrist weights and ear taps, in order to simulate the visual, hearing and sensorial impairments that elders may face. During this simulation they will need to do basic tasks related to the usage of the mobile phone.

DEBRIEFING

- Why do elders need to use APPs?
- How can APPs improve their life?
- How can we convince elders to use APPs?
- What are the best methods to teach them how to use a specific APP?



Seniors often struggle with **reduced reactivity**, making it harder to keep up with fast-paced technology, e.g. platforms that use notifications. 9 percent of seniors at the age of 75 or over have **severe visual impairments**, and 18 percent have **severe hearing limitations** in the EU (Eurostat, 2017).

Why we need to gain more understanding for this issue

- Many seniors struggle with touch screens due to a condition called leathery fingers.
- Many seniors experience reduced mobility and a lower income, which makes it more challenging to meet friends in person.
- Mastering new technology is often complicated as the seniors have no experience in using technology to use as a baseline. Seniors generally have a lesser frame of reference to enable them to absorb new knowledge.
- Numbers from SSB show that 83% of seniors between 64–74 years of age use the internet on a weekly basis or more frequent.
- Social Isolation in the United Kingdom shows that socially isolated people are 3.5 times more likely to enter local authority funded residential care.
- 96% of seniors over the age of 67 own a mobile phone, but under half own a smartphone (2014 numbers).

What you will learn

- To understand the reasons why elders avoid using mobile phones APPs
- To provide knowledge and tools to educators to teach seniors how to use APPs
- To develop the empathy of educators on the issues seniors face while trying to use APPs



Participants feedback

- The main takeaway from this workshop is that we need a different kind of communication with elderly people, more assertive and visual supports are helpful to keep their attention high as long as possible.
- I learned that is not simple to make phone applications for elders, but is is an important step in making their life easier.
- From a participant point of view, I liked that this activity engaged everybody to start and think about how older people perceive phones and apps, and how we can improve our explaining skills.



Keep Your Mind Sharp

PURPOSE • Motivate adults to keep their minds sharp. Give them some fun and easy brain exercises that can be done in the comforts of their own house or during their spare time

MATERIALS • Smartphone or laptop connected to the internet
• Sheet blogs: paper A3 and A4, markers, crayons, coloured pencils

TARGET GROUP Seniors, Adult trainers

TIME 1 h 30 min

FACILITATION STEPS

- 1. Introduction:** Explain to the group the objectives and purpose of the workshop and give them an introduction to how can they can keep their brain sharp as they age
- 2. Brain exercise:** Make small groups and give them some tasks to perform. Let them choose a “teacher for a day” that will take notes of the group impression and coordinate the activity
- 3. Conclusion:** Ask the group about their fillings and about how important is to keep our brain sharp

DEBRIEFING Discuss with the groups the following statements:

- Learning actually generates new brain cells, enriching brain networks
- Challenging yourself, doing new things and learning is vital for brain health.
- You can challenge your brain in lots of ways, it doesn't have to be all crossword puzzles and Sudoku.

Examples for keeping the brain sharp:

- **Get physically active:** Your brain needs a good supply of oxygen and nutrients to function well.
- **Stay socially engaged:** Socially active people are less likely to develop cognitive impairment.
- **Challenge your brain:** Life-long learning is good for brain health and lowers your risk of developing dementia.
- **Manage stress:** Chronic stress has functional effects on the hippocampus – part of the brain vital for making memories.



Draw a map from memory

Ask the group to divide in small groups and let them choose a “teacher for a day” that will take notes of the group impression and coordinate the activity. For example, in this activity the task was to draw the map of Italy using just participants' knowledge and memory.

Some topics could be: how to arrive at the training place from your hotel/house or train station. The map of the area must contain some buildings/parks/touristic interests you remember or you have seen on the road to the training place.



Participants feedback

- All the participants liked the activity, especially the teamwork based on cooperation and sharing ideas, knowledge and memories. They liked as well the structure of the activity and working with their creativity.
- They enjoyed the learning process which included methods of working with memory and managing memory loss. Here, they learned the importance of daily memory exercises.
- The different benefits of this activity were linked to accessing old memories, relaxing by drawing, using participants' minds and hands and training eidetic memory.



Understanding medications

PURPOSE • Raising awareness of issues related to the lack of knowledge of the medications seniors take in terms of how they can take them without side effects.

MATERIALS • Smartphone or laptop connected to the internet
• Sheet blogs: paper A3 and A4, markers, crayons, coloured pencils

TARGET GROUP Seniors

TIME 1h 30 min

FACILITATION STEPS

1. **Introduction:** Discuss the importance of understanding the drugs we're putting into our bodies, and how being informed about our medications helps us safeguard our health.
2. **Brainstorm:** Discussion and questions about their medicines
3. **Reading/discussion:** Change the groups. Let them choose a "teacher for a day" that will take notes of the group impression and coordinate the activity.
4. **Using Internet:** Search the about uses, benefits, and risks of aspirin.

DEBRIEFING

- This section will be based on active participation, workshop exercise, and team projects' conclusions
- You need to know the names of your prescriptions and understand the important details about how they work

The “**teacher for a day**” will take notes of the group impression and coordinated the activity in collaboration with all group members will create a poster with the most important conclusions. Use different colours and techniques.



Poster contest

In a small group of 3 or 4 participants, they have to think about some questions such as:

- What is the name of the medicine?
- Why do I need to take it?
- When and how should I take it? With water? With food? On an empty stomach?
- How much should I take? What should I do if I miss a dose?
- What side effects could be caused by the medication? Which ones should I call the doctor about?



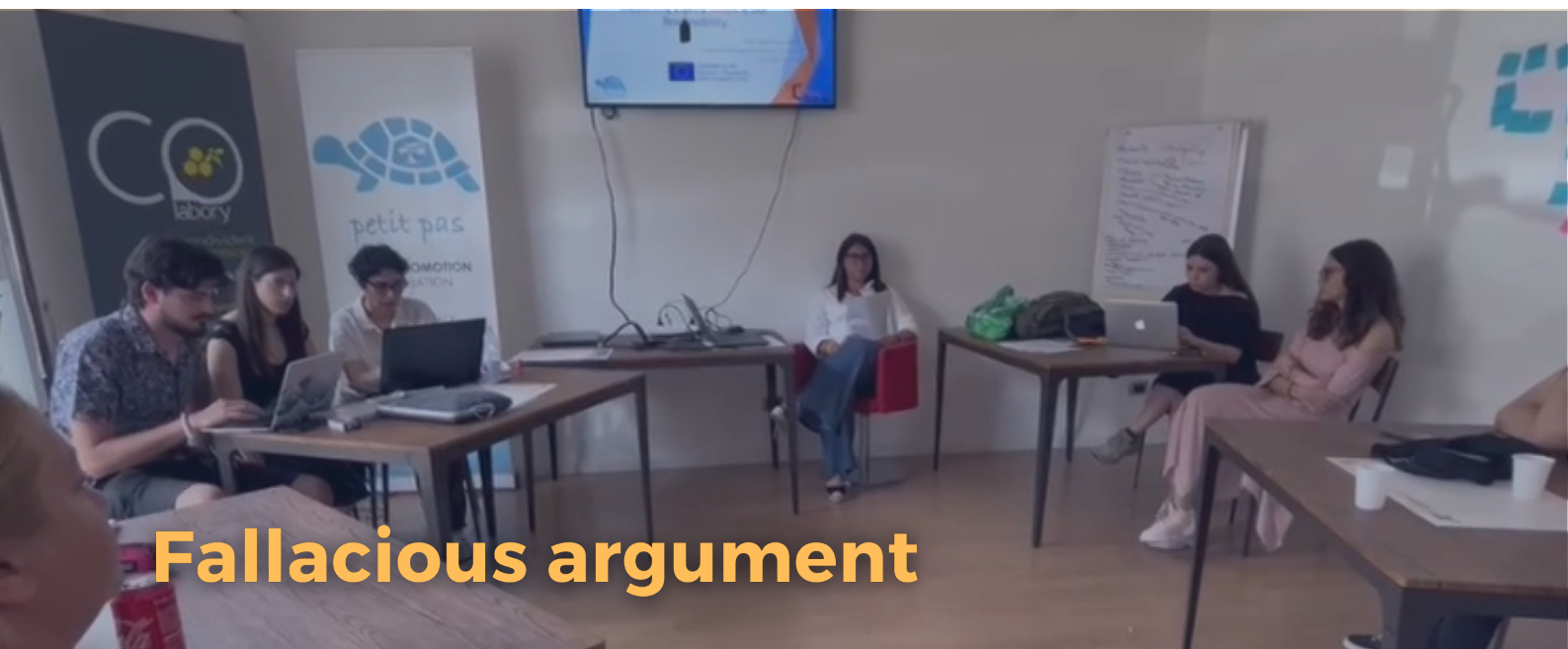
The poster will be presented to the participants at the end.

Conclusion

Ask the group about their fillings and about how important is to be informed about our medications to help us safeguard our health.

Lessons learned

- Reflect on the importance of understanding the drugs we're putting into our bodies, and how being informed about medications can help us safeguard our health
- Carry out an interactive activity for learning the positive and negative things about the medicines that they usually take daily
- For the participants it was important to know more about the side effects of medicine and take them into account during the presentation



Fallacious argument

PURPOSE • To help identify and call out fallacious arguments and logic errors in speeches, debates, and conversations wherever they may appear.

MATERIALS • Pens, tables, chairs, A3 sheet, colored post-it, 2x4 printed sheets containing 2 different fallacious arguments, 8 printed evaluation quiz

TARGET GROUP Young people 14+, Adults, Seniors

TIME 2 h 30 mins

FACILITATION STEPS Split the content of the learning material and the learning process in several parts. Assign the learning contents to the groups of participants: 2 fallacious arguments per sheet, so 8 arguments to know and master at the end of the session.

- 1. Discovery of the sheet's content:** Participants are gathered by Jigsaw groups. Each participant around a same table possesses one part of the course in a sheet
- 2. Experts' discussion:** Participants are gathered by group of expertise: the goal is to master the content of their specific sheet. For this purpose, they will discuss, exchange, take notes, invent new examples, etc. The trainers mention to the participants that after this step, they will be considered as "expert" of their sheet and will be expected to be able to explain their 2 fallacious arguments to the other participants who didn't have the same sheet.
- 3. Knowledge sharing:** The initial Jigsaw groups (step 1) are reformed. The goal is now for each of these groups to collectively master the content of each of the sheets. Each "expert" needs to explain the sheet to the rest of his/her group and train them.
- 4. Collective output/activity creation:** Each Jigsaw group will create and execute a collective task/activity to put their knowledge into practice. The goal is to use and identify fallacious arguments in order to make sure they are well understood by everyone.

5. Evaluation Quiz

DEBRIEFING

- Explain the purpose and usefulness of the workshop methodology to the group
- Explain the basis of popular education methodology and concept
- Ask participants to provide feedback

What is a Fallacy?

A fallacy is a kind of error in reasoning. The list of types of fallacies that can be found in arguments is very broad. Fallacious arguments should not be persuasive, but they too often are. Fallacies may be created unintentionally, or they may be created intentionally to deceive other people.

The vast majority of the commonly identified fallacies involve arguments, although some involve only explanations, definitions, or other products of reasoning. Sometimes the term “fallacy” is used even more broadly to indicate any false belief or cause of a false belief.

How to combat fallacy and scams ?

One debate was organised with a lawyer to help people to identify fallacies and scams. They understand better the fallacious argument and how they can react. The debate really helps them to share their experiences and know that it exists different types of scams. It was also important to learn crime knowledge, prevent it and how we can punish the guilty.

Examples of tasks/activities:

- Organize a debate about a specific topic (ex: “Elderly people are a burden in today’s society”), and justify ideas/opinions using the most fallacious arguments possible
- Defend a law project using the most fallacious arguments possible (ex: “only people less than 50 years old are allowed to possess a dog”)
- Imagine adds for products using the most fallacious arguments (ex: catch-phrases for a product designed for elderly rink add, etc.)
- Identify fallacious arguments in various materials and examples extracted from real websites / medias / adds/ etc.



Participants feedback

- The participants liked the fact that they can share their experiences and speak up about their situations. After this workshop, all people feel less vulnerable to different types of dangerous situations.
- They have spoke about different problems in each partner country, in this way they learned more problem solving skills from different cultures.
- The feedback highlighted the importance of fallacy and scam prevention that seemed useful for all participants especially in relation to the security of the elderly.



World Café

PURPOSE • Creating a “World Café” conversation that stimulates courageous conversations and collective intelligence of the group

MATERIALS • Activity room equipped with tables and chairs, refreshments, coffee & snacks

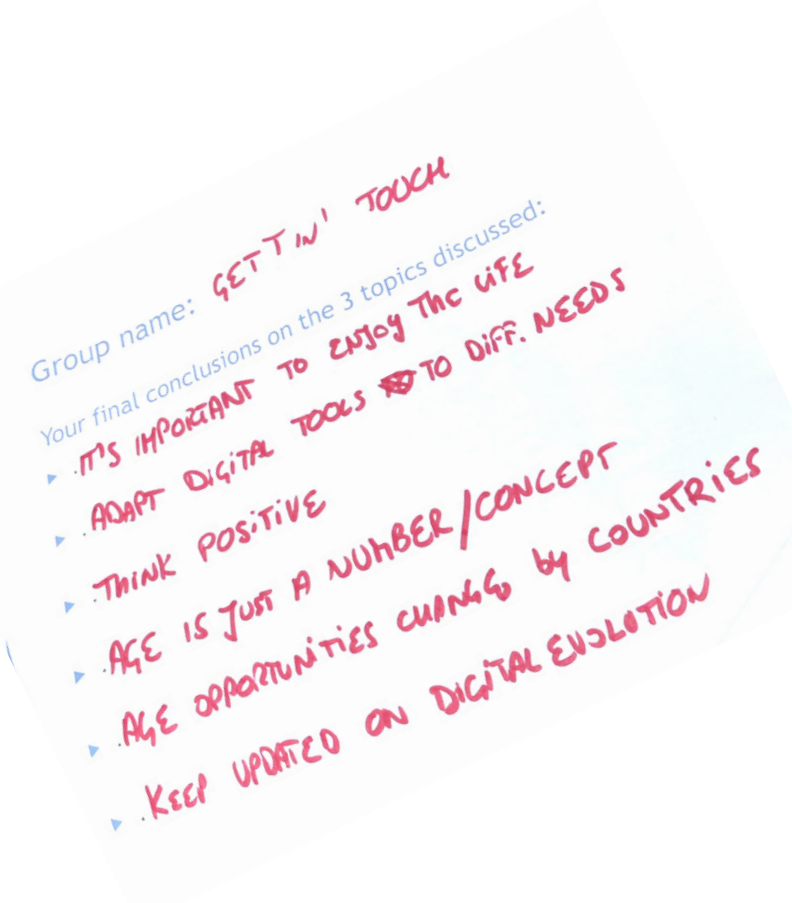
TARGET GROUP Seniors, Adults, Young people 16+

TIME 30 mins

FACILITATION STEPS

1. Create a café where participants are seated around small tables with tablecloths, tea, coffee, etc.
2. Start each round with a specific question or topic of discussion, one for each table.
3. Participants discuss the questions at their table, once the time assigned is up, they move on to a new table/group for a new round of discussion.
4. One participant (the table host) remains and summarises the previous conversation to the newly arrived participants before the new round.

DEBRIEFING • Gathering collective intelligence on experiences or ideas around an issue
• Learning how to use the seven principles and their benefits
• Practice active listening, cooperation skills and mutual respect for others’ ideas



World Café is a **collaboration strategy** that requires participants to engage in multiple small group discussions. In this strategy, groups of participants sit at “café tables” and discuss a prompt or question provided by the facilitator. Discussion is held at round tables during multiple rounds of 20-30 minutes moving through different tables, with the cafe ambience intended to allow for more relaxed and open conversations to take place.

By moving participants around the room the conversations at each table are cross-fertilized with ideas from other tables, resulting in **collective intelligence**.

The process is distinguished by **seven core design principles**:

- Clarification of the context
- Creating a hospitable space
- Exploring important questions
- Encourage everyone to participate
- Connecting different points of view
- Collective listening and observing patterns
- Sharing common discoveries



Participants feedback

- The participants liked to discuss with each other, especially share their perspectives from different countries. Also, they appreciate the coffee methods, they feel very free to share their different opinions and highlight the importance to have discussions.
- They learned how we can implement new strategies to facilitate the elderly life. They realise the situations of old people with an economic difficulties and social rejection. It's important to take care of us and think about solutions for to covered the aspects of their life.



PURPOSE

- To make seniors more active through group and individual therapeutic methods that combat routine, sedentary lifestyles and keep their minds sharp

MATERIALS

- PPT presentation, Laptop, Video projector
- Music, Audio speakers / Paper, pens, brushes, watercolours / Notebook, pen / Musical instrument

TARGET GROUP

Seniors, Adult trainers, Youth

TIME

1h 30 min

FACILITATION STEPS

Theoretical introduction: Occupational therapy is a type of physical rehabilitation of the patient, involving him in various activities in the field of psychomotor activities. This means that during the classes, exercises are undertaken that affects both the patient's physical fitness and their well-being, entertainment and intellectual development.

Practical activity: Art therapy is useful at any age and can be practiced through dance, drawing, sculpture, writing, music, acting and any activity that develops creativity in a group or individually. In this workshop we chose the traditional dance of each partner country. This practice is a good alternative to get to know a culture through folk art.

DEBRIEFING

- What are your feelings?
- What did you like it?
- What didn't you like?

ROMANIA

The Romanian participants from TEAM4Excellence and Voluntariat pentru Viața invited others to dance the steps of "hora", a very old traditional dance found in all regions of the country. During the hora, the couple each holds one end of a handkerchief or napkin to signify their union in circle spins, usually counterclockwise, as each participant follows a sequence of three steps forward and one step back.



ITALY

Petit Pas proposed a version of the traditional tarantella dance found in the Puglia region of Italy, where the workshop took place. The tarantella's origin is connected with tarantism, a disease or form of hysteria that appeared in Italy in the 15th to the 17th century and that was obscurely associated with the bite of the tarantula spider; victims seemingly were cured by frenzied dancing.



POLAND

Our partners from Poland, INBIE, taught us the "polonez", or Poland dance of 18th century nobility. It has its roots in the 17th century walking dance Chodzony (walking dance), which traditionally opened up balls and weddings in country villages throughout Poland. Danced to a slow 3/4 tempo, the partners do not face each other, but rather walk to the music around the ballroom forward, back, side, often bowing, but always maintaining a formal, stately posture.



SPAIN

The Spanish partners of Deses-3 showed us the Muiñeira dance, a dance found in the north-western region of Galicia. It is distinguished mainly by its expressive and lively tempo, played usually in, although some variants are performed in other time signatures. The dance is very energetic, playful, expressive and lively. The playful character is combined with a social component expressing gallantry.



Participants feedback

- Movement is very good for group integration. This form - through dance - allows you to activate your body and relax before another activity.
- I've learned how to become more active in a very enjoyable way and feeling that you are a part of a community and exchange cultural knowledge.



Living Library

PURPOSE

- The living library is a method used to promote diversity and human dignity and to encourage dialogue between people.

MATERIALS

- PPT presentation, Video projector, Activity room equipped with tables and chairs

TARGET GROUP

10 seniors and 10 young people

TIME

1h 30 min

FACILITATION STEPS

Presentation. Unlike an ordinary library, in the living library books are human beings who enter into a personal dialogue with the reader. Books are usually people from groups who face or may face prejudices or stereotypes (gender, age, education, occupation, ethnicity, race, religion, etc.) and who may be victims of discrimination or social exclusion, as well as people with stories that give the reader a unique learning experience.

Active participation.

1. Half of the participants, here the seniors, have to write on sheets of paper the titles of the books in the living library, i.e. the discussion topics that will attract the others - the readers.
2. After each has chosen a partner it will start the discussions, where readers will enjoy each other's stories like open books.

DEBRIEFING

- What have you learned from this experience?
- How would you characterize this experience?
- What was the most difficult aspect?



Communication between generations

- increases young people's awareness of stereotypes and prejudices and their negative consequences
- creates visibility for human rights issues and an environment for solidarity and mutual learning

Social integration of the seniors

- manages to successfully navigate around some of the sensitivities that accompany anti-prejudice work, while maintaining an element of fun and interaction that makes the project immensely appealing to both age groups
- strengthens empathy, understanding and motivation of participants
- improves interpersonal communication skills in a safe environment where seniors can feel useful to society



Lessons learned

- The communication is the key to reduce generational gap.
- This activity is stress-free and allows a good integration among group members. People who so far have been shy or not enough motivated to do activities here they can opened up very quickly through a two-track approach and a relaxed in-depth dialogue in which they share their already acquired knowledge.



Teacher for a day

PURPOSE • To make seniors overcome everyday problems through social support and to feel more helpful in society

MATERIALS • Papers, Flipchart papers, Post-its, Markers

TARGET GROUP 10 seniors (adults 65+)

TIME 1h 30min

FACILITATION STEPS **Spidergram.** Each participant will write on a post-it a positive aspect of their age. The facilitator will collect their ideas and stick them on a spider diagram with the word SENIOR in the centre. Seniors will be oriented towards a positive outlook and this will increase their self-esteem.

Active participation. The participants will have 15 min to think about a scenario such as “being a teacher for a day” depending on the skills they have acquired during their life. In this way, they will begin to feel more useful in society by thinking that they can teach young people and other adults in an educational environment. Basically, each of them have the task to write down a skill they have or if they had a job that is no longer in demand and there are not many training paths for it. After that, the facilitator will ask each of them to present the skill of job they have chosen and share their experience while inspiring others.

DEBRIEFING • What real needs did this workshop meet?
• How would you describe today's experience?

The majority of older adults exhibit high levels of pro-social values and behaviors, such as volunteering, helping and caring for others, caring for nature and the environment, endorsing equal treatment for all, and seeking to understand people who are different from themselves.



We have to include them in educational projects and let them provide us their skills that are not currently trained for younger people. At the same time, this experience would be more than beneficial for them because the feeling of helping the community would improve their mental health, which is a big problem for the elderly.



The need for socialization is necessary at any age, but especially at the third age where loneliness increases from year to year, and the means of interaction with new people are not available to everyone.

Participants realised that being old doesn't mean you have to limit yourself. They saw the third age as a vast life experience from which they can share and help younger people.

In the first part of the activity, the participants realised that being a senior can also mean more time for the development of their knowledge. They noticed that there should be more events for seniors with cultural and educational activities and because of this, they actively participated in the workshop and felt listened to by the facilitators and the other participants. This need to listen to their stories marked the second part of the workshop and so we took part together in telling intriguing and useful life stories as personal learnings.

Lessons learned

- The elders enjoyed the interaction between themselves, the trainers and the other participants, this helped them feel useful and included in the group,
- Skills and professions of the past can be recovered with the help of seniors. They can help us as we help them for a better future.



Workshop experience

These workshops were developed by the project partners, piloted during the SENIOR LTTA (Learning, Teaching, Training Activities) held at Co-labory in Traini, Italy and then implemented in the partner countries. During piloting, the participants from the partner organisations gained extensive knowledge about the relationship with the elderly through non-formal methods. The pleasure of non-formal learning makes us apply the acquired knowledge and realise in how many ways we can look at a subject using research and creativity. From the feedback of the participants we can say that these workshop scenarios implemented internally are suitable to be spread among adult educators, social workers and seniors because it develops important skills for a healthy and inclusive development of individuals on both personal and social level.

To implement such an activity you need to:

- Design and create practical activity scenarios for supporting seniors learners
- Bring together experts from partners' organizations for joint learning, knowledge & best practices in pedagogy to support seniors
- Gain digital skills and advanced knowledge to support seniors for maximum engagement of seniors
- Choose the most optimal variant for your needs depending on the topic, problem and predominant learning style



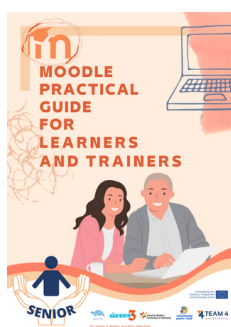
What are the other results of the SENIOR project

- **Essential Needs of Educators to Support Seniors:** It addresses several aspects of education, from the needs of educators that work with seniors to the methods of keeping the seniors engaged in activities.
- **Supporting Elderly. A Practitioner's Guide:** It offers organisations and professionals working with seniors the possibility to improve their processes with methods developed at the European level.
- **Practical Guide for Facilitators:** The guide is designed for senior educators and offers new learning methods, methods of understanding the adult learning process, workshop scenarios and tips for successful non-formal education activities.
- **Moodle Practical Guide for Learners and Trainers:** Project Partners designed an innovative course framework and content to improve the skills of the educators and staff working with seniors. You can access the course "Supporting elderly" on our platform here: <https://courses.trainingclub.eu/>. The Moodle course contains 5 modules, which intend to provide the needed knowledge and foster the development of skills such as:

1. **Determining services needed for elderly**
2. **Communicate with the elderly**
3. **Motivate and engage older people in activities**
4. **Empower seniors to become active citizens for others**
5. **Improving their quality of life through active ageing activities**



To take the online course in the most enjoyable way, find out how the platform works, how you can enroll to the course and take your certificate step by step with our guide specially created for your needs.



You can find all the materials here: <https://trainingclub.eu/senior/>



EDITORIAL TEAM




EDITOR-IN-CHIEF: **NICOLETA ACOMI**

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[HTTPS://TRAININGCLUB.EU/MAGAZINE/](https://trainingclub.eu/magazine/)

WEB: **WWW.TRAININGCLUB.EU**

TEL: **+40723194474**

EMAIL: **OFFICE@TEAM4EXCELLENCE.RO**

ADDRESS: **26 STRAJERULUI 900204, CONSTANTA, ROMANIA**



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