

Peer to Peer Support Fostering Active Ageing (2014-2016)

Lifelong Learning Programme (LLP)

Call for proposals 2013

Grundtvig Multilateral Projects

Project Number: 538403-LLP-1-2013-1-DK-GRUNDTVIG-GMP

Grant Agreement Number: 538403-LLP-1-2013-1-DK-GRUNDTVIG-GMP



Educational Program for Seniors Face to Face educational program for active ageing support for seniors

V2, June 2016

Authors: partners of PPS project

Contacts:

SLOVENIA: petja.janzekovic@lu-ptuj.si

POLAND: eflorek@ump.edu.pl

FRANCE: pl.carrolaggi@velay.greta.fr

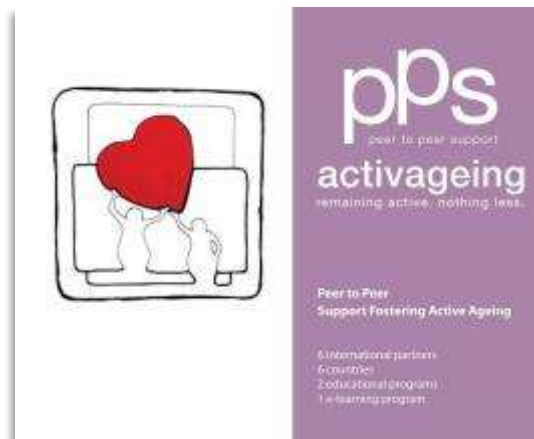
SPAIN: upua.internacional@ua.es

AUSTRIA: f.Steffen@dieberater.com

DENMARK: BMM@adm.sosuaarhus.dk



»PPS:Peer-to-Peer Support Fostering Active Ageing project has been funded with support from the European Commission. This publication reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.«



Project title: PPS – Peer-to-Peer Support Fostering Active Ageing
Grant Agreement number: 538403-LLP-1-2013-1-DK-GRUNDTVIG-GMP
Publisher: Public University of Ptuj

For the publisher: mag. Petja Janžekovič

Editing: The Partnership of the GRUNDTVIG Multilateral partnerships PPS project

© **Authors: Franziska Steffen (AT), Pierre Carolaggi (FR), Sophie Thierry (FR), Ewa Florek (PL), Dušan Šilak (SI), Concepción Bru (ES), Marian ALESÓN (ES), Nuria Ruiz (ES), Antonio López Blanes (ES), Victor Sarrión (ES), Bodil Mygind Madsen (DK), Niels Christian Vestergaard, (DK), Tanja Božič (SI), Simona Pučko (SI), Mojca Volk (SI) and Petja Janžekovič (SI).**

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PDF BROCHURE
Date: May 2016

Additional editing: **Petja Janžekovič**

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PPS – Peer-to-Peer Support Fostering Active Ageing

Face to Face Training Programme on Active Ageing

Enjoy Life!



Diagramme: Contents of "ACTIVE AGEING Education House" V4

Authors:

PPS project partners, 2014 – 2016.

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This educational program is an open source PDF, ready to be used in different environments and different EU countries.

Acknowledgements:

This guide could not have been written without the financial aid from the European Commission. We would like to thank the experts evaluating the Programme for their precious remarks, persons involved in works on the guide, and in particular all senior citizens who were willing to share their life experience with us.

Preface

As the coordinator of the European project *Peer to Peer Support Fostering Active Ageing* and on behalf of the partnership I am pleased to present a guide which might be useful to people undertaking actions to foster active participation of older adults in the community and encouraging them to lead a healthy and independent life. The presented Programme proposal may be implemented in small groups or, using ICT, as distant learning tool, provided that some consistence and order is preserved so that the classes are complementary and consequential. Individual subjects were not chosen at random but were oriented according to survey results and **the audience's needs**. This was by no means an easy task as it required careful planning, a general **strategy** and a **broad understanding of term active ageing and it's evaluation in participating EU countries**.

Presently, I can express my satisfaction because survey study results indicate that the developed Programme may be implemented virtually in every European country. This guide was written on the basis of collected joint experiences of six Member States and proves that regardless of the cultural and local specificity, such an evidence-based Programme can be implemented in Spain, Austria, Slovenia as well as in Denmark, France, or Poland.

I hope that this Active Ageing Programme can help undertake actions to foster active participation of senior citizens in the community in a modern and comprehensive way, and that the experiences of many years, proven practical guidelines, and technical tools contained therein will inspire all advocates of the older adults to action.

Petja Janžekovič

Ljudska Univerza Ptuj, Slovenia

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GENERAL INTRODUCTION

Dear future user, participant or mentor,

Education *Peer to Peer* - through personal contact - can be interpreted as a process through which well-trained and motivated facilitators educate participants of (mainly) the same age, social position or have the same ability as the latter, with the aim to further develop participant's skills and knowledge. The emphasis is on understanding of the concept of active ageing, desires and needs of the target group in terms of acquiring new skills and improving physical and mental health.

Educational program for active ageing, presented in this publication, is taking place at two levels:

- a) the classical method (learning in class/group) with guidelines and implementation plan of activities summarized in this publication, and
- b) distant educational program (virtual classroom), which will be freely available online and thus accessible to the widest number of people.

Pilot version of the PPS educational program was carried out in all partner countries with the same general contents for all. Because of national differences that were identified during research phase, partners of the PPS project decided to take those national specifics into the account and therefore prepared 2 **“national” modules** each, according to the needs of seniors in partner countries.

In front of you lies a publication of all the materials partners gathered during the implementation phase. After the evaluation of all the trainings we carried out, we prepared the revised and edited version of PPS Face-to-face Educational Program, ready to be used in classrooms. PPS Face-to-Face Educational Program is linked with PPS Training program for mentors (could be found [here](#)). Together with PPS e-learning platform (follow the link [here](#)) they form the *PPS educational »pack«* for seniors that want to stay active, sociable and healthy. It offers them possibility to implement the proposed PPS activities at any time or any place, free of charge.

Partners of PPS project sincerely hope that future mentors and peers will find something useful for their everyday work, maybe some ideas for future workshops, or just gathered materials on the topic. Together with e-learning platform the Program offers all-round guidance and assistance through different educational modules dealing with active ageing theme. It can be used by anyone interested in the topics, regardless of the age, gender or status.

For all the details, please visit our website here.

And remember: remain healthy. Keep going. Stay active!

PPS team

1 MODULE 1: Active Ageing - Introduction

According to the definition by the World Health Organization, “active ageing is the process of optimizing opportunities for health, participation and security in order to enhance quality of life as people age”. Extension of activity of older adults consists, among others, in participation in various social, economic, civic, and cultural activities.

Face to Face Training Programme on Active Ageing to address such processes and needs. All the available research and evidence has been used by the authors so that the Programme might reflect good practices. The Programme perfectly fits into the government projects on activation of older adults that is it meets the key criteria concerning the possibilities, needs, and resources of this population. Its supreme goal is to support active participation of the seniors in the community and encourage them to lead a healthy and independent life. The Programme offers state-of-the art actions in education and developing communication skills, as well as support for the older adults. These novel solutions will bring economic benefits to the society as a whole, as well as provide a psychological, mental, and social support for the well-being of the society's elderly members.

The Programme's innovativeness consists in taking into account the internal diversity of the older adults' population and in promoting actions aimed at keeping the seniors active and ensures their participation in social life. Therefore, its goal is also to improve the quality and level of life of the older adults by social activity so that they can age decently. The Programme is to facilitate fuller use of the social and professional potential of the older adults so they can have various social roles in the public life.

1.1 Target groups and structure of the training

Fostering Active Ageing project is addressed to people at the age of 55+. The training is conducted in modules and comprises 30 hours of classes. The aim of the classes is to **consolidate the participants' skills** - their knowledge, abilities, and good practices. In the training, it is also essential to discuss and analyze one's concerns, problems, prospects related to ageing. The training is devised in such a way as to give each participant something for themselves, by participation in open discussions and sharing their thoughts on the discussed subjects.

The Programme ensures a greater flexibility and possibility of choosing the subject suited to specific goals, needs, values, age, stage of life, health, and hobbies. It offers support and measures which may be adjusted to the expectations and aspirations of every participant.

The Programme authors proposed a concept of a house made of many subjects, such as: the attic – *Introduction to active ageing*, a two-subject first floor – *Health Ageing and Using Technology*, and a two-subject ground floor – with subjects specific for every Member State.

1.2 Learning outcomes

Within the framework of the programme the participants gain active ageing knowledge but first of all, they gain some new motivation for active experiences. This handbook represents the collection of tailor-made proposals of exercises. Each exercise can be modified according to its capacity and needs.

Every proposal is formulated in the same structure, so the future facilitators can prepare appropriately classes. The guidebook is based on medical knowledge but its main aim is to support activity of older adults. Advantage of facilitators is their independence that allows them to organize and conduct educational programmes by themselves. Educational programme for older adults needs individual methods and individual pace much more than the regulated/prescribed systemic or didactical methods. The most important teaching principle for older adults is using their life experiences, competences and values.

For this purpose, a collection of tailor-made examples has been developed. Every exercise is derived from common methodology and contains necessary implementations, short description, duration of exercise, recommended number of participants. This guidebook contains also short but essential lectures, available to all participants free of charge.

Each exercise is separately described and shared to clarity.

1.3 *How to use the training Programme?*

Description of rules

Face to Face Programme for active ageing can be attended by any person willing to undertake such activity, mainly older adults. Facilitator should be co-operative and communicative. The programme is available on the website of the *Peer to Peer Support Fostering Active Ageing* project (www.activeageingproject.eu) and on the A.G.E. network upon logon and provision of personal details used for dissemination purposes by the Project authors only and with full confidentiality. The PPS Programme is available free of charge.

Description of participants

Participants of the Face to Face Programme must be over 55 years of age, willing to be socially active or are already involved in various forms of activities; involvement in public utility organizations activities, attendance at the Universities for Third Life Period, senior citizens councils, senior clubs, local communities (including those in religious associations), industrial organizations, self-help activities, various social and cultural associations, or farmers' wives associations.

Topics and methods

The authors planned to create the Programme with a structure harnessing all possibilities of **satisfying the participants' needs such as:** self-education, learning about the environment, extending knowledge and skills, performing socially useful actions, filling their spare time, maintaining social relations, mental and physical stimulation, or even the possibility of fulfilling youthful dreams. Types of activities proposed in the Programme include: short lectures, workshops, exercises, discussions.

Duration

The training is conducted in modules and comprises 30 hours of classes. Time allocated for each of the proposed module is in the form of short lectures, workshops, exercises, or discussion is from 10 minutes to 1.5 hours. Programme proposals should be flexible in terms of delivery method and duration, thus allowing the possibility of choice, support, and measures which may meet the expectations of all participants.

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How to conduct training session

Typical recommendations for training sessions should include:

- Title: a short slogan in a simple language, sometimes suggesting associations
- A few words on the training session: motivation and general information on the issues discussed at the meeting
- Objectives: short description of the desired results of various parts of the meeting, such as: preparation, introduction, main tasks, and conclusion
- What we need: list of materials helpful in performance of the tasks
- Tips helpful in conducting the meetings: practical and teaching issues
- Introduction: proposed warm-up exercises at the start of the training session
- Main tasks: a list of proposed tasks has been devised for each subject
- Conclusion of a training session: each session ends with a summary of the main tasks and sometimes with an assessment of benefits of the Programme; this may be a group exercise or a dialogue based on open-ended questions

Training participants receive a certificate of attendance.

1.4 *Teaching tips and reminders*

Success of the Face to Face Training Programme largely depends on the way the sessions are conducted by the facilitator. The participants will be arguing, exchanging ideas and sharing feelings which will be their contribution to the Programme. **The facilitator's role is to facilitate positive cooperation and interactions between the participants as much as possible.** The Programme proposes discussions as well as many dynamic methods of working in pairs or small groups. During the 30 hours of the Programme, the participants will be developing their competences in discussion and sharing thoughts in a larger group on subject active ageing.

Presented below are teaching tips for the Programme:

- Group discussion in a circle – close to each other, in a circle, the participants will communicate more openly and listen more attentively
- Listening to each other – a circle-form allows the older adults better overview of the group and good listening possibilities, not only by the facilitator, but also amongst themselves
- Recognition – older adults who feel encouraged for discussion, even with a few supporting words from the facilitator, can contribute to the discussion and gain self-confidence
- Asking questions – by asking questions on different subjects, the older adults may explain or check what their facilitator wanted to say

- Join them – the facilitator encourages active participation by joining the discussion
- taciturn, shy older adults are encouraged for discussions, for instance by working in pairs
- Silence or breaks in a conversation - the time for participants to think. You can offer “let’s think about this together”
- The right to be omitted – when discussing personal experiences or private feelings, the facilitator/facilitator must allow the participants the right to refuse to talk, to be omitted. They should not be talking about private matters or something that could embarrass them

When implementing the Programme, you should take into account that not all suggestions contained herein may be applied in every country, unit/institution, or group. Therefore, the authors hope that at least some of this information will prove valuable and helpful.

1.5 *What we expect*

Face to Face Training Programme should bring measurable benefits. It helps addressing the older adult’s needs in various areas of their functioning. It will allow taking measures meeting the needs of older adults. The Programme may be the baseline for meeting the needs expressed directly by the participants themselves. The Programme engages the participants in active cooperation; it includes as well social partners and local government authorities directly handling the problems of the elderly population. The Programme is Pan-European, giving an opportunity to all entities in the EU Members States and beyond.

Additional materials

Some interesting links

- [Active ageing policies \(link is external\)](#)
- [Measuring the untapped potential of older people in Europe \(link is external\)](#)
- [The World Health Organization page \(link is external\)](#)
- [The wisdom years \(link is external\)](#)

Some documents to download

- [A reference document on active ageing \(link is external\)](#) (2012)
- [A policy framework from WHO \(link is external\)](#) (2002)
- [The Eurobarometer report from the UE \(link is external\)](#) (2012)

Links

- [Peer to Peer Support PROMOTIONAL VIDEO No. 1 \(link is external\)](#)
- [Peer to Peer Support PROMOTIONAL VIDEO No. 2 \(link is external\)](#)
- [Peer to Peer Support PROMOTIONAL VIDEO No. 3 \(link is external\)](#)
- [Peer to Peer Support PROMOTIONAL VIDEO No. 4 \(link is external\)](#)

- [Peer to Peer Support PROMOTIONAL VIDEO No. 5 \(link is external\)](#)

Action plan



Want to ask your PPS facilitator about something? Do it by clicking on the icon and selecting the mentor.

Learning application(s)



- [Active ageing in Wikipedia](#)
- [Active ageing speed test](#)
- [Participants Chat on Active Ageing Topics](#)

2 MODULE 2: Healthy Ageing

The panel should be presented in short lectures, only to highlight the subject. The essence of the PPS Programme consists in ACTIVITY and not passive listening; therefore, the proposed short lecture should include elements of discussion. The most important thing is not preparation for a health knowledge test but to undertake discussion on this subject. The data should be used solely for illustrative purposes, be a starting material for thinking and speaking about health.

Presented below you can find ready scenarios but creativity is always welcome, so classes can be modified to make them the most effective for each group.

2.1 *Introduction of participants*

- *Purpose of the exercise:* Integration. Building a nice atmosphere helps relieve unnecessary stress in participants and offers an opportunity for meeting new friends.
- *Duration in minutes:* 10'
- *Group size:* 10 people
- *Instructions for the facilitator:*

The teacher must definitely introduce him- or herself first. It is good to say something about oneself and disclose some private details e.g. *keeping two dogs and a cat at home*. Then, the facilitator should ask the participants to introduce themselves, and specify one or several of their characteristics that best describe them but that begins with the first letter of their name, for instance:

My name is Peter and I am a perfectionist and a pianist (the group applauds)

My name is Anna and I am ambitious (the group applauds).

Group applause is necessary after each introduce of a participant.

- *Conclusion:* to ease the atmosphere, the facilitator may conclude that the group is no longer a group of strangers as it had been at the beginning and that working together may only bring them a joint success.
- *Equipment:* Chairs for all.
- *Tips and tricks for the facilitator:* Classes are held in small groups (max. 10 people) so it is good to take care of a nice and creative atmosphere during the workshops since the very beginning. The proposal of psychological integration practice presented below has been developed for this very purpose.

It is also worthwhile to create proper conditions for the workshops so that the participants can sit in a circle or semi-circle and see each other. Access to whiteboard or a flipchart is useful for taking down the key thoughts during work, it can also be a notebook computer or presentation projector.

- *Participant benefits:* get to know each other, integration among participants,

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- *Action plan:*
 - Look how many new interesting people are around you?
 - Think what do you all have in common?

2.2 *Lecture on health in a holistic approach*

- *Purpose of the exercise:* Lecture on health in a holistic approach. Understanding the context
- *Duration in minutes:* 10'
- *Group size:* about 10 people
- *Instructions for the facilitator:* Lecture on health in a holistic approach, i.e. physical and mental health treated as a whole

Read: Data from World Health Organization's report show that non-infectious diseases are responsible for the majority of deaths, and in 2009 caused approximately 80% of deaths in WHO's European Region. Circulatory diseases are still the main cause of deaths and are responsible for nearly 50% of all deaths. Cancers come second, being the cause of nearly 20% of deaths. External causes, such as injuries and poisonings, are responsible for 9% of all deaths.

Nevertheless, also good mental health is necessary to enjoy life to the full. The European Commission estimates that poor mental health affects one out of four citizens and may lead to suicide which is the cause of too many deaths.

Health cannot be discussed without giving consideration to mental health. For the citizens, mental health is a capital allowing utilisation of their intellectual and emotional potential, finding and playing roles in social life, at school and at work.

The above situation shows that combination of both the physical and mental spheres into one whole is necessary to enjoy life to the full.

- *Equipment:* Chairs for all.
- *Tips and tricks for the facilitator:* Here you must explain what it is and what a holistic approach to health offers us. This part also includes practical exercise from physical and mental health prophylaxis; the classes offer the opportunity to actually confront one's resources in creating one's own strategy of active ageing.
- ***Participant's benefits:*** health it is not depend only on somatic complains.
- *Action Plan:*
 - Recall what were your ideas about health?

2.3 **Europeans' health**

- *Purpose of the exercise:* Understanding the context.

- *Duration in minutes:* 10'
- *Group size:* about 10 people
- *Instructions for the facilitator:* It is useful to discuss the basic estimates of Europeans' health with the participants, such as:

The European Commission (EC) estimates that by 2050, over 20% of the European population will be aged 65 or more. Longer life is definitely a positive thing, proof of medical progress, but it also entails a higher risk of physical complaints (e.g. coronary disease, disability, obesity etc.) and mental disorders (e.g. depression, senility, delusions etc.), and sensory disorders (e.g. hearing loss, blindness etc.). Minimisation of this risk will let us live in dignity and stay independent also in the elderly age, as well as let us actively participate in social and family life.

EC is regularly taking effort to ensure a better life for the European people, and one of these efforts is our Programme. We would all like to live our lives to the full as long as possible.

The World Health Organization introduced a definition of well-being.

- *Equipment:* Chairs for all.
- *Tips and tricks for the facilitator:* Introduction of this term to discussion will help us understand the Programme's intention, that is living life to the full, and the exercise presented below is the first form of activity.
- **Participant's benefits:** arguments about necessity of supporting seniors and peer-to-peer strategy.
- *Action plan:*
 - Think if your peers thought about themselves as a major population.
 - What does it mean for you that the number of older people increases?

2.4 *Human well-being*

- *Purpose of the exercise:* Exercise activating the listeners' attention, focused on the discussed issue
- *Duration in minutes:* 15'
- *Group size:* about 10 people
- *Instructions for the facilitator:*

Introduction: How do you understand human well-being?

Course of the exercise: **Write down the participants' proposals** on the flipchart or whiteboard. The order of speaking is not important, as it is a brainstorming exercise. Participants may volunteer; no-one is forced to speak.

Once all the proposals are written down, display or read aloud the WHO's definition: "The World Health Organization defines health as "physical, mental, and social well-being". It is a

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comprehensive concept of human and health. This can be understood as a potential to live life to the full!

- *Conclusion:* You can ask the participants if their thoughts about and understanding of this term were similar. You can also compare it to proposals written down on the flipchart or whiteboard.
- *Equipment:* Chairs for all, flipchart/whiteboard, marker pen.
- *Tips and tricks for the facilitator:* If no-one replies, encourage the participants, for instance:

Feel free to tell your associations and ideas. There are no grades here, we are trying to discuss the subject together.

The facilitator may offer help e.g. I don't know what comes to your mind when you hear this term, but for me it is something good, safe, a good condition of a person. Come on, what are your thoughts...

- **Participant' benefits:** Health it is not only somatic complain matter. Integration with the group.
- *Action plan:*
 - Recall what can you improve in your well-being to feel more satisfied in your life?
 - You work in group of people so it is a great time to exchange your experiences and good practice with peers.
 - Think what can you gain building up relationships with peers?

Always thank the participants for any activity!

2.5 Ageing processes

- *Purpose of the exercise:* Understanding the context
- *Duration in minutes:* 10'
- *Group size:* about 10 people
- *Instructions for the facilitator:* only facilitator reads:

According to EUROSTAT, somewhat over 50% of European citizens aged 55+ assess their health as good, however only approx. 25% people aged 85 assessed their health as good. Interestingly, men (in all age groups) had a better opinion about their health than women of the same age. Analysis of deaths, however, has shown that men live shorter.

The same studies have shown that nearly 1/3 of EU's population believes to be suffering from a chronic disease or bad health, and this rate increases with age.

Proposal of the next exercise is aimed at integrating the group, revealing empathy and understanding of the participants.

- *Equipment:* Chairs for all.

- *Tips and tricks for the facilitator:* Be aware of current seniors' problems.
- **Participant's benefits:** Understanding of ageing processes in wider meaning.
- *Action plan:*
 - Think what you can do to improve the quality of your life.
 - What does it mean to you that more and more people all over the world have similar problems to you?
 - Task for today: do something nice and pleasant for yourself, for example go to the cinema if you like watching films.

2.6 Discussion about health

- *Purpose of the exercise:* Engagement
- *Duration in minutes:* 15'
- *Group size:* about 10 people
- *Instructions for the facilitator:* What is your opinion on the health of the older adults in our country? Maybe there are differences between country regions?
- *Equipment:* Chairs for all, flipchart/whiteboard, marker pen.
- *Tips and tricks for the facilitator:*

Course of the exercise: We wait for volunteers to reply, encouraging them with light remarks, such as *Does this silence mean that our participants have no health problems?* (Open discussion integrates the participants while also boosting thinking, commitment or abilities required in further exercises). You can write down the main comments on the flipchart/whiteboard.

- **Conclusion:** To conclude, it is useful to sum up this group's assessment of the elderly people's health (i.e. whether the trend is negative, complaining, or positive, understanding the actual condition and objective capabilities and resources). It is good to conclude (in a few sentences/briefly) whether the data refer to the entire country or a region, and this will ensure discussion based on facts and not myths.
- **Participant's benefits:** Understanding of ageing process, be aware of current seniors' problems. Increasing of self- empathy and understanding ageing process in friends and ourselves.
- *Action plan:*
 - Think what is your challenge, what disturbs you the most?
 - Think how can you change it and just do it or maybe accept the current situation and it brings you interior harmony.

Always thank the participants for any activity!

2.7 The most common diseases

- *Purpose of the exercise:* Knowledge
- *Duration in minutes:* 15'
- *Group size:* about 10 people
- *Instructions for the facilitator:*

Life, however, must end in line with the law of nature - in 2008, there were 4.84 mln deaths in all of EU. The most common health-related causes of death have been the same for many years:

- circulatory diseases
- cancers
- respiratory diseases
- gastrointestinal diseases
- mental diseases and behavioural disorders.

Health problems naturally affect the older adults; many diseases result in poor health, or even death. Average life expectancy of Europeans is ...

(now it is good to ask: What do you think, how long Europeans live on average? 2-3 replies are sufficient, then you can move on to the lecture)

World Health Organization says that after 1980 average life expectancy at birth increased by 5 years and was 76 years in 2010. Average life expectancy at birth varies between countries - in 2010, the longest was 82.2 years and the shortest 68.7 which gives a difference of 13.5 years. **Forecasts show that average life expectancy in WHO's European Region will increase to nearly 81 by 2050.** Increasing number of people in WHO's European Region live longer than 65 years. This also means that mortality rate is decreasing.

European population is ageing and mortality rates help anticipate certain challenges soon to be faced by the health care systems. Mortality rate, due to any cause, in the age group above **65 years of age dropped throughout the WHO's European Region, reaching its bottom level of 4.549 deaths per 100.000 people in 2010** which means that it decreased from its 1980 level by 25%.

- *Equipment:* Chairs for all, flipchart/whiteboard, marker pen.
- *Tips and tricks for the facilitator:* Write the most important numbers on the whiteboard that could be the base for the further discussion.
- **Participant' benefits:** be conscious about prolonging of human life as European success and be aware of challenges in seniors' different parts of their lives.
- *Action plan:*
 - What could you do together with your peers to improve your situation?
 - Recall what are the biggest local seniors' problems? How or is it possible to solve them?

2.8 General knowledge about health

- *Purpose of the exercise:* Summation
- *Duration in minutes:* 10'
- *Group size:* about 10 people
- *Instructions for the facilitator:* Ladies and Gentlemen, let us write down your thoughts after these short lectures. What was interesting or inspiring for you, and what bored you.
- *Equipment:* Chairs for all, flipchart/whiteboard, marker pen.
- *Tips and tricks for the facilitator:* In the end, it is useful to summarise the speeches and remark:
 - What was the most frequently reported by the participants?
 - What seemed important?
 - What had already been known?
 - Is active ageing important for them, in the light of information heard?
- **Participant's benefits:** summing up the knowledge gained during course.
- *Action plan:*
 - What did you get to know?
 - What does this knowledge mean in your life?
 - With whom did you integrate, with whom not?

Always thank the participants for any activity!

Quiz

- [Myths about Ageing quiz \(link is external\)](#)

Links

- [Help Guide Online \(link is external\)](#)
- [Population Ageing: Causes and Consequences \(link is external\)](#)
- [Population ageing and international development \(link is external\)](#)
- [Consequences of falling in older men and women and risk factors for health service use and functional decline \(link is external\)](#)
- [Ageing and consequences for the socio - medical system \(link is external\)](#)
- [Ageing in Europe – challenges and consequences \(link is external\)](#)
- [Population ageing \(link is external\)](#)

2.9 **Spider's web**

- *Purpose of the exercise:* Integration exercise
- *Duration in minutes:* 30'
- *Group size:* min. 10 people
- *Instructions for the facilitator:*

Ask the participants to sit in a circle. The facilitator asks the participants to think for a while whether they have observed for themselves that it is difficult to enjoy life when the balance between mental and physical health is disturbed. Have they experienced it?

Then, the facilitator asks the participants to share this experience with the group. The speaker must hold the ball of wool and when s/he finishes, s/he should throw the ball to another participant while still holding the thread. The ball is not thrown to the next person in line but in such a way as to create a spider's web.

It is time for open speeches, such as *"actually I am often healthy, I am not in pain, but sometimes I feel sad, I don't feel like doing anything, without any apparent reason"*.

- *Conclusion:* When the web is formed, the facilitator should point to it as a symbol that the group became bonded with a thread into a kind of one body. It is the same with our health – it is difficult to be happy when mental and physical health are not combined.

You can make a joke that as long as we are all connected we can feel safe.

Then the web must be untangled! Mind you – the ball of wool must be thrown to the person from whom it was received.

When you manage to untangle it, it's time for well-deserved applause! ☺

- *Equipment:* A ball of wool, whiteboard, marker pen.
- *Tips and tricks for the facilitator:* GOOD LUCK!
- **Participant' benefits:** Integration with the group. The experience that seniors are together, supporting each other and they can struggle with their problems, building up strong helpful group and development up to their capacities.
- *Action plan:*
 - Think what is better for you being on your own or being in the group?
 - Think what are the advantages of working in group? Does it support seniors activities?

2.10 *Health prophylaxis in a holistic approach*

- *Purpose of the exercise:* Free discussion
- *Duration in minutes:* 30'

- *Group size:* min. 10 people
- *Instructions for the facilitator:* The leading theme is: what health prophylaxis (in a holistic approach) means to me and how can I help myself?
- *Equipment:* Chairs for all.
- *Tips and tricks for the facilitator:* This time, the facilitator is a discussion facilitator. It is useful to take down the participants' ideas because at the end you should try and write instructions, in a few points, where and how can we help ourselves. Each participant should remember it and gain a new experience.
- **Participant's benefits:** Emphasize the role of prevention, promotion of prevention between generations by representing the certain attitude.
- *Action plan:*
 - Think what is prophylaxis for you nowadays what was in the past?
 - What could be called prophylaxis these days in your life?

2.11 Ageing and consequences

- *Purpose of the exercise:* Knowledge
- *Duration in minutes:* 30'
- *Group size:* min. 10 people
- *Instructions for the facilitator:*

Read: Nowadays, in developed countries people live 25-30 years longer than in the early 20th century. Consequences of these huge changes in the population are hard to predict but they are sure to affect all aspects of social life – health care, education, economics, culture, economy, tourism.

Aspirations of the older adults are growing – not only do they want to live longer but first of all they want to be physically, intellectually, and emotionally able. In Poland, sedentary life style is highly alarming. The number of obese people keeps growing dramatically, and, as a result, the number of people with obesity-related diseases is also growing. Studies conducted a few years ago have shown that in Warsaw only 1% of the elderly residents had a more or less regular and organised physical exercise. The society feels that activity of the elderly is frequently associated with rehabilitation provided at out-patient clinics, hospitals, or sanatoriums. These major malpractices, undoubtedly arising from a disadvantageous cultural heritage of a kind, little social awareness, very narrow understanding of the sense of physical culture, deficits in health care, overlap with disturbing demographic forecasts. According to studies by Eurostat, the number of people in post-productive (elderly) age will triple by 2060. Among the EU 28, Poland will have the largest share of people aged over 65. At the same time, the number of people over 80 in Poland will grow four times.

- *Equipment:* Chairs for all.

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- *Tips and tricks for the facilitator:* Population ageing process and its consequences. Presented below is a proposal of a short lecture; as the panel concerns sports, tourism, and recreation, it is good to ask the participants before starting the lecture:
 - Do they like sports?
 - Do they have any achievements?
 - Perhaps there is someone who does not like sports?
 - **Participant's benefits: pointing the problem of ageing society and its consequences.**
- *Action plan:*
 - Think about sport for you.
 - You could start from little step – any activity.
 - Task for today: go for a walk, maybe there is a park or forest in your neighbourhood. Check it!

2.11 Human well-being



2.12 Links

- [Older adults and mental health: Issues and opportunities \(link is external\)](#)
- [How to improve your memory \(link is external\)](#)
- [Memory Changes in Older Adults \(link is external\)](#)
- [World Health Statistics 2015 - World Health Organization \(link is external\)](#)
- [Depression in Older Adults and the Elderly \(link is external\)](#)
- [How to sleep better \(link is external\)](#)
- [Sleep Disorders and Sleeping Problems \(link is external\)](#)
- [Active ageing \(link is external\)](#)
- [Healthy and active ageing \(link is external\)](#)
- [http://www.healthyageing.eu/ \(link is external\)](http://www.healthyageing.eu/)
- [Power point presentation - Healthy ageing \(link is external\)](#)

- [Active and health ageing \(link is external\)](#)
- [Healthy and active ageing \(link is external\)](#)
- [Active ageing and healthy living \(link is external\)](#)
- [http://www.europeactive.eu/tags/active-ageing \(link is external\)](http://www.europeactive.eu/tags/active-ageing)
- [How to live longer and better \(link is external\)](#)
- [Active and Healthy Ageing - A Long-term View up to 2050 \(link is external\)](#)

2.13 Action plan

Try to answer out loud!

- And how do you understand human well-being?
- What can you improve in your well-being to feel more satisfied in your life?
- In which ways can you pass on your knowledge and experience to others while maintaining the social, physical, psychical and mental skills with a feeling of active dedication and usefulness?
- What is your opinion on the health of the older adults in your country?

Try out this mind games and do some tests!

- [3 Easy Memory Games for Seniors \(link is external\)](#)
- [How to anti-age your memory \(link is external\)](#)
- [Brain Training Games \(link is external\)](#)
- [Mind games \(link is external\)](#)
- [Test your knowledge about health - Take a Health Quiz - A to Z Index Page \(link is external\)](#)
- [Health general knowledge quiz \(link is external\)](#)

Try to solve this quiz!

[Stress and Anxiety Quiz \(link is external\)](#)

Concentration exercises for the mind

1. Count backwards in your mind, from one hundred to one.
2. Count in your mind from one hundred to one, skipping each three numbers, that is 100, 97, 94, etc.
3. In 1 minute, list 10 items that can be found in the kitchen!
4. Read the words listed below. Within 2 minutes, write down the words you read in the same order without looking at them again.

catalogue - vase - horse - coat - soap - banana - hayrack - clock - butterfly - pointer - a typewriter - table - paper - flower

2.12 Promotion of physical of older adults

- *Purpose of the exercise:* Knowledge
- *Duration in minutes:* 25'
- *Group size:* min. 10 people
- *Instructions for the facilitator:*

Read: In the last 20 years, the issue of physical activity in the elderly age has been addressed by the following organisations: the United Nations, the European Union, the Council of Europe, or the World Health Organization. Initiatives promoting physical activity of the older adults are undertaken on the EU level. In 2008, EU Physical Activity Guidelines were developed, presenting the recommended political actions to support physical activity and having a positive effect on health. This document shows, among others, the role of sectoral approach, detailed tasks to be undertaken by the governments, public health and health care sectors. This document emphasises the role of caretakers at homes and institutions who would be prepared to administer a **physical exercise scheme suited to the person's age and health condition**.

In Poland, the issue of health promotion and fostering physical activity among the older adults still raises insufficient interest from the authorities responsible for physical culture on the national and local levels, or from the health and social welfare services. Background of this situation is very complex. Geriatric care in Poland is neglected, and objective indicators differ significantly from those observed in majority of EU Member States. There are no coherent or comprehensive concepts of strategies and programmes developed by the parliament, the government, and local governments.

Instruction: I wonder do you know any places where you could learn more about physical activities allowed at your age? Let's write them down on the board. If you don't know any such places, could we create them? What could it be like?

- *Equipment:* Flipchart/whiteboard, marker pen.
- *Tips and tricks for the facilitator:* If you find volunteers who wish to take care of physical activity promotion, give applause to such persons in the end. You can ask them for contact details, possible lead time, but first of all encourage other participants to assist them.
- **Participant's benefits:** Be aware of importance of physical activity, trying to find local sport centres available and be senior oriented.
- *Action plan:*
 - Try to find sport centre or swimming pool in your surrounding just for you.
 - Next step, visit this place. Maybe you can find the activity for yourself in this place? You may visit this place with your friend.

2.13 Guidelines for promoting physical activity among older adults

- *Purpose of the exercise:* Knowledge

- *Duration in minutes: 60'*
- *Group size: min. 10 people*
- *Instructions for the facilitator:* The facilitator begins with reading out the following statements:

The most effective ways of promoting physical activity are sought worldwide. In 1996, the **World Health Organization announced their "Guidelines for Promoting Physical Activity Among Older Persons"** which pointed out, among others, to the social reasons for increased physical activity. They also emphasised the consequences of limited physical activity.

- *Instruction:* Ask each group to think about the following subject. Group A – what are social reasons for increasing physical activity. Group B – Consequences of limited physical activity. Then, write down results of this discussion on the board (time planned for this is approx. 10 minutes).
- *Equipment:* Flipchart/whiteboard, marker pen.
- *Practice:* Please divide the participants into 2 groups, each sitting separately (duration of the practice – approx. 15 minutes).
- *Tips and tricks for the facilitator:* Try to divide the participants into two groups asking them to count: **"one"** and **"two"**. **"Ones"** – there is a **one group**, **"twos"** – another one.
- *Conclusion:* Once proposals of both groups are noted down, show them or read them out the table below and look at their notes with them where their notes similar? Did they differ from the programme proposals? It is time for active discussion (approx. 10 minutes).

Social reasons for increasing physical activity	Consequences of limited physical activity
<ul style="list-style-type: none"> – Reduced costs of health care and social welfare – Increased ability of the older adults to work – Promotion of a positive image of senior citizens 	<ul style="list-style-type: none"> – Muscular atrophy – Osteoporosis – Deteriorated metabolic function and decreased metabolic rate – Reduced physical performance – Poorer immunity – Increased risk of cardiovascular diseases – Adverse effect on mental health and capacity

The next task is to develop a physical activity programme for the older adults. This task is aimed at showing the potential and abilities, build confidence in one's abilities of planning one's own work-outs.

- **Participant's benefits:** Be aware of consequences of limited physical activities in senior's life. Promotion of physical activity among adults 55+

- *Action plan:*
 - Write on the piece of paper your health problems or your mental limits and ask your friend or gym instructor what kind of physical activity is good for you?
 - Start from two exercises. Remember about the way of small steps, increasing the time and intensity of your activities gradually.

2.14 *Physical activity programme for the older*

- *Purpose of the exercise:* Stimulating activity
- *Duration in minutes:* 35'
- *Group size:* min. 10 people
- *Instructions for the facilitator:*

Instruction: Let us imagine that we are all EU officials and we must devise a physical activity programme for the older adults. We are responsible for the entire Europe. Let us think what type of activity would be good for which group of seniors? What should this programme include? etc... Write down the proposals on the whiteboard.

Conclusion: After all proposals are written down, hand out photocopies of the following proposals or display them using a projector and together with the participants think whether the proposals are similar or different, and why?

- *Equipment:* Whiteboard, photocopy of the attachment, or projector to display the attachment.
- *Tips and tricks for the facilitator:*

The task is to develop a physical activity programme for the older adults. This task is aimed at **showing the potential and abilities, build confidence in one's abilities of planning one's own work-outs.**

Attachment: Characteristics of a physical activity programme for the older adults:

- Individual and/or group activities in supervised or non-supervised arrangements
- Various types of physical activity, such as: stretching, relaxation, rehabilitation gymnastics, aerobics, strength training
- Focusing on simple and medium difficulty activities (e.g. walking, dancing, swimming, walking up and down the stairs, cycling, exercise on a chair or in bed)
- Exercises should meet the expectations and needs of individual participant and the group as a whole
- Exercise should be regular, daily if possible.

In the recent years, recommendations of physical exercise for the older adults have been expanded while the scope of absolute contraindications have been reduced. Limited physical activity and reduced mobility are indirect or direct causes of such civilization diseases as: arteriosclerosis, obesity, diabetes, neurosis, mental diseases, hypertension, nervous and hormonal disorders, injuries – falls, road accidents, sensory disorders. Many of these diseases present in elderly age and physical activity may be an element of prophylaxis and therapy. In

the case of severe injuries, disabilities, and chronic diseases, physical exercise are a part of clinical medicine and are subject to strict medical control.

Physical activity addressed at the older adults requires relatively regular consultation with a physician, individual approach to requirements, exclusion of excessive fatigue. The proposed exercises should allow continuation with moderate effort for a longer time, while static exercises, sudden accelerations, changes of body posture – which might result in injuries, contusions, overload of the body – should be avoided.

It is particularly important to counteract senility-related changes, depression, anxieties, and dispiritedness. It is important to build self-confidence. All these aspects pose versatile requirements for the class instructor, who must create an atmosphere of mutual respect, inspire involvement, and take care of a nice and friendly environment in the training group.

Encouraging ageing the older adults to constructive action requires activity understood as external (open) activity and internal activity (emotions). The task of the instructor working with the participants on the programme is to encourage them to continue the desired types of activities, change their habits and attitudes, and create a system of stimuli promoting these activities and changes. An elderly person, to be willing to apply the learnt behaviours in other situations, must be aware of the importance of such conduct, understand its rules and goals.

- **Participant's benefits:** Change habits and attitudes toward physical activity and ourselves. Promotion of health and being active in every time of our life.
- *Action plan:*
 - Make a plan of your physical activities for the following week. You can start from really small thing, for example: walking. Write it down and stick at place you could see that! Write for example the route of your walk.

2.15 Sports facilitators

- *Purpose of the exercise:* Forming active attitudes towards the body and health
- *Duration in minutes:* 25'
- *Group size:* min. 10 people
- *Instructions for the facilitator:*

The facilitator divides the group into pairs. One person in a pair is imagining him-/herself as a sports facilitator and devises easy exercise(s) for the other person. For instance:

"bend twice, clap your hands 3 times, jump twice" or "march in place for 30 seconds."

Then, the instructor asks "the sports facilitators" to act as professionals during this exercise, i.e. give tips, explain.

Then the persons in a pair should switch and the other person becomes the facilitator. After the completed exercise, the whole group sit in a circle, tell about their impressions, and write them down on a flipchart/whiteboard. Who was better as a facilitator and why? Was it important the way the facilitator motivated them and how did s/he do it? Which exercises were nice?

- *Equipment:* Water, if any. Flipchart.

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- *Tips and tricks for the facilitator:* The facilitator may always conclude with the short lecture below. Add what had not been mentioned during the exercise.

Forming active attitudes towards the body and health:

- Showing the importance of the desirable activity and of its application in daily routine (self-service, bodily hygiene maintenance), using means of transport
- Giving specific examples and showing model behaviours in important life situations, and convincing about the need to adopt such behaviours
- Describing reasons for undertaking a given activity in practice, emphasising its importance
- Undertaking of the desired types of activities by a programme participant, with additional verbal and graphic information from the instructor
- Gradual and regular transition to **undertaking activities on one's own in real, more complex social life circumstances.**

Inspiring motivation by giving feedback on quality of exercised performed is fundamental for effective actions in implementation of the programme of physical activity for the older adults.

Characteristics of feedback given to the exercising participants:

- The information is given immediately after or during the exercise
- There is no grading
- High degree of detail
- Showing directions for further actions
- Showing errors requiring correction
- Refers only to the task and not the exercising person directly.

Teaching the older adults in the programme of physical and functional capacity development is aimed at individual and social education and at supporting reasonable physical activity. Efficient teaching on the importance of individual components and sharing information on the effects of an oriented training is vital for promotion of the desired active attitudes towards health.

The instructor should be guided by the following tips concerning interpretation of physical and functional capacity test results of older adults:

- Level of requirements should be adjusted to the functioning and health needs of a specific person and should be formulated with the aim of keeping physical capacity needed in life; results must not be compared to those of other exercising participants
 - Focus on future recommendations considering the physical activity needs, change of the diet or lifestyle, and give up on excessive emphasising the existing ability level
 - Knowing the level of physical and functional capacity, but also the areas of interest and possibilities of the person, give reasonable and detailed guidelines how to pursue and achieve the goals set on a realistic level.
- **Participant's benefits:** To be conscious that you are not alone and being active means also being sociable.

- *Action plan:*
 - Make a plan of your activity with your friend, a member of your family.
 - Try to think about activity good for you and your partner you could complete each other.
 - Think about tasks or exercises for your activity partner, ask about tasks for you.
 - Enjoy being together!

2.16 *Barriers for participation on physical activity*

- *Purpose of the exercise:* Stimulating activity
- *Duration in minutes:* 20'
- *Group size:* min. 10 people
- *Instructions for the facilitator:*

I. And now, let each of us try to list barriers for participation in physical activity (one is enough).

Duration: approx. 10 minutes

Conclusion: If some of the barriers listed below are not mentioned, the facilitator should read them out.

- No active lifestyle in the past, limited social contacts, introvert personality
- Smoking, drinking alcohol, excessive use of medications
- Physically reduced ability, overweight, chronic disease
- Exercising alone (without a partner), no support from the family or friends, family conflicts
- Mismatched intensity of exercise (e.g. intense instead of moderate)
- No guidelines, support, information from the general practitioner
- Bad experience from school P.E. lessons
- Full-time care of grandchildren
- Low pension, poor financial standing, side-earning occupation
- Low degree of education and insufficient knowledge of the importance of physical activity, affiliation with a social group (ethnic group) in which physical activity is deemed unimportant
- No access or difficult access to facilities and equipment, lack of information, promotion.

Discuss the items below with the participants.

- Think together, do you know the proposed approaches?
- What are the experiences of the participants?

Write down the key thoughts on the board.

- Duration: approx. 10 minutes

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- *Equipment:* Flipchart.
- *Tips and tricks for the facilitator:*

Comprehensive actions in delivery of the physical activity programme:

- Educational and informative actions showing the biological, psychological, and social benefits
- Motivation of participants to change their lifestyle also by using the help of physicians, rehabilitants, psychologists, nutrition specialists
- Stimulation of a broadly understood self-initiated activity in all spheres of a healthy lifestyle and preparation to continuing right behaviours with beneficial effect on health after the programme is over
- Active attitude towards health, taking into account individual needs and abilities of the person
- Adjusting the frequency and type of classes (their intensity), types of exercise, duration, to achieve balance between reasonable work-out and fun and relaxation
- **Take care of activities' safety, taking into consideration health contraindications, permanent medical control.**

Recommendations of physical exercise for the older adults is expanding significantly, while the scope of absolute contraindications is getting smaller. In the case of severe injuries, disabilities, and exacerbation of some chronic diseases, physical exercise must be discontinued or treated as a part of clinical treatment, and dedicated to rehabilitants and physiotherapists.

FITT criteria (frequency, intensity, time, type) are helpful in choosing specific exercises and planning a physical activity programme for older adults:

Frequency – number of days a week in which the physical activity programme is implemented; for the seniors, 4-5 days a week are recommended

Intensity – determines the extent of effort

Time – duration of individual classes (training). The usual aim is above 30 minutes but sometimes it is necessary to limit it to 3-5 minutes

Type of exercise – type of exercise chosen depending on the programme objective. This could be marching, Nordic walking, cycling, gymnastics, tennis, sailing, swimming, Tai Chi. The main goals are improved capacity, muscular strength, balance, bone condition, and increasing body flexibility.

Without getting into too much detail, now it's time for our participants to move!

- **Participant's benefits:** Be conscious of our human limits a barriers related with physical activities. We are all the same, we all have the same fears which inhibit to action, but we can act together and encourage each other to be active.
- *Action plan:*
 - In partnership there is a strength. Be active together with your neighbour, daughter or dog.

- You really don't need special equipment to practice. The forest could be your natural gym.
- Do you know what kinds of trees grow in your neighbourhood? What kinds of birds live in your park? Walk there and find out.

2.17 3 things - stimulating activity

- *Purpose of the exercise:* Stimulating activity
- *Duration in minutes:* 20'
- *Group size:* min. 10 people
- *Instructions for the facilitator:* Let's all stand in a circle. Each of you, please think about 3 things:
 1. Your favourite animal
 2. Your favourite car
 3. Your favourite sports discipline.

Do not disclose your ideas to anyone! Write down these 3 words on the pieces of paper (everyone should receive one). All the participants must put their paper into the bag. Mix all papers.

Each of the participants approaches the facilitator and draws one piece of paper (other than his/her own, this is a game!). Standing in a circle, the facilitator asks each participant, in turns, to read out the drawn paper. The participants try to guess who might have been the author. If they succeed, another participant draws a piece of paper, and so on...

- *Conclusion:* The facilitator asks the participants about their impressions after this exercise? Then s/he wraps it up and clearly tells that names of various animals, cars, and sports disciplines were written down on the pieces of paper, and that is just what it is like with us. Each of us is different. Less or more fit. Liking fast or slow sports disciplines. Everyone has some features, predispositions, and this is why our activity must be matched to us and our actual abilities.
- *Equipment:* Paper sheets and pencils to write down 3 words. Empty bag.
- *Tips and tricks for the facilitator:* Some people can exercise often, some less often, some will focus on motor exercise, others on respiratory exercise.

After this activity-stimulating exercise, it's time for presentation of brief information promoting physical activity among seniors.

- **Participant's benefits:** We are the same but at the same time completely different. Be aware that all people have different needs, expectations, capacities, talents. That is the point to make the advantage of those.
- *Action plan:*

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- Plan your daily activities. Think about proportions of being active or not. Choose for example walking instead of car.
- Planning your next day think about being active even in small cases. Go to the local shop on foot. Concentrate on your breathing.

2.18 *Physical activities*

- *Purpose of the exercise:* Stimulating activity
- *Duration in minutes:* 15'
- *Group size:* min. 10 people
- *Instructions for the facilitator:* the facilitator begins the lecture below, you can also hand out the printed text and analyse it together.

Intensity of exercise must be under permanent control and determined on an individual basis. Diversification of physical activity types, as much as possible, is recommended. Age, health, abilities and preferences of individual persons, as well as the type of their life activity, home chores, difficult experiences, medicines used must all be taken into account. The participants should be prepared to control and reflect on their own needs and abilities.

The following physical activities are recommended in prevention of diseases:

Aerobic exercise of moderate frequency - cardiovascular diseases, arterial hypertension, ischaemic heart disease

Gentle general fitness training - overweight, 2 type diabetes (gradually increasing exercise duration, starting with 5 minutes)

Exercises oriented at loosening muscle spasms, stimulating metabolic rate, increasing the degree of joint mobility – rheumatic diseases

Training to prevent osteoporosis – multi-directional stimulation by resistance training to improve the condition of muscles and bones; on the other hand, careful exercise based on bending, flexing, hitting movements. Diet with appropriate quantities of calcium and phosphorus is essential here

Marching and Nordic walking – the most recommended type of physical activity, safe and healthy, helpful in increasing the circulatory and respiratory capacity, and combined with direct contact with nature may be a source of relaxation and leisure

Gymnastic exercises – a versatile and easily available type of exercise which can be modified in many ways (yoga, Tai Chi, Pilates)

Swimming – for people whose skills do not allow them to undertake aerobic exercises, useful in loosening contractions of back muscles and increasing strength of shoulder, abdominal, lower and upper limb muscles

Cycling – in this activity, attention should be given to choose an appropriate bicycle, ensuring maintenance of an upright position when cycling

Respiratory exercise – should be used very carefully by the participants

Relaxation exercises – should play an important role in the training of the participants they help breathe correctly, ensure emotional relaxation, enhance the biological renewal process, facilitate learning self-control of muscular tension

Balance exercises – preventive and therapeutic, aimed at preventing falls

Sensorimotor exercises – include balance, co-ordination, and stretching exercises.

Preventing falls – the most effective approach must be holistic; general fitness improvement, improved physical condition, improving the walking skills, increasing body balance, taking care of vision sharpening (appropriately matched glasses), avoiding some drugs, anti-slip shoes, learning controlled falls.

- *Equipment:* Chairs for all.
- *Tips and tricks for the facilitator:* Focus on the wide range of physical activities and the fact that each person should choose the best for him/herself, taking under consideration all diseases and limits. Ask participants to share the ideas of their activities with others.
- **Participant's benefits:** Be conscious of huge variety of physical activities. Everyone could find proper activity for him/herself.
- *Action plan:*
 - Think about your interests, preferences, abilities to exercise. Choose the best option for you, remember about your physical limits.
 - Make a plan of your monthly activities think about what you can do and about different types of activities. At the beginning choose three of them.

2.19 Lecture about physical activity

- *Purpose of the exercise:* Knowledge
- *Duration in minutes:* 15'
- *Group size:* min. 10 people
- *Instructions for the facilitator:* the facilitator reads out the fragment below, and then encourages the participants to share their experience, it is a time for open discussion.

Physical activity not only affects somatic development and physical capacity of the body but also strengthens the nervous system, increases intellectual working abilities, and slows down deterioration of cognitive abilities.

It was observed that exercises, training, physical activity help better relieve nervous tensions and stress, they also facilitate subsidence of bad mood, increase self-esteem, regulate emotions, improve divisibility of attention and focus, improve long-term memory, and slow down the deterioration of cognitive abilities. Moreover, physical activity may be an opportunity to make new acquaintances and friendships, and share the joy with other people. Mental and

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social benefits may be more important than those concerning physical ability. Regular physical activity is strongly associated with other elements of a good and healthy lifestyle.

- *Equipment:* Chairs for all.
- *Tips and tricks for the facilitator:* Ask the participants to share their experiences with others. What do they do to keep fit and what for? Do they think only about physical and/or mental aspects?
- **Participant's benefits:** Physical activity it is not only training it could also impact the mental health and bring social benefits.
- *Action plan:*
 - Talk with your friends, family and make sure what kind of activity you can do together. Make a plan what will be, and when.
 - Later on you could think about some kind of competition. It might be a fun factor.

2.20 Myth and stereotypes

- *Purpose of the exercise:* Presently, there is clear evidence that regular physical activity may change the key physical and psychological characteristics. People who are always active have correct respiratory and circulatory function only slightly reduced or even keep them unchanged for a longer time (dozens of years in life). Regular physical activity is an excellent mechanism to enhance the mood of the elderly and help them participate in social life.
- *Duration in minutes:* 10'
- *Group size:* min. 10 people
- *Instructions for the facilitator:* The facilitator hands out pieces of paper with myths about sports only to selected participants. Then, s/he asks individual persons to read their piece of paper with a myth aloud. The rest of the participants must honestly admit whether they have ever used these myths as an excuse from physical activity.
- *Conclusion:* Definitely APPLAUSE FOR HONESTY! As these myths are convenient excuses for not exercising, the participants symbolically put them in a waste basket, thus deciding to rely on professional knowledge and on what their health allows.

Myths and stereotypes play an important role in choosing a lifestyle in the elderly age. Many seniors chooses behaviours they consider appropriate for their age, compliant with prejudices functioning in the society, and which are in fact contradictory to their actual possibilities and needs.

- *Equipment:* 5 pieces of paper, each with a different text:
 - Myth 1. You need to be healthy to start exercising
 - Myth 2. I am too old to start exercising
 - Myth 3. Exercising requires special clothing and equipment
 - Myth 4. Any pain and strain must be avoided
 - Myth 5. I am too busy to exercise.

- *Tips and tricks for the facilitator:* Share with your potential excuses while you are planning the physical activity. Your honesty will be followed by participants' honesty.
- **Participant's benefits:** Be aware of myths and stereotypes related to physical activity. Focus on what is good and important for me not society, neighbourhood, friends or family members.

It is never too late for physical activity!

- *Action plan:*
 - You can exercise every time and everywhere. Think how to involve physical activities in your daily life. Maybe you can exercise when you watch television.
 - You can practice in your garden, doing some stretching.
 - Try to be careful when you bend your back.

2.21 Nutrition, diet, addictions

- *Purpose of the exercise:* Knowledge
- *Duration in minutes:* 5' and 10'
- *Group size:* min. 10 people
- *Instructions for the facilitator:*

I. Introductory lecture – 5'

Development of general nutritional recommendations for older adults placed in one group is not easy. First of all, older adults suffer from various health problems which is a challenge in development of universal diet recommendations for this age.

There are also other difficulties in devising an appropriate nutritional model. Economic aspects and eating habits must be taken into account while also ensuring implementation of all recommendations of a reasonable diet.

- *Equipment:* Pieces of paper prepared according to the following table:

Every day I eat an appropriate amount of all food ingredients	I increase consumption of the essential unsaturated fatty acids, fibre, starch (eating skimmed milk products, lean meat, fish, brown bread, full-grain products)	I reduce consumption of fats, cholesterol (use of soft margarines containing a higher amount of essential unsaturated fatty acids, vegetable oils)
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I reduce consumption of salt and sugar	I avoid overeating and heavy foods (e.g. long fried)	I replace frying with boiling, stewing, or baking in a foil
--	--	---

- Tips and tricks for the facilitator: Other statements to be put in the table: My meals are regular (4-5 a day) but small / I drink a lot of water / I limit alcohol consumption.

II. Instruction – **10'**: Each of you is going to receive a piece of paper with a table. Your job is to find people in the group who follow at least some of the recommendations in the table. Exactly the same as you do? For instance, you can find 2 people who drink a lot of water and 1 who does not eat fried dishes, just as you do. We start walking around and looking for people like us.

Conclusion: Ask each of the participants, how many people like them did they manage to find.

What do they think about this exercise? Can they apply these recommendations? And maybe all of them are already following them?

It is also useful to add the following information (you can read them out):

In this age, body weight control and maintenance of an active lifestyle adjusted to individual abilities are also vital. These recommendations, however, are universal and are addressed at all older adults. They may be modified depending on the age and the existing diseases.

Physical activity of older adults is frequently reduced. Due to diseases and involution processes advancing with age, the function of body organs changes. As a consequence, metabolic rate is reduced. Also the composition of the body is changing. The amount of systemic fat increases to about 36% (at the age of 70) while the muscle mass and water content decrease. Mineral components content decreases from 6% to 4%. The above **processes modify the body's demand** for energy and nutrients. This is why nutritional education of persons of this age is so important. One of the objectives of the PPS Programme is development of a nutritional workshop as a part of the Face to Face Training for participants by specialists qualified in this area.

The workshop will address in detail the following issues:

2.22 Proper nutritional model

- *Propose of the exercise*: Ensure participants know that food is the source of energy for all life's activities. Improve knowledge of how to create a varied and balanced diet and to link this to good health.
- *Duration in minutes*: 30'

- *Group size:* min. 10 people
- *Instructions for the facilitator:* The facilitator reads out the following subjects in an open discussion and when the facilitator stops reading, the whole group tells about their experiences.

Demand for energy

Older adults, due to limited physical activity and slower metabolic processes, have a reduced demand for energy.

In their daily diet, it is very important to keep adequate proportions of macroelements. Carbohydrates should make up 55-60%, fats 25-30%, and protein approximately 15% of the daily energy dose. Particularly in this time in life it is very important to eat the essential unsaturated fatty acids (EUFAs) amounting to at least 4% of the total energy demand.

What will facilitate digestion and food absorption?

A good idea is to compose your meals to be enticing, avoid monotony of the dishes, and ensuring appropriate intervals between meals. At this age, it is particularly important to limit consumption of heavy fried dishes, excessive use of kitchen salt and hot spices.

Adequate hydration

Older adults are at a higher risk of body dehydration. Therefore, it is important for them to be able to identify symptoms of dehydration and to know how to avoid it.

Appropriate supplementation

Physiological changes, diseases, and drugs used cause deficiencies of vitamins, minerals, and water in older adults.

It has been reported that in this time of life the demand for vitamins B2 and B12 and for folic acid increases due to their poorer absorption and diseases affecting their utilisation.

Older adults have a higher demand for vitamins: D, C, E, A and β -carotene. Ability to convert vitamin D3 to its metabolically active forms is reduced.

Supplementation with a multi-ingredient products is frequently fault and results in adverse effects. Thus, it is very important to provide an adequate health promoting education to prevent deficiencies as well as excess of vitamins and mineral components in the diet.

Tasty and smart cooking

When encouraging the older adults to change their eating habits, it is useful to show them alternative substitutes of foods to diversify their menu in the recommended diet programme. Healthy eating does not necessarily require a total resignation from your favourite dishes.

Controlling correct body weight and spending time actively

One of prerequisites to keep correct body weight is increasing physical activity, adjusted to individual possibilities of older adults. This section will analyse possibilities of spending time actively, taking into account the recommended diet during increased physical activity.

Dietetic nutrition

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Nowadays, global statistical data on overweight, obesity, and development of metabolic diseases are alarming. Incorrect eating habits and excessive energy consumption promotes development of such diseases as diabetes, arterial hypertension, ischemic heart disease, arteriosclerosis.

Obesity leads to the so-called metabolic syndrome characterised by concomitant presence of cardiovascular diseases and diabetes risk factors, while malnutrition hinders functioning of the immune system, reduces the body capacity, and causes attention disorders.

In a time when most people suffer from diseases related to incorrect diet, it is important to teach people aged 55 and above about the possibilities of preventing or mitigating symptoms of these diseases.

Diversity of elderly population is a challenge in determining an appropriate diet for this group. The diet of senior citizens is frequently inappropriate which, in turn, has a negative effect in particular in the case of specific diseases.

A diet, which is often very strict and contains meals unwillingly eaten by this age group who have their lifelong eating habits, does not bring the desired results. Therefore, the aim of PPS programme in the area of nutrition workshop as a part of the Face to Face Training is to provide valuable tips and recommendations that will help the participants understand that introduction of small changes in their eating habits may significantly improve their health, and thus their comfort of living.

- *Equipment:* Chairs for all, flipchart.
- *Tips and tricks for the facilitator:* Facilitator after each topic should ask: *Do you agree with this? What is your opinion about this?*

To conclude, the whole group writes a menu for the following day. Please write it down on the board or flipchart. Remember, it must be tasty and healthy ☺

The Facilitator should underline the antioxidant properties of a good diet and the positive effects of this on healthy ageing.

- **Participant's benefits:** be aware of proper diet, changing eating habits.
- *Action plan:*
 - Eating at Home: making wise food choices.
 - How much should be on my plate?
 - Planning healthy snacks between meals to keep my appetite under control.
 - Spices, herbs, and lemon juice can add flavour to food, better than salt.
 - Drink plenty of liquids to help roughage move through intestines.
 - Becoming a better shopper.
 - keeping food safe.
- *For more information* - here are some helpful resources:
 - <http://www.cdc.gov/foodsafety/>
 - <http://www.fao.org/docrep/005/AC911E/AC911E00.HTM>
 - <http://www.who.int/mediacentre/factsheets/fs311/en/>
 - <http://www.fda.gov/Food/default.htm>

2.23 Medications interactions with food and alcohol

- *Propose of the exercise:* They are aimed at equipping the participants with knowledge enabling them to observe drug action disturbances caused by food and paying more attention to the products consumed in their daily diet.
- *Duration in minutes:* 25'
- *Group size:* min. 10 people
- *Instructions for the facilitator:*

Introduction: the workshop is a lecture so that you learn more about the issue of drug interactions with food and alcohol.

The classes on the issue of drug interactions with food and alcohol are planned to acquaint the participants on a general level with this complex process. In the case of patients taking many drugs simultaneously, which is very common in the elderly age in particular due to co-existence of many diseases, the possibility of interactions between the drugs as well as between the drugs and food or diet supplements increases. Complications due to **polypharmacy entail severe consequences for the patients' health as well as economic costs**. In addition to this, wrong effect of drugs due to interactions with food or alcohol frequently results in longer duration of the therapy or the therapy is ineffective.

The issue of food affecting drug action is frequently overlooked by health care professionals and is still an area for research in this respect. Moreover, apart from the large amounts of drugs prescribed by doctors, the problem is exacerbated by over-the-counter drugs. They are frequently taken by the patients without reading the information leaflet first or information therein is incomprehensible to them. Nearly the same applies to food supplements, increasingly common in retail sale and advertisements presented in the mass media. Drug sale keeps increasing, and taking more than three drugs by a patient nearly always entails some interaction.

Aside from factors such as large number of drugs taken and inappropriate diet or alcohol consumption, also the changes occurring in the elderly age due to enzymatic activity (changed metabolic rate), renal and hepatic diseases, dehydration (frequent in older adults) additionally complicate the treatment process and increase the risk of complications.

In the case of food and drugs, the situation is even more complex due to the large number of nutrients in food as well as contaminants resulting from food production, such as antibiotics, hormones, chemical contaminants, and preservative agents. All these factors together may disturb correct absorption of nutrients, and food frequently disturbs the metabolism of drugs.

To date, no procedures for investigating food and drug interactions have been established, and knowledge on this subject is not so extensive as in the case of ethyl alcohol. The patients very frequently do not tell the doctor that they regularly drink ethyl alcohol. This may lead to an unexpected body response. Even such popular drugs as aspirin increase the blood level of alcohol and extend its effect in time.

Ethyl alcohol interacts with a very large number of drugs, including pain-killers, anti-inflammatory drugs, anticoagulants, antidepressants, or antidiabetic drugs very frequently

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used by patients in elderly age. It is particularly dangerous because of the risk of severe liver damage caused by popular drugs combined with alcohol (e.g. paracetamol) or increased risk of gastrointestinal haemorrhages (acetylsalicylic acid, choline salicylate, ibuprofen, naproxen). Since 1998, there is a recommendations of the Food and Drug Administration (FDA) to include warnings on interactions with alcohol in drugs' information leaflets.

- *Equipment:* Chairs for all.
- *Tips and tricks for the facilitator:* discussion in the group on problems related to drugs in the participant's lives. After sharing experiences and learning on the issue, a discussion will take place. The issue of drugs must be given considerable amount of attention because wrong use of drugs may be hazardous to health.
- **Participant's benefits:** If you do not know or you do not understand ask your doctor or pharmacist
- *Action plan:*
 - Think in your daily life what do you eat and what drugs do you take. They may interact.
 - Be careful especially when you drink alcohol
- *For more information* - here are some helpful resources:
 - <http://www.fda.gov/downloads/Drugs/ResourcesForYou/Consumers/BuyingUsingMedicineSafely/EnsuringSafeUseofMedicine/GeneralUseofMedicine/UCM229033.pdf>
 - <http://www.fda.gov/ForConsumers/ConsumerUpdates/ucm096386.htm>
 - <http://www.fda.gov/downloads/Drugs/ResourcesForYou/UCM163355.pdf>
 - <http://www.ncbi.nlm.nih.gov/pmc/articles/PMC3191675/pdf/OMJ-D-10-00078.pdf>

2.24 How to take medicines correctly?

- *Propose of the exercise:* Knowledge
- *Duration in minutes:* 25'
- *Group size:* min. 10 people
- *Instructions for the facilitator:*

Set up the flipchart. The facilitator opens discussion by writing the subject on the board:

"How to take drugs correctly, taking into account the general rules adopted by doctors and pharmacists to reduce the risk of food and drug interactions?"

Note that learning the correct way of taking medicines is essential for the correct course of treatment.

At the next stage, using the flipchart, you can write down the key rules applicable when taking drugs and also remark that the patients (workshop participants) should draw attention to this issue during their appointment with the doctor.

You should always talk to a doctor or pharmacists to get information on the way of use of pharmaceuticals. It is also essential to disclose to the specialist the fact of drinking ethyl alcohol or smoking cigarettes, because these factors bear a high potential of interactions.

- **Conclusion:** Using the flipchart, note down the following (discussing each item again in detail).
- **Equipment:** Chairs for all.
- **Tips and tricks for the facilitator:** To make it easier, the facilitator may ask already at the beginning and obtain information about the drugs taken by the participants and how they do it.
- **Participant's benefits:** Be aware of drug and food interaction, trying to follow the certain rules, implementing using small steps.
- **Action plan:**
 - Drugs should be washed down with WATER (drinking water has no effect on the drugs as is the case with tea, coke, or juices).
 - It is essential that you read the information leaflet before starting to use the drug. If anything is unclear, consult a physician or a pharmacist (it is useful to note here that you should not be ashamed to ask the specialists questions about drugs, after all their job is to help us; the physician or pharmacist is not a SIR/MADAM and we should not be intimidated by them – to the contrary, they are there to give advice).
 - Unless it is recommended otherwise, drugs should not be mixed with the meals or be taken directly before or after a meal. The only exception is an explicit instruction from a doctor that a given drug is to be taken during meals.
 - Drugs must not be dissolved in hot drinks due to the possible decomposition of the active ingredient at high temperatures.
 - Do not take the active ingredient out of the capsules to dissolve them in water or put on a teaspoon - they have been prepared in this form to ensure optimum effect and release in the right section of the gastrointestinal tract. Tablets, likewise, should not be crushed and taken in such a changed form because this affects the absorption rate and blood level of the drug.
 - Food supplements as well as vitamin and mineral preparations, so popular in the recent years, should not be taken simultaneously with drugs because this might affect the drug absorption rate or cause drug binding by the supplement ingredients, resulting in insoluble compounds.
 - A very important thing – drugs must never be taken together with alcohol. You can quote examples from research papers describing drug poisonings after taking them with alcohol or ask the local toxicological information centre for information.
- **For more information** - here are some helpful resources:

2.25 Way of drugs in our body

- *Propose of the exercise:* Knowledge
- *Duration in minutes:* 35'
- *Group size:* min. 10 people
- *Instructions for the facilitator:*

At the classes, present in a non-specialist language the stages of absorption, distribution, biotransformation and excretion of drugs, emphasising that the same rules apply to drugs and other nutrients or stimulants. Diagrams and drawings might be useful in illustrating the processes, as in example Diagram 1 and Figure 1.

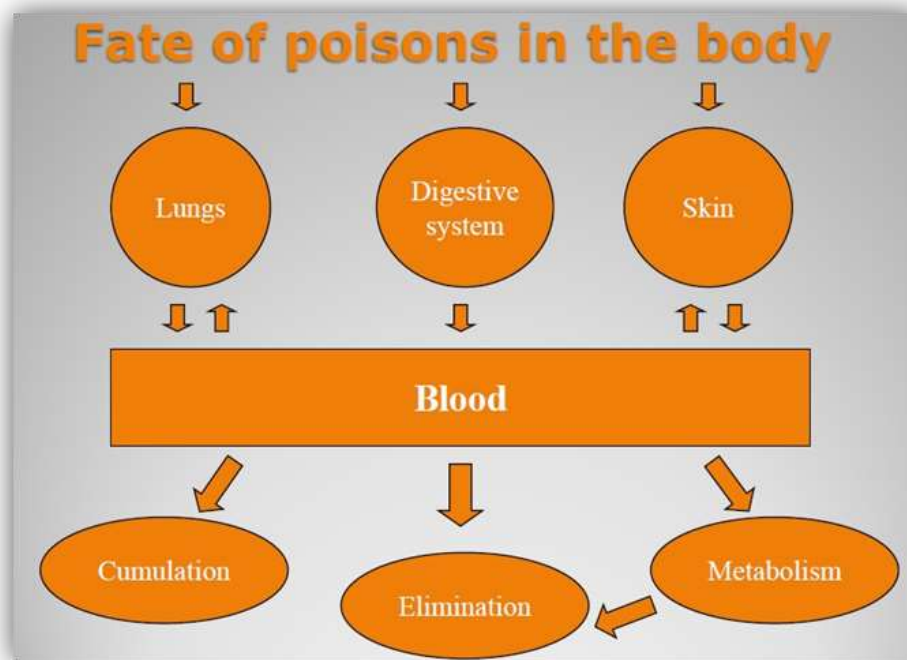


Diagram 1. What happens to drugs in our body.

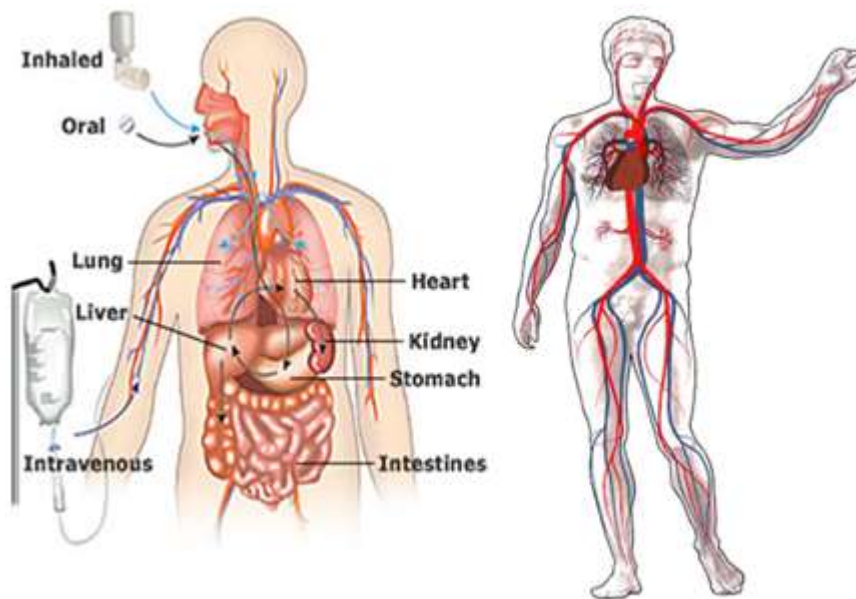


Figure 1. Routes of absorption, distribution, biotransformation, and excretion of drugs.

You should focus in particular on biotransformation processes and the participation of a number of enzymes in this process. The participants should understand that biotransformation efficiency may be affected by many factors, including (you can use a flipchart, certainly with a comment on each item, and reply to concerns, remarks, questions at the same time):

- interspecies and interspecies variations
- nutrition
- health condition
- genetic factors
- sex
- age – enzymatic activity decreases in the elderly age
- pathological conditions
- administration route
- interactions (again, emphasise the issue of interactions with food as well as alcohol and tobacco smoke).

Finally, you should briefly mention the excretion process. Flipchart will be helpful here, as well. A substance may be excreted from the body, depending on its properties:

- in urine
- in faeces
- in bile
- in saliva
- in mucus via respiratory tract
- in sweat
- in **mother's milk**
- in exhaled air.

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- *Equipment:* Chairs for all
- *Tips and tricks for the facilitator:* Make sure if all the content is clear
- **Participant's benefits:**

How all substances work in our body. Be conscious that it is a complicated process and there are many possibilities of disturbances.

- *Action plan:*
 - Think about drugs you take every day. Maybe some of them you have to take in the morning or in the afternoon.
 - Prepare your own small labelled boxes to distinguish the drugs and not be confused.
- *For more information:*

Talk to your doctor or pharmacist about what happens in your body after taking a drug. You can use some books available in your library, for example: *Toxicology for Non-Toxicologists (Science for Non-scientists)*.

3 MODULE 3: Using Technology

The main factor of digital exclude is age. The group of people 55+ use the Internet much more rarely. The older people feel a kind of anxiety and are confused about using new technologies they tend to be against to civilisation changes. Moreover the new technology skills can improve the quality of life.

The new technology competence brings increase of life satisfaction. The Internet gives access to information, maintain human relationships (e.g. support groups) and keeps self- confidence. It is worth to mention that new technology helps in communication especially among people with some physical limits, with chronic diseases, people incapable to move. The internet could be the way of visiting any place all over the world. In addition it is useful tool you can communicate with national health institutions for medical, health advice or communicate with voluntary service.

The magnificent advantage of the Internet is unlimited access to various information (current local and world news, railway and bus timetables, cooking recipes, information about drugs, refunds), educational information (e-encyclopaedias, e-dictionaries) and the entertainment. By the internet you can support or develop your interests, taking part in many workshops and courses

We can also buy using the Internet. Without the necessity of going out we can use the bank account (e-banking) check our account, make bank transfer, saving our time and money.

Nowadays many products of new technology equipment create simple convenient and easy to use devices just for senior usage, offering useful big telephone buttons, long time working batteries, display screen with larger letters, speakers cooperating with hearing aid, easy to use menu, buttons described by pictograms, SOS button, sending the message to chosen people.

There are applications which allow an easy access to railway or bus timetable, fining our destination, show the route. Also there is possibility to use calendar, make some notes, install reminders (e.g. to take a pill), calculator, camera, radio or the Internet.

During the workshop it is crucial to pay attention of participants towards positive aspects and possibilities of new technologies.

3.1 *New technology*

- *Purpose of the exercise:* Understanding the context
- *Duration in minutes:* 90'
- *Group size:* max. 30 people
- *Instructions for the facilitator:*

The group sits in a circle; the facilitator asks questions and encourages discussion. The aim of this exercise is to learn about **the participants' experiences in the virtual world.**

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What is the virtual world? Let's write down what comes to our minds on the flipchart.

It is good if we think about:

- computers
- the Internet
- tablet computers
- mobile phones
- electronic banking
- pay cards etc.

After this warm-up, the facilitator will divide the group into 2 smaller groups. **Group A's task** will be to list as many opportunities offered by the virtual world, while group B's will be to list the possible hazards*.

* It is useful to draw a table on the flipchart so that the opportunities and hazards are listed on one page.

Digital competence of the participants is an important aspect in devising Programmes for them. Limited budget available from contemporary disability or retirement pensions, as well the lack of skills, may be a major barrier for unhindered use of new technologies.

This part of the workshop should be held in a room with computer access.

- *Equipment:* Computers for everyone will not be necessary in this exercise but it would be useful if the instructor had access to a computer and projecting equipment. Flipchart.
- *Tips and tricks for the facilitator:* The participants discuss their proposals written down on the flipchart. Afterwards the group thinks about hazards and threats of the virtual world. The exercise is about benefits and opportunities of Internet, but also entails threats that can be controlled.

3.1. *Contact us via Internet*

- *Purpose of the exercise:* Activation
- *Duration in minutes:* 90'
- *Group size:* max. 30 people
- *Instructions for the facilitator:*

This part of the class should begin with a discussion on the currently available instant messengers and other options of conversation via the Internet, such as chats, web forums and social networks. The role of the instructor is very important in order to introduce and describe the participants the opportunities offered by instant messengers in a way comprehensible to them.

In the next stage, participants become familiar with internet banking and use its accounts. Nowadays, very many functionalities of the banks moved to remote services, those are services accessible via the Internet. Cash-machines and services of mobile banking allow usage of

nearly all functions that any user might need on a daily basis. It should be emphasized that there will always be a group of customers requiring advice, and therefore physical access to the banks will still be available. In addition to this, bank offices guarantee safety as you can always go there for help should the Internet be unavailable.

Another function of the bank office is related to security and trust. The customers want to be sure that in case of online banking being inaccessible due to a failure, they will still be able to go to the bank office. Presently, bank transfer ordered via the online service may be made in just a few seconds, taking into account all actions that are required.

This is possible owing to the solutions that moved banking to mobile phones. More and more banks offer mobile versions of bank account access, adjusted to small telephone screens, making account use even easier. Most of the banks offer such solutions. Special applications installed on Smartphone are an even better tool allowing mobile access to bank accounts – the account can be accessed in just a few taps on the touch-screen and by typing in your password.

Apart from the mobile solutions, the banks also launched other solutions on the market, such as chat with clients via Skype, access to savings opportunities and support for small personal businesses.

- *Equipment:* Computers/Smartphones for everyone will not be necessary in this exercise but it would be useful if the instructor had access to a computer and projecting equipment. Flipchart.
- *Tips and tricks for the facilitator:* internet banking and the costs for personal user.
- *Participant's benefits:* Possibilities of communication by the Internet, using of electronic bank accounts is quicker and cheaper as well.
- *Action plan:*
 - Notice the opportunities of new technologies.

Quiz from New Technologies

- [Computers and Technology quiz \(link is external\)](#)

Links

- http://www.sfu.ca/silversurfers/?page_id=26 (link is external)
- http://epublications.uef.fi/pub/urn_isbn_978-952-61-1164-3/urn_isbn_978-952-61-1... (link is external)
- [Manual for grandparents: PDF version \(English\) – also in French, Spanish, Polish, German \(link is external\)](#)
- [Videos on basics of computer usage \(link is external\)](#)

Action plan

What is your perception of virtuality?

- [Online exercises \(link is external\)](#)

Learning application(s)



- [Computer visual test](#)

3.2. Internet

- *Propose of the exercise:* Activation
- *Duration in minutes:* 45'
- *Group size:* min. 10 people
- *Instructions for the facilitator:*

The facilitator reminds participants on the previous exercises about structure of the computer and topic: the term of spider net. Received information about invisible net – the Internet - will be discussed by participants.

What is the net? Why do we use net/ what is the purpose of using it? (Facilitator wants to bring up discussions.)

He presents some examples of search engine on the computer.



Facilitator asks participants to open, find and make order by using PC, tablets or phone.

- *Equipment:* Computers for everyone will not be necessary in this exercise but it would be useful if the instructor had access to a computer and projecting equipment.

3.3. *Surfing the net*

- *Propose of the exercise:* Activation
- *Duration in minutes:* 60'
- *Group size:* min. 10 people
- *Instructions for the facilitator:*

If the computer is connected to the net and a search engine is opened, you can search some important information. At the beginning facilitator shows – demonstrates what participants should do first.

How to enrol into the specific area: where to insert keyword or internet address. For example, he/she could demonstrate to the participants access to our PPS web portal:

- To type **“active ageing”** in a chosen search engine.
 - The facilitator suggests / proposes creating a link to website.
 - If the searching time is too long or unsatisfactory, the facilitator informs the participants about correct procedure: where to type in www.activeageingproject.eu.
- *Equipment:* Computers for everyone will not be necessary in this exercise but it would be useful if the instructor had access to a computer and projecting equipment.

Quiz

- [Internet Quiz \(link is external\)](#)

Links

- [Intro to Google Chrome \(link is external\)](#)
- [Chrome browser \(link is external\)](#)
- [Safari browser \(link is external\)](#)
- [Firefow browser \(link is external\)](#)

Action plan

- Type active ageing in the chosen browser and try to find some good articles or pages - links with this content!
- Search the internet for following words: older adult and internet, active ageing, physical activity for elderly.

3.4. *Messengers*

- *Propose of the exercise:* Activation
- *Duration in minutes:* 90'

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- *Group size:* min. 10 people
- *Instructions for the facilitator:*

The email correspondence is cheaper and faster than letters. It is necessary to remember how to create the password for your private account (mailbox). Mailbox account can be set or free by choosing the correct domain according to available instructions on the domain page.

The facilitator asks participants if they know any other form of communication using the net. The participants can use a search engine for finding some popular web pages: social networks, communicators, search engines.



- *Equipment:* Computers for everyone will not be necessary in this exercise but it would be useful if the instructor had access to a computer and projecting equipment.

Links

- <http://www.skype.com> (link is external)
- <https://en.wikipedia.org/wiki/Skype> (link is external)
- <http://www.facebook.com> (link is external)
- <https://en.wikipedia.org/wiki/Facebook> (link is external)
- <https://en.wikipedia.org/wiki/Twitter> (link is external)

Action plan

- Try to connect to Skype service and contact a peer or a friend, connect with your grandchildren.
- Try to create a Facebook profile.
- Send a request for friendship to a peer.
- Connect with your grandchildren.

Learning application(s)



[Messengers and Online services](#)

3.5. Online service

- *Propose of the exercise:* Activation
- *Duration in minutes:* 45'
- *Group size:* min. 10 people
- *Instructions for the facilitator:*

The facilitator has chosen to make a judgment based on participant s knowledge. The participants can call the internet service collaboratively. The facilitator and the participants can find at least three:

1. e-mail
2. search engine
3. instant messenger
4. radio
5. television
6. shops and auctions
7. electronic banking
8. interactive games.

The facilitator also informs participants about services on the net which are payable and have special warnings.

- *Equipment:* Computers for everyone will not be necessary in this exercise but it would be useful if the instructor had access to a computer and projecting equipment.

Other proposed topics in the MODULE 3: Using technology

Topic 1: Modern technologies in everyday life
(computer, smartphone, tablet, ATM machine)

Topic 2: Support ageing activities with ICT
(basic computer needs for active ageing)

Topic 3: Create and communicate
(basic text processing and email correspondence)

Topic 4: Internet as activation opportunity
(popular searchers, social networking, proper browsing, banking and shopping online)

Topic 5: Practical exercises for older adults
(list of exercises for ICT literacy for target group)

MODULE 3a: Conclusion of PPS general modules

Ladies and Gentlemen,

Participation in workshop classes is a very valuable experience. This experience can be compared to a house – every host wants the guests to be happy with their visit, the host is proud when the guests feel safe, leave satisfied, and in Polish tradition also well-fed (**as in the saying: “my home is your home”**) – our workshop was such a food/gift prepared especially for you participants!

It is important to summaries the workshop, the last exercise serves as a summary.

Propose of the exercise

- *Duration in minutes: 30'*
- *Group size: min. 10 people*
- *Instructions for the facilitator:*

Sit in a circle so that you can see your faces. At the beginning, the facilitator should thank the participants for their attendance, their work and commitment. Then the facilitator asks for feedback i.e.

What did you gain from this workshop, what did it bring into your life?

What did you like the most? What would you improve?

How did you like the time spent here?

Each person speaks in a turn, and the facilitator as the last.

Conclusion: To announce the workshop closed, the facilitator asks the participants to stand up (in a circle) take each other by the hand and give each other **“a virtual spark of inspiration”**. The facilitator gently shakes the hand of the neighbour, sending the shake further on. S/he says:

“Let the spark of inspiration go round this circle and return to my hands”.

When the spark makes the full circle and returns to the facilitator, everyone should receive A HUGE APPLAUSE!

- **Participant’s benefits:** This activity stays in mind, recalls pleasant feelings and it is sort of „positive increase”.
- Action plan:
 - Think what did you gain after the workshop? Where and how do you use your knowledge and experiences?

Only then the workshop can be announced as closed.

SPECIFIC MODULES (12)

SLOVENIA

SPECIFIC MODULE 1: Cultural heritage and understanding of history

SPECIFIC MODULE 2: Personal finances in modern era

POLAND

SPECIFIC MODULE 3: Psychology of old adult and arte therapy

SPECIFIC MODULE 4: Safety, finances, time management and new technologies application

FRANCE

SPECIFIC MODULE 5: Remaining active in our environment

SPECIFIC MODULE 6: Valorising and transferring my skills

SPAIN

SPECIFIC MODULE 7: Voluntary service

SPECIFIC MODULE 8: Social skills

AUSTRIA

SPECIFIC MODULE 9: Finding a place to volunteer

SPECIFIC MODULE 10: Activating your Parents

DENMARK

SPECIFIC MODULE 11: Modern Approach to Ageing Process

SPECIFIC MODULE 12: Myths and Facts about Active Ageing

SLOVENIA

4 SPECIFIC MODULE 1:

CULTURAL HERITAGE AND UNDERSTANDING OF HISTORY

Contents:

- 4.1 Introduction
- 4.2 Training aims
- 4.3 Training contents
- 4.4 Target group
- 4.5 Training methods
- 4.6 Syllabus for a 7-unit training (1 session)

4.1 Introduction

This module was created on the basis of expressed wishes by the participants in the survey that wanted to find out more details about the history of the town Ptuj. In a more than 5000 years long period a large number of cultural and historical materials have been accumulated.

Although there are a lot of written materials about the history of the town there are just a few of those who really study this material - with the exception of historians and experts of course. It seems that everyone "knows everything" **about the town's** history but this "knowledge" had based more or less on some mythological traditions although it based on a set of real facts.

In the survey participants therefore conceived the desire to learn about the real historical facts about their city especially about the life stories of the ancestors. They are interested primarily on life stories rather than historical facts itself. According to their own statements ascertained in surveys and focus groups, they want to learn about their own cultural heritage all the time but not having enough time for learning. They would also like to learn about the cultural heritage in the neighborhood and more widely across Europe. They believe (this is perfectly correct) that Europeans are closely linked from the distant past, we influence on one another and we share a lot in common such as common or similar source, peculiarities and differences can also connect us. A listed item applies above all for Slovenia, which has the good fortune to be located precisely at the intersection of Romance, Germanic and Slavic worlds. This is clearly reflected in our ancient history, culture, traditions, dialects and cuisine.

Therefore in this module we are going to put special emphasis on the set of some interesting stories or moments from the lives of townspeople and their stories have been written by chroniclers and also on the explanation of some of the most common "truths" about the city. This could be a somewhat difficult task because in the distant past not much was written about the life of common people. Life took place in the context of social position - status. Daily people were reminded on their innate status from all sides especially by the church, which has been an indispensable part of everyday life. While describing some events preserved historical data talks about citizens, peasants, servants, etc. as a specific social group but very rarely about individuals. We know more about the individuals from the noble rank although even their lives were determined by status, but this time we will mostly focus on the common people.

Stories of (once) living people are exactly what makes history interesting and brings us closer to the past in the best possible way. Knowing these stories we found out that in our human essence we are very similar to our predecessors differ from them only by the time and the respective social conditions and technology.

The respondents also expressed a desire to deepen and upgrade their knowledge acquired in the basis of the project to become official tourist guides in the city and its surrounding areas. They wish transmitted their knowledge to the people of their age group, both locals and foreigners. Many of them mastered the German language but they are willing to learn other foreign languages too. But this is a story for some other time although it can be an excellent basis.

4.2 Training aims

The aims of training modules are:

- Make the participants familiar with the importance of reviving and preserving the cultural - historical heritage.
- Learning about the basis of the city history and artistic styles from the oldest until recent.
- To obtain critical insight into the history based on the acquired knowledge, the distinction between historical facts and myths encouraging for further independent researching work

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and knowledge exchanging. The stories are the basis for **shedding light on the ancestors'** lives.

- To recognize the moments of life in the past that are recorded in the archives, particularly those which are interesting and humorous.
- Giving an opinion on the similarities and differences between life in the Past and Present.

4.3 Training contents

In the first hours only the module topic will follow the historical sequence when brief historical events are presented. Learning materials and implementation of workshops will be tailored to the target group because we know at least some of the participants did not participate in the learning process for a long time. Therefore, special emphasis will be motivation and the principle of teaching clearness. This will be achieved by telling and exploring stories. The topic is divided into work / learning in the classroom, on the internet and work / learning in the field.

The module is divided into learning sets that cover basic historical facts and stories based on them. Of course, the participants will not be bothered with dates; these are just the support (mainly for the mentor) so that participants are able to place events in a particular historical period in order to facilitate the performance.

The following section is only a support for the mentor in the presentation of the historical outline.

The earliest historical periods:

- Ptuj as one of the oldest settlements within Central European settlements/ cities - the Neolithic Age, Bronze Age, Iron, Regnum Noricum
- the Roman period: incorporation into the Empire, the legion VIII Augustus, Legion XIII Gemina, Tacitus - 69 the city was first mentioned in writing, Trajan - 103 AD. (856 according to the Roman method of calculating the years) the granting of urban rights - Colonia Ulpia Traiana Poetovio, Hadrian - stone bridge over the river Drava - the year 132, portorium publicum Illiricum - Illyrian tollhouse, Mithraic temples, 4th and 5th century decline in strength and reputation of the city, collapse of the empire

The middle Ages:

- Carantania
- 9th century - Charlemagne - civitas Petoviana
- 9th century princes of Lower Pannonia Kocelj and Pribina, Hungarian incursions
- The Church of St. George, coat of arms of the city
- 13th century - Dominican and Franciscan Monastery, a medieval town, the seal of the town (Sigillum civitatis de Betovia), flourishing trade and crafts
- year 1376 - the oldest town statute in Styria
- 14th century: the city medieval hospice, city walls, city gates and towers

New era:

- 16th century - Italian architects consolidated the city walls and giving them their present form
- 17/18th century: an economic decline
- 19th century: provincial town
- 20th century and modernity:

4.4 Target group

Seniors 55+

4.5 Training methods

Learning methods will primarily be based on delivering substances, interpretation, discussion, demonstration, dialogue, individual work and visualization.

We will follow the following methods:

- Working in pairs and groups
- Brainstorming
- Explanations by a facilitator or an expert
- Individual work, creativity
- Group discussion
- Acquiring knowledge in the field.
- Arrangements will be made for breaks and social gathering

4.6 SYLLABUS FOR A 7-HOUR TRAINING

Duration: 7 hours

UNIT 1: What do I already know about my place?

Duration: 1.5 hours

Activity 1.1

- Purpose of the exercise:
The participants are acquainted with the purpose and objectives of the module to gain an insight into the work and to clear up any confusion. The beginning is also meant getting to know each other.
- Duration in minutes: 30 min
- Equipment: classroom, chairs arranged in circle
- Group size: ca. 15
- Instruction for the trainer:
Since we assume that the participants have already known something about the history of their city, the facilitator pays particular attention to the discussion with the participants on their existing knowledge. Every opinion counts. Let the participants tell where they obtained their knowledge. We should not forget that oral tradition is one of the historical sources, although it should be critically evaluated for the speakers own projections. The participants will be informed about planned breaks and other basic things.
- Tips and tricks for the trainer:
After the participants get familiar with each other and present their views, the facilitator should give to their point of view a reasonable historical basis because there is always a grain of truth in the myth.

Activity 1.2:

- Purpose of exercise:
To acquaint the participants with historical outlines from the earliest period to the present. The Participants become familiar with the historical overview of their city.
- Duration in minutes: 50 min
- Equipment: classroom, chairs, PP presentation, computer, projector
- Group size: ca.15
- Instruction for the trainer:
The facilitator provides a brief historical overview of the emergence and development of the city.
- Tips and tricks for the trainer:
The facilitator should not mention too many dates, but set events in historical time frames and attach the history of the city with the wider European context.

Activity 1.3:

- Purpose of the exercise:
Discussion about new acquired knowledge and its comparison with the existing one

- Duration in minutes: 10 min
- Equipment: classroom, chairs arranged in circle
- Group size: ca.15
- Instruction for the trainer:
The facilitator leads the discussion and encourages the cooperation among the participants.
- Tips and tricks for the trainer:
If some participants are shy they may talk in groups and their views should be presented by the group leader.

UNIT 2: Which stories about our city are well known? Myths

Duration: 1 hour

Aims:

Certain stories are presented followed by discussion if participants believe that stories are genuine.

Contents

Participants discuss the different stories that they have heard about the city. Stories have very different origins, including that they were told by their grandparents, parents or anyone else. Stories are a good basis for critical analysis of the facts and it turns out that some of them are real. On this basis we write a list of those which will be closely examined and studied.

Activity 2.1:

- Purpose of the exercise:
The participants relate and get acquainted with different short stories
- Duration in minutes: 30 min
- Equipment: classroom, chairs arranged in circle, paper, pens
- Group size: ca.15
- Instruction for the trainer:
Facilitator present certain stories, some of them are yet very familiar to the people and manages and directs the discussion. Based on narrated stories we write a list of those – no more than five of them - which will be closely examined and studied.
- Tips and tricks for the trainer:
The facilitator gives some examples: there is a legend known to every resident of Ptuj that underground tunnels run below Ptuj Castle to Castle Vurberk, which is about 12 km far from Ptuj and these tunnels are so large that two chariots could pass at the same time. The historical basis of these story is that in the 1st century AD legionaries of Legion XIII Gemina built an underground aqueduct from Vurberk to Ptuj, later in the 16th century tunnels - casemate were actually built under the Ptuj Castle for storage of gunpowder and cannons but also for a possible escape from the castle if necessary although this never happened in more than the 1200-year long history of the castle ("Romeo and Juliet from Ptuj" - Fermo Kalandro and countess **Moškon**).
If necessary the duration of this activity can be prolonged.

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Activity 2.2:

- Purpose of the exercise:
Based on the acquired historical knowledge of the participants evaluated the heard and told stories through discussion and exchanging views
- Duration in minutes: 30 min
- Equipment: classroom, chairs arranged in circle, whiteboard
- Group size: ca.15
- Instruction for the trainer:
The facilitator manages and directs the discussion
- Tips and tricks for the trainer:
Listening carefully and the important and interesting thoughts should be written on the whiteboard

UNIT 3: Historical truth behind the stories

Duration: 2 hours

Aims:

Participants become familiar with the historical background of individual stories. They find out that the majority of them are based on real events. As it is today also in the past people would use to like rumors and each speaker added some of his/hers own "facts" in a "sincere desire" that the story was more "understandable".

Contents:

A set of 5 stories (The Last Roman Emperor was from Ptuj, Attila's grave is located between the Drava river and river Dravinja, shoemaker and the priest, Fermo Kalandro and countess **Moškon**, Ptuj tunnels, pharmacy by the "Negro"), by properly placing them in a historical context. Participants find out that the true events can be even more interesting than the fictional.

Activity 3.1:

- Purpose of exercise:
 - The participants speculate about the causes of the emergence of stories.
 - who makes them up,
 - what basis do they occur on
 - who they are intended for,
 - what is their purpose about,
 - who disseminates them?
- Duration in minutes: 20 min
- Equipment: classroom, chairs arranged in circle, paper, pens
- Group size: ca.15
- Instruction for the trainer:
Encourage students to discuss what they consider about the rumors and stories. Since they face them daily do they believe that everything they hear is the truth? Or do they believe there is some truth in the sense of the story: "where there is smoke there is fire".

On their own experiences with everyday stories draw a parallel with the generation of stories from the past. We find out that some of the stories are true, some have a real basis and some of them are fictional.

- Tips and tricks for the trainer:

It is important to emphasize that people in the past were happy to talk and socialize and spread rumors just like we do today. Socializing them was even more important because today we spend more time sitting in front of computers or TV. However, in the human essence we don't distinguish from our ancestors even though we are separated for centuries. And this is one of the prominent factors that connect individuals and nations with our past and roots – if we want to understand the world today and ourselves.

As in all activities apply here as well: if some participants are shy they may talk in groups and their views should be presented by the group leader.

Activity 3.2:

- Purpose of the exercise:

Prepare a set of 5 stories. With the help of the facilitator participants are considering where to check their credibility and where to get this information from.

- Duration in minutes: 20 min

- Equipment: classroom, chairs arranged in circle

- Group size: ca.15

- Instruction for the trainer:

A set of stories provides the facilitator. Participants are acquainted with the sources of historical information and where they can reach them. There should be mentioned not only the Archive, but libraries, museums, books and private collections also.

- Tips and tricks for the trainer:

Offer to the participants visiting the archive, museums, libraries or a private collector

Activity 3.3:

- Purpose of the exercise:

Participants independently researched selected historical stories

- Duration in minutes: 80 min

- Equipment: classroom, chairs arranged in small circles, paper, pens, literature

- Group size: ca.15

- Instruction for the trainer:

- The facilitator divides the participants into 5 groups. Each group shall examine a single story. They determine their representative who will after the processed material present the story. The presentation involves his colleagues.

- Tips and tricks for the trainer:

The facilitator may invite an expert in the field of local history so that he or she could facilitate the work to the participants with knowledge and appropriate guidance.

UNIT 4: Presentation of the stories by groups

Duration: 1 hour

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Aims:

To gain the knowledge of the content of the stories presented by the participants

Contents:

Presented contents of 5 stories

Activity 4.1:

- Purpose of the exercise:
Being familiar with the story and place it in the time frame and being able to present the story to others
- Duration in minutes: 60 min
- Equipment: classroom, chairs arranged in circle
- Group size: ca.15
- Instruction for the trainer:
Encouraging, leading and moderating the participants in the presentation of their stories and guiding the discussion.
- Tips and tricks for the trainer:
It is necessary to commend each participant and each group for their work.

UNIT 5: Storytelling on location and completion of the program

Duration: 1.5 hours

Aims:

Placing the stories in a time frame and space as well and evaluating the work done

Contents:

Stories are presented in places where they occurred. The stories are told by participants in a guided tour of the city. Followed by an interview or evaluation of the work performed. For this purpose, the mentor prepared and distributed questionnaires.

Activity 5.1:

- Purpose of the exercise:
A tour on historical sights and storytelling on the site and evaluating the work done
- Duration in minutes: 90 min
- Equipment: classroom, chairs arranged in circle, notes, evaluation questionnaires (umbrellas if necessary ☺☔)
- Group size: ca.15
- Instruction for the trainer:
The facilitator guides the participants through the city with a special emphasis on those places where specific stories are created or associated with individual buildings. When reaching the site where the specific story occurred, it is represented by participants - the same story which they have previously studied.

After the tour group returns to the classroom the facilitator briefly summarizes the work of the workshop and asks the participants to fill in an anonymous questionnaire in which they are asked about their satisfaction with the work done. Also criticism and suggestions are welcome.

- Tips and tricks for the trainer:

Regarding that the survey questionnaires are anonymous there should not be a problem, because people are more honest, if they can hide behind the anonymity. The collected questionnaires are to be reviewed and they provide an analysis of the performance in that module.

At the conclusion the facilitator arranges refreshments, coffee, juice and tea, to thank participants for their participation and for sharing abundance of their experiences with others and should express the satisfaction with their work.

5 SPECIFIC MODULE 2:

PERSONAL FINANCES IN MODERN ERA

Contents:

- 5.1 Introduction
- 5.2 Training aims
- 5.3 Training contents
- 5.4 Target group
- 5.5 Training methods
- 5.6 Syllabus for a 7-unit training (1 session)

5.1 Introduction

The module is designed for elder adults who want to improve their financial situation a little, or to have a better overview of personal income and expenditure. Understandable these desires are based on the fact that in Slovenia pensions are in general relatively low and the seniors do not have any extra income.

The need for arranged finances can also be understood as the need to increase revenues, but a module was set that the elders will learn how to take care more transparently their finances with the help of simple computer applications, tables and understanding of modern business banking services. Therewith mean the basics, such as the use of bank cards at vending machines, online banking, paying bills, checking balances and simple calculations inflows and outflows.

A specific question is the attitude towards money the participants have. That plays an essential role in regulated or unregulated finances. It matters whether we like money and order in this area or we are more casual in nature and we do not care a lot. Often, people with smaller inflows but positive attitude towards money have more resources than others who have more money but they are indifferent to finance and order in this area. Therefore, the module also aimed on this subject.

And so we will pay special attention to personal and family budget, where participants will use the basic mathematical knowledge to solve everyday problems, will train computation skills and the ability to computation expenditure, how to plan purchases, payment of loans, taxes and other costs.

Participants will become familiar with simple computer applications, which in a very tangible way and the easy handling ensure transparency over finances. Applications will be accustomed to recording everyday expenses such as costs for food, paying bills, oversight of the any state of loans, finding the optimal solution to finance major expenses like reconstruction of housing. So they will be able to measure and calculate the surface of dwelling, to calculate expenses for renewal of one room, they will be trained for accurate and economical measurement and computation and also capture the most basic areal and spatial representation. The emphasis is on the practical usability of applications and numeracy, at the same time, we will encourage them for a more frequent use of modern ICT and thus also expanded this types of literacy among older people. At least in Slovenia the older generation still prefers waiting in a queue at the bank for services that could be performed from home from your armchair. This is also related to the costs because paying bills require additional money that one can save and use it for something else. Not to mention the time spent for travelling and waiting in a queue.

5.2 Training aims

The aims of the training modules are:

- To acquaint the participants with the importance of regulated personal finances, planning expenditure, income and home budget. The higher the control is much easier we can regulate matters in accordance with our own needs, desires and capabilities.
- To recognize the basics of modern banking, how to find the best provider of loans, interest, austerity packages and investment funds.
- To become familiar with and know how to use a variety of web applications in the field of finances: the use of online banking, the correct use of ATMs to draw the money, deposit the money and paying bills, applications for their own managing finances, applications for calculation of the costs both via your computer or phone.
- Adjusting the way of thinking so that it is in accordance with the individual's financial capabilities.

5.3 Training contents

Personal Finances are a very wide area. They cover everything related to the property of an individual or family and the management of it. The financial situation of an individual is dictated by his/hers lifestyle and determines what one can afford and what cannot. Of course money is not everything in life, but without it we cannot survive in the modern world. How important money is can be seen by the fact that the majority of people have to work at least 40 hours per week for 40 years. Most people constantly have the feeling of not having enough money and they do not have control over their financial position. In the case of pensioners the main deficit is that they have the feeling that they worked hard for decades for a pittance and now receive in form of pensions. However we notice that pensioners are mainly able to better manage money than the younger generation. But they are not skilled in modern approaches to finances and certainly not in the use of ICT that can greatly ease monetary operations.

The contents of the module are divided into seven hours. The focus is on caring for personal - family finances, transparency over them and the use of modern ICT for the purpose of catching-up of modern banking and related to the use of some simple software tools that are helpful in managing finances.

5.4 Target group

Seniors 55+

5.5 Training methods

Teaching methods will be mainly based on the exchange of views, interpretation, discussion, demonstration, dialogue, work independently and visualization.

The following methods will be followed:

- Working in pairs and groups
- Brainstorming
- Explanation of a mentor or an expert
- Individual work, creativity
- Group discussion
- Arrangements will be made for (coffee) breaks and socializing.

5.6 SYLLABUS FOR A 7-HOUR TRAINING

Duration: 7 hours

UNIT 1: The attitude to money I got

Duration: 1.5 hours

Aims:

Define your own attitude towards money through the stages of life. Participants are thinking whether their existing knowledge about money and dealing with it corresponds to the present time and whether they find themselves in this field in the modern world.

Contents:

Participants identify their own attitude towards money whether this is positive, negative, how it changed through the stages of life and what they think about money now. They will learn about the popular theories of money and about the possibilities of large inflows and why we always have the feeling not having enough money, what about them who have it enough did (by general opinion)...**could they live good enough by resources that are available to them.** Where money flows out, are those costs really necessary and suggestions on how to reduce them at least.

Activity 1.1:

- Purpose of the exercise:
The purpose is to consider its own relationship to money, what to an individual money means. Do participants now have the same attitude toward money as they had in younger years; participants explain what affected them through time that they changed their attitude to money and what their attitude is today. Participants consider on various "truths" about money and which of these has an effect on their opinion about money itself whether they allow them relatively well-being or actually hinder obtaining more money. The students will be acquainted with various recent theories and way of thinking about money and how to have it more. Participants also express their own opinions about how others are managed to earn a lot of money and where they could save some of it.
- Duration in minutes: 30 min
- Equipment: classroom, chairs arranged in circle, boards, paper sheets, pens
- Group size: ca.15
- Instruction for the trainer:
The facilitator asks **participant's** questions about their opinion and attitudes towards money and encourages them to think and debate. Ask participants to consider their own attitudes through different stages of life. What made them believe this and let them estimate if they benefit from these views in everyday life. They can say that they can change their belief in their views towards money.
- Tips and tricks for the trainer:
The facilitator encourages participants into the discussion also that they can write down their thoughts if they find it easier.

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Activity 1.2:

- Purpose of the exercise:
The participants will be acquainted with the latest theories about money and the possibilities of increasing material condition and compare those theories with their own rooted beliefs. Participants learn that there are several ways of increasing the quantity of money, but they are not well known among the people.
- Duration in minutes: 50 min
- Equipment: classroom, chairs arranged in circle, whiteboard, paper sheets, pens
- Group size: ca.15
- Instruction for the trainer:
Ask questions; how can I get more money and if that is even possible; where money runs off, and if I do pay attention to this; how to save for larger purchases, pay close attention to the various sellouts. Draw attention to the careless attitude to the "small print" when concluding various contracts or raising credits by the majority.
- Tips and tricks for the trainer:
Today monetary business significantly differs from past operations. Now there are available much faster and cheaper ways of saving money. It should be noted that if we stick to our old habits they can cost us dearly.

Activity 1.3:

- Purpose of the exercise:
Discussion about newly acquired knowledge and compare it with the existing. Participants share their views about the "new" ways of saving money.
- Duration in minutes: 10 min
- Equipment: classroom, chairs arranged in circle, paper sheets, pens
- Group size: ca.15
- Instruction for the trainer:
Ask participants to compare the old knowledge with new opportunities, are they already familiar with them and whether they find them useful regarding to their systems.
- Tips and tricks for the trainer:
The facilitator leads the discussion and encourages the cooperation among the participants. They are distributed into groups and responding collectively. Those who are a bit "shy" can summarize their thoughts on paper so that the group leader can present their thoughts.

UNIT 2: How do I manage family finances?

Duration: 1 hour

Aims:

Understanding the different ways and "tricks" with which participants can help themselves to deal with their personal - family finances. What is the greatest importance for them?

Contents:

Participants shall exchange opinions on how to regulate the family budget, priority issues, and the methods for calculating costs, what proportion of the money they allocate to the wardrobe,

relaxation and fun. How do they attain this and whether they thrive? They discuss about ways of raising money from their accounts and paying postal orders; do they go personally to the bank or do they use the Internet already. Do they correspond to current ways?

Activity 2.1:

- Purpose of the exercise:
- Reflection on modes managing personal and family budget they are using now. Assess how current methods correspond to them; what they are missing and their opinions on ways money can be saved without further deprivations.
- Duration in minutes: 30 min
- Equipment: classroom, chairs arranged in circle, paper sheets, pens
- Group size: ca.15
- Instruction for the trainer:
Participants exchanged views on their habits when dealing with money. Let them calculate how much it costs per month when paying payment slips at the bank or post office counters in relation to the payment online. What extent of monthly cost for the banking services represent and how can these costs be substantially reduced?
- Tips and tricks for the trainer:
The facilitator leads and directs the discussion and alerts that each individual has its own habits and tiny secrets in respect regarding to money.

Activity 2.2:

- Purpose of the exercise:
Understanding the elements of which the good budget is composed and on what we need to be vigilant in its composition. Could we give preference to things that we have till now put on the second place. How much could we save without additional deprivations?
- Duration in minutes: 30 min
- Equipment: classroom, chairs arranged in circle, paper sheets, pens, cork board, pins
- Group size: ca.15
- Instruction for the trainer:
The facilitator focuses the discussion on managing the family budget, which relates to the activity 2.1. Participants sit in groups and write down their opinions on the paper sheets. Regarding that everyone has its own system (or none at all - this is also some sort of system), the facilitator collects information and affixed them to a cork board. Intention is therefore to collect experiences and ways that participants already applying to manage the family budget and to select the ones which are efficient and adding new tricks for even greater efficiency.
- Tips and tricks for the trainer:
The facilitator leads, promotes and guides the discussion. If necessary a financial expert can be invited at the request of the participants.

UNIT 3: How to improve the system for regulating personal finances

Duration: 2 hours

Aims:

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Participants become familiar with the wide range of modern ICT tools, applets or tools that provide a neat managing of your personal finances.

Contents:

The facilitator presents to the participants the latest user friendly simple web applications that allow different types of conversion costs and major expenses like the reconstruction of housing. There are a number of online bidders for the target group but we chose the simplest that participants do not get discouraged. The facilitator or expert presents / demonstrates the online banking business also using a clip that shows the correct use of the ATM. He/she motivates participants to use these services.

Activity 3.1:

- Purpose of the exercise:
The purpose of this activity is to present ICT tools to manage personal finances
- Duration in minutes: 20 min
- Equipment: computer classroom, computer, projector, projection screen
- Group size: ca.15
- Instruction for the trainer:
The facilitator presents one or two simple useful computer applications for editing, managing and creating of tables for restatement of personal expenditure for different purposes.
- Tips and tricks for the trainer:
The facilitator should find out the level of participants ICT literacy. For this purpose he will divide the participants into pairs **and may** call additional assistance of ICT-literate people who will be available to participants in the following activities.

Activity 3.2:

- Purpose of the exercise:
Participants become familiar with online banking operations; offer advantages and recognize the benefits of such applications.
- Duration in minutes: 40 min
- Equipment: computer classroom, computer, projector, projection screen
- Group size: ca.15
- Instruction for the trainer:
The facilitator demonstrates the proper use of online banking which also can be welcome to those who are already using such services. Using concrete examples demonstrate how log in properly, use the application and alert them to the possibility of the most common online fraud and scams.
- Tips and tricks for the trainer:
Introduce participants to the advantages of this type of banking business, because the user can save time and money especially in the way as previously mentioned. It is important to motivate participants. The facilitator can "expose" those that already use web as a good example and invite them to express their opinions based on their own experiences.

Activity 3.3:

- Purpose of the exercise:

The purpose of this activity is to learn about the correct use of ATMs and familiarizing participants with the various options offered by their usage. There are several types of these devices but all services are not possible on each of them. How to recognize and distinguish among the devices?

- Duration in minutes: 60 min
- Equipment: computer classroom, computer, projector, projection screen, web application
- Group size: ca.15
- Instruction for the trainer:
Participants should tell how often they apply ATMs and to what purpose. The facilitator then displays the movie - clip which displays the correct use of ATMs placing special emphasis on what should we pay attention, possibilities of financial business, how to identify devices that offer more services than normal. And where in the vicinity of their place of residence the ATMs are located.
- Tips and tricks for the trainer:
Participants are borne in mind to what they should pay attention when withdrawing money from an ATM, how to obscure PIN code and how to safely pay for various services and to lay cash. When operating the ATM they should be attentive to the surroundings also, because old people are the easiest target for potential thieves.

UNIT 4: Let us learn how to use web application

Duration: 2 hours

Aims:

Participants learn how to use web applications to determine their applicability and usability in everyday work with finances.

Contents:

The facilitator presents the web application (didactic plays TANGRAM, Table for keeping home budget, Proper use an ATM, Bank @ net) as well as the websites of investment funds and how to get the application; what conditions do we have to meet. Due to the huge number of online fraudsters participants draw attention to what they should be careful in online operating.

Activity 4.1:

- Purpose of the exercise:
Participants acquire the basics of featured web applications and are able to use them in everyday life.
- Duration in minutes: 60 min
- Equipment: computer classroom, computer, projector, projection screen, laptops for participants and web connection
- Group size: ca.15
- Instruction for the trainer:
It is not necessary that each participant is able to use a computer well. It should suffice everyone works in application sitting in pairs so that they could help each other while operating on the web. On the demo version participants shall log in themselves.

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- Tips and tricks for the trainer:
The facilitator divides participants into pairs in a way that participants who have more skills can help the other one. While the participants working the facilitator projects on the screen all the necessary steps.

UNIT 5: Practical use of web-based applications and the completion of the module

Duration: 1.5 hours

Aims:

The participants are able to use the application independently. They evaluate the work in the module and what they gained also putting suggestions and comments.

Contents:

Practical work on presented and acquainted applications and distribution of evaluation questionnaires to the participants.

Activity 5.1:

- Purpose of the exercise:
A purpose of the last activity is to evaluate the work performed in the module. Realistic assessment of the effectiveness is a most welcome and useful information that serves as part of the final evaluation of the project's success.
- Duration in minutes: 130 min
- Equipment: classroom, chairs arranged in circle, notes, evaluation questionnaires
- Group size: ca.15
- Instruction for the trainer:
The facilitator briefly summarizes the work of the workshop and asks participants to fill in an anonymous questionnaire in which they are being asked about their satisfaction with the work done. Also criticism and suggestions are welcome.
- Tips and tricks for the trainer:
Regarding that the survey questionnaires are anonymous there should not be a problem, because people are more honest, if they can hide a little bit behind the anonymity. The collected questionnaires are to be reviewed and they provide an analysis of the performance in that module.
At the conclusion facilitator arranges refreshments, coffee, juice and tea to thank participants for their participation and for sharing abundance of their experiences with others and should express the satisfaction with their work.

POLAND

6 SPECIFIC MODULE 3:

PSYCHOLOGY OF OLD ADULT AND ART THERAPY

Contents:

- 6.1 Introduction
- 6.2 Training aims
- 6.3 Training contents
- 6.4 Target group
- 6.5 Training methods
- 6.6 Syllabus for a 10-hour training

6.1 Introduction

This type of training is dedicated to old adult. It covers psychological health and cognitive condition of seniors. It means that senior should be free of any mental disorders as well able to exist properly in the society. Such person should be able to love, be creative and work effectively. Such person should know how to avoid stress.

Mental health is important for everyone! It is a part of common well-being and related to life quality. Any mental crisis is still recognized as something embarrassing. Large part of Polish society still considers mental problems as those that should be hidden (by family members, friends, employees).

In Europe about 5% of all national funds for health are spend on mental issues. In Poland in is around 3%, so the mental health management is still a challenge.

6.2 Training aims

The goal is to indicate people 55+ that they could have influence on their mental health. It is not a taboo.

The other purpose is to convince participants that mental health is not only disease matter but it might also impact on quality of daily life.

In the training one could find some examples of mental health prophylactics (eg. art-therapy).

6.3 Training contents

The course directed to people 55+ consists of 10 hours of activities. The main topics are:

- psychology of elderly
- art-therapy
- using modern technologies in daily life
- senior safety
- finance management

6.4 Target group

Older Adults above the age of 55.

6.5 Training methods

Training methods have to be adapted to the respective groups of participants but are generally interactive, allowing communication at all times of the training.

. The following methods are recommended:

- group work and pair work
- brainstorming on flipcharts
- inputs of the trainers and possible experts
- individual work to explore myself

- story telling
- group discussions (round tables, plenary, tables in U-form)
- creative activities
- “fun factor” (e.g. active breaks), coffee breaks and other “events”

6.6 SYLLABUS FOR A 10-HOUR-TRAINING

Duration: 10 hours

UNIT 1: Psychology of old adults and arte therapy

Aims:

- Participants speak about psychology of old adults
- Participants get to know each other
- Participants learn how memorize
- Participants speak about arte therapy

Contents:

- Psychology of old adults
- Psychological challenge
 - Memory disorder
 - Disturbance of concentration
 - Depressing disorder
 - Myths about depression
 - Depression symptoms
- How to remember important information?
 - Exercises
- Arte therapy
 - Art-therapy and other sciences
 - Functions of art-therapy
 - Exercises

Activity 1.1: Psychology of old adult

- Purpose of the exercise: psychological lectures
- Duration in minutes: 60 min.
- Group size: 8-15
- Instructions for the trainer:

Psychology of old adult is a field of psychogeriatric that is to say it is connection psychiatry and psychology. The field searches psychiatric phenomen also biological phenomen have been commencing after 50. The main issues into the field: to diminish flexibility of cognitive structure and adaptation structure, difficulties to contact, increasing of isolation for example: losing a partner so called "the empty nest syndrome".

The seniors life hardly ever look fabulous. Everyone experiences own private crisis problems. The hard events for example: to go into retirement, lost of life partner, a serious disease, moving house or leaving house by children.

These situations are source of suffering elderly people and they can also cause depression.

The difficulties elderly people can be result not only crisis. The source of problem often can arise from misfortune accumulation. Apparently, these misfortune seems have a secondary importance for example: a small change the small change the state of health, closing favorite shops or transferring, moving out the best friend, new neighbor.

How to solve the problem?

- conversation-talk to close person to bring good results. It also soothes pain.
- therapy for seniors-perfectly results to bring therapy in psychologist s office. Very efficient is a group therapy, leading by specialist. All the same, in Poland there is a big problem in availability of psychology help. It is noticed by many communes and towns.
- self-help - **more and more often seniors look for help in the senior's club, university of third age.** They create support group and they organize common activities.
 - Equipment: chairs in a circle
 - Variations: -
 - Tips and tricks for the trainer

Activity 1.2: Psychological challenges

- Purpose of the exercise: psychological lectures
- Duration in minutes: 60 min.
- Group size: 8-15
- Instructions for the trainer:

Psychological challenges:

Memory disorder - The memory is basic function of our brain. The brains are getting older identical as the rest of the body. Remembering and reconstructing some information is necessary for efficient acting in the society. The memory is one of the activities of the brain where disorder can cause very grave consequences. At the beginning the memory disorder can appear not so inoffensively. Someone forgets where he or she places some objects. After doing something he or she cannot remind what she/he did one second ago. Decline of memory cause the fidget and continual nagging feeling of deflation.

These persons are unable to understand what happen with them. They do not remember any motive own acting. They sometimes cannot answer why they are here, in this place.

Seniors usually have problems with short-term memory:

- difficulty to remember new information,
- to exert problems with concentration-they are not in condition to restore a hearing information,
- they cannot remember: with whom and about they have just talked to,
- memory long-term usually acts better, they can remember faultless what happened a few years ago.

Disturbance of concentration - Disturbance of concentration is often problem to show us that the brain is occupied by something other task at the moment. However, problem of concentration can

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appear in every age. They are not specific for only elderly people. In this group can be persons with neurologic basis, mental (depression) or psychiatric (Alzheimer disease).

Depressing disorder - mental disorder from affective disorder group. It is characterized by dropping of mood, dropping of psychomoving drive, disorder of twenty -four hours rhythm and anxiety.

- Equipment: chairs in a circle
- Variations: -
- Tips and tricks for the trainer

Activity 1.3: Myths about depression

- Purpose of the exercise: psychological lectures
- Duration in minutes: 60 min.
- Group size: 8-15
- Instructions for the trainer: short lecture

Depression is a difficult society topic so that it is created many myths.

- depression is a marginal problem and it can appear only after some trauma event. It is not true. Endogenic depression is not connected to any outside events
 - depression is a fashion because people say about depression a lot. It is not true. Depression is acknowledged for fourth disease of the world and according to WHO in 2020 it can take place second position.
 - depression is incurable. It is not true. The depression is curable. Million of people after the treatment living normally.
 - psychotherapy cannot help. It is idle **talk. It is not true. Effectiveness psychotherapy's** proceed by clinical surveys. The most important to effective assistance is determined the source of diseases.
 - persons who suffer for depression can be more dangerous. It is not true. The survey show that there are not any differences between act of aggression commit by people who suffer for depression than people who do not. However, people with depression are often more aggressive for themselves. Their weakness in disease cause: sense of powerlessness. They often do not have enough force to defend.
 - Treatment is escape for weak people who want to be healthy they must pull oneself together. It is not true. At the time of disease it is getting to chemical changes into the brain structure and only expert can help. It is right way to become recover.
- Equipment: chairs in a circle
 - Variations: -
 - Tips and tricks for the trainer

Activity 1.4: Depression symptoms

- Purpose of the exercise: psychological lectures
- Duration in minutes: 20 min.
- Group size: 8-15
- Instructions for the trainer: short lecture and free discusses

DEPRESSION SYMPTOMS	
BIOLOGICAL	PSYCHOLOGICAL
- lose on weigh or put on weigh	- to reduce permanently mood
- insomnia	- reduction of pleasures or interests
- deterioration to control of moving body	- inability to enjoy
- concentration's problem	- sense of own worthless
- a decline of efficiency of thinking	- a feeling of guilt
- significant tiredness	- a feeling of fear

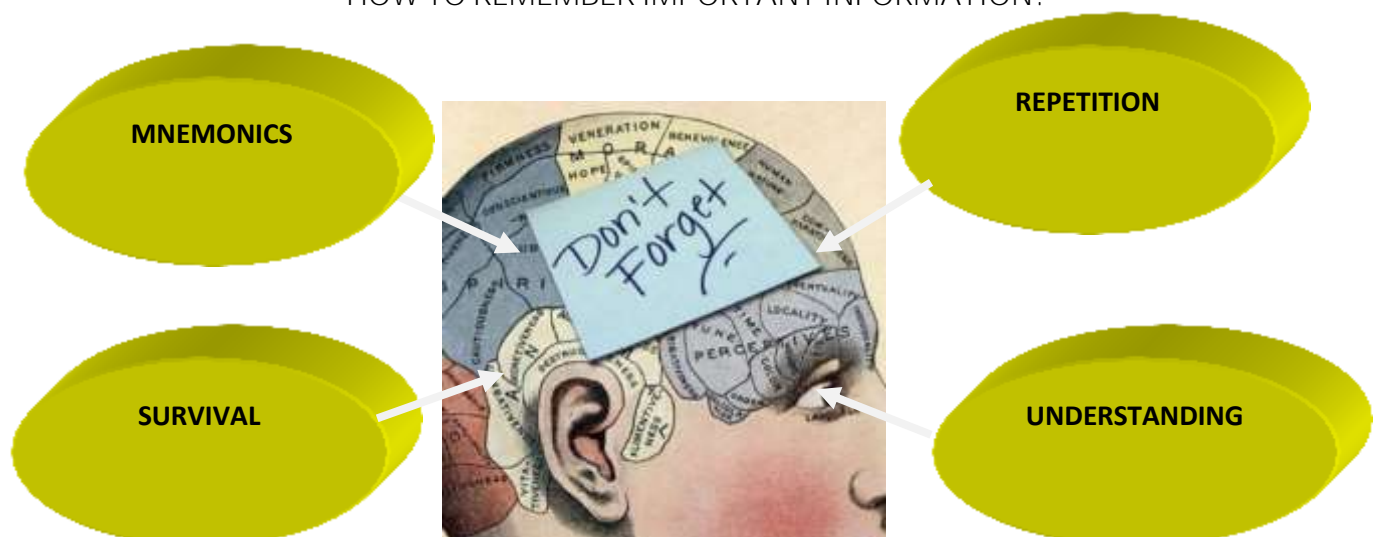
*If we can say about depression it must appear at least a few of these symptoms by two weeks

- Equipment: chairs in a circle
- Variations: -
- Tips and tricks for the trainer

Activity 1.5: How to remember important information?

- Purpose of the exercise: memory improvement
- Duration in minutes: 60 min.
- Group size: 8-15
- Instructions for the trainer: short lecture and free discusses

HOW TO REMEMBER IMPORTANT INFORMATION?



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Mnemotechnique - It is a way facilitating to recall, to storage, to remind some information. Thanks to use different mnemotechniques can make more efficient area and durability their memory. For author of mnemotechniques is thought Symonides from Keos. He used as a first "memory palace"

Repetition - repetition support information remembering process, activate the right hemisphere. The ancient Roman said "the repetition is a mother of science"

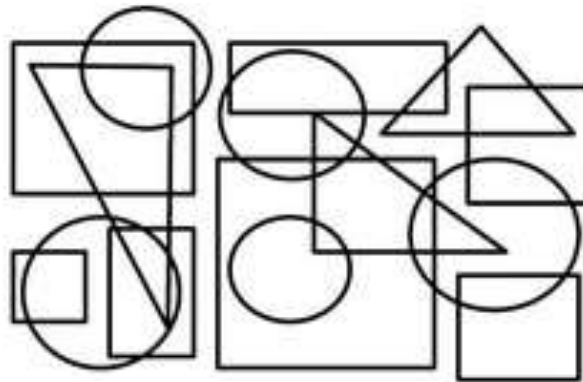
Understanding - it is a method often uses by us. It can help effectively learn new information and facilities let us get out old. Thanks to this method we remember faster what we really understand.

Experience -memory stores some information connected to emotions (signals come from the sense of sound, the sense of taste, the sense of smell) if we engage more senses ,we will have better process of remembering.

- Equipment: chairs in a circle
- Variations: -
- Tips and tricks for the trainer

Activity 1.6 : Figure

- Purpose of the exercise: start-up of memory process.
- Duration in minutes: 15 min.
- Group size: 8-15
- Instructions for the trainer: count rectangular on the picture



- Equipment: Flipchart, tablets, computers, to hand out xero
- Variations: -
- Tips and tricks for the trainer: Exercise you can do on the paper but we can also activate new-known skills to use the internet. Some pictures can be emailed by the trainer

Activity 1.7: Memory place

- Purpose of the exercise: to start of memory process

- Duration in minutes: 145 min.
- Group size: 8-15
- Instructions for the trainer: you imagine that you have a house with many rooms. Then you put into the room some information. When you recalled those information you must open next door this house. In this way you can develop your imagination. Trainer asks seniors to recall course exercises "memory palace". What kind of the new inform they know from the room?

Stay Not 

Educational training course on active ageing for older adults (55+)



- Equipment: exercise can make on the paper but we can also activate new-known skills and we can use the internet.
- Variations: -
- Tips and tricks for the trainer: The email house can be emailed by trainer.

Activity 1.8: Can the net help to train your memory?

- Purpose of the exercise: to start of memory process
- Duration in minutes: 45 min.
- Group size: 8-15
- Instructions for the trainer: the trainer asks for finding some memory exercise on the net by using tablets, computers, phones.
- Equipment: tablets,computers,phones.
- Variations: -
- Tips and tricks for the trainer: the trainer recalls about previous module wherein the participants have learned how to search important information on the net. This exercise is the same. The trainer asks: what kind of keyword do you need to enter? e.g. exercise on the memory

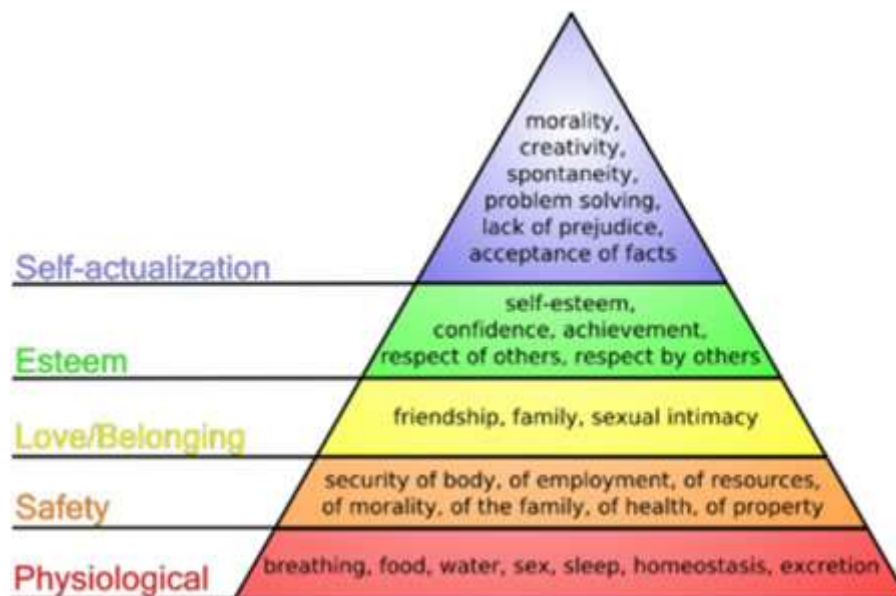
Activity 1.9 : Discussion exercise

- Purpose of the exercise: discussion, time for reflection
- Duration in minutes: 45 min.
- Group size: 10
- Instructions for the trainer: the trainer asks seniors about some ways to improve their psychological condition (memory, emotions, concentration). All the information is recorded the flipcharts by trainer.
- Equipment: flipchart.
- Variations: -
- Tips and tricks for the trainer: the trainer sum up: free discussion which can motivate to action. The old adults should be helpful and supporting each other.

Activity 1.10: **Senior's need**

- Purpose of the exercise: discussion, time for reflection
- Duration in minutes: 45 min.
- Group size: 10
- Instructions for the trainer: **Psychological aspect human's welfare is important. Satisfying needs is necessary for development.** Maslow theory say that people at first try to satisfy basic needs f.e. biological.

When these ones are satisfied, people can satisfy so-called higher needs f.e. safety, belonging to the group, satisfaction. These needs, according to Maslow theory, are necessary to live but it is also important a sense of accomplishment.



It is difficult to distinguish biological needs but psychological needs have own hierarchy. The hierarchy is different for each person because it depends on environment, beliefs, religion and capabilities. If biological needs are satisfied, we will be able to work on the rest of our challenges.

We subconsciously want to satisfy our needs but when one need is satisfied immediately appears next. This mechanism, defining some needs exist for ages

- Equipment: chair for all
- Variations: -
- Tips and tricks for the trainer: -

Activity 1.11: Arte therapy

- Purpose of the exercise: introduction to arte therapy
- Duration in minutes: 20 min.
- Group size: 8-15
- Instructions for the trainer: short lecture

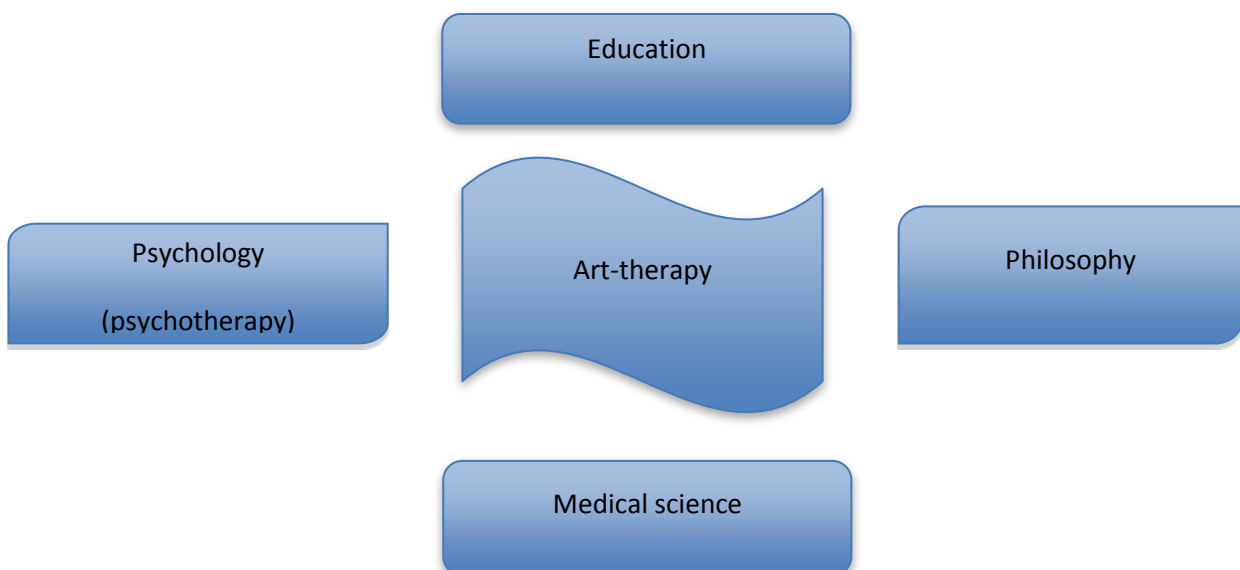
Arte-therapy - involves many different artistic ways, which help to express emotions and feelings.

This is conscious, planned and systematic interaction with art for therapeutic aims. The art is recognized in non-traditional way – the art work created during art-therapy is not reflecting any aesthetic canons. The added value of such performance is expression of feelings as well as influence on concentration and memory processes. The final outcome of such activity should lead to positive changes in attitude and behaviours towards others and self-oriented.

Multiple activities related to interaction with art are oriented to maintain and increase the level of life quality. The main goal of this type of activity is to progress toward optimal quality of life. „Art therapy” could be also directed toward education and recreation as well as prophylactics and correction behavioural disorders. This type of method combines many different theoretical concepts (psychoanalysis, character theory, and psychology of creation and phenomenology) with workshops, socio-therapy, psychology and pedagogy and education by art. The art-therapy could be also taken in narrow meaning – and as such it is based on fine-art activities. However, in broader meaning it combines music, literature, dance and drama.

Any aforementioned type of art-therapy is not a goal itself but rather it is a way to gain positive change in patient behaviour. It is interdisciplinary method as it takes under consideration some issues which are not explained by a single scientific attempt. The knowledge in art-therapy is based on ontology and experience.

Art-therapy and other sciences:



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- Equipment: -
- Variations: -
- Tips and tricks for the trainer: -

Activity 1.12: Functions of arte-therapy

- Purpose of the exercise: short lecture about functions of art-therapy
- Duration in minutes: 20 min.
- Group size: 8-15
- Instructions for the trainer: Functions of art-therapy:
 - Manual skills improvement
 - Improvement in visual and kinesthetic coordination
 - Increases memory processes
 - Decreases uncertainty, anxiety and emotional blocks
 - Increases self-confidence
 - Creates proper self-esteem
 - Helps in auto-development
 - helps establish interpersonal relations and maintain them
 - helps escape from isolation and inability
- Equipment: -
- Variations: -
- Tips and tricks for the trainer: The aim of art-therapy should be pointed by the trainer together with participant. The effect of activity (the painting, sculpture, drawing or collage) is only an aid to get the goal. Creativity is a part of human life. Every single activity is a creation regardless it is a common daily activities. The capacity to create exists in every human being.

Activity 1.13: The tie

- Purpose of the exercise:
 - encourage creative thinking
 - working on verbal and visual language
 - self-expression and expression of emotions
 - group integration
 - reflection inspiration
- Duration in minutes: 2 hours
- Group size: 8-15
- Instructions for the trainer: The TIE is a slim piece of fabric which is tied around the neck. Ties were introduced in fashion in XIV century. First developed in Croatia and then moved to England and further in whole Europe. With time wearing ties became an obligation. It became a symbol of personality, welfare, excessive pride, or social position. More decorated neck, better. Nowadays, the tie is a part of women costume.

part I. ask your-self: for what the tie is used? Maybe tie is used to cover buttons on your shirt? Maybe a tie is your mask? When you wear a tie, you change your personality? Please describe your reflection on the paper.

part II. Select the sketch, which could be used to answer the question: show me your tie and I say who you are? Present yourself on the tie cut from paper.

- Equipment: cut from paper shapes of ties, A3 size paper for sketching, pastels, crayons, colours, markers.
- Variations: -
- Tips and tricks for the trainer: Please see all created objects Exchange your thoughts. Name your created objects.

Activity 1.14: The necklace

- Purpose of the exercise:
 - aesthetic game
 - divagation on unnecessary and necessary possession
 - expression of feelings and emotions
 - self-reflexion
- Duration in minutes: 2 hours
- Group size: 8-15
- Instructions for the trainer:

Nations without writings, without industry, nomads and one can say without anything but NOT without jewellery. Aborigines, Sami people, native Americans, Africans, Egyptians, Greeks – all of them and everywhere always had jewellery.

The necklaces, bracelets jewellery, luxury items – these are things to look at, and as such the **“say in special language”**

part I. Please think on the meaning of jewellery: rings, bracelets, necklaces. Please recall **from memory different types of jewellery, something you’ve seen others wear, in art galleries, museums.**

part II. please take piece of paper and draw your necklace of desire – a kind of **„Psychological portrait”**. Please take A4 paper and by collage make your own necklace.

- Equipment: A4 size paper, crayons, markers, colour paper, illustrated magazines, scissors, glue
- Variations: -
- Tips and tricks for the trainer: Please look at all made objects. Compare all of them with each other. Exchange your remarks. Please point out the personal, private and unique features. Please answer: unique - what does it mean? Exchange your thoughts.

7 SPECIFIC MODULE 4:

SAFETY, FINANCES, TIME MANAGEMENT AND NEW TECHNOLOGIES APPLICATION

Contents:

- 7.1 Introduction
- 7.2 Training aims
- 7.3 Training contents
- 7.4 Target group
- 7.5 Training methods
- 7.6 Syllabus for 10-hour training

7.1 Introduction

This part of workshop will be devoted to issues related to 55+ people quality life improvement. We will work on: active safety, finance management and time management as well as application of new technologies in a daily life.

In a daily life of people 55+ they are often victims of frauds and crimes. This occurs as such group of people is gullible and trusts in honest intentions. Such behaviour often leads to danger situations. Additional issue is a financial abilities of 55+. Next issue is the time management due to lack of proper indication of goals and priorities in their daily life. Nowadays there is a new challenge, as **55+ are often described as “digitally excluded” group. For example, those people use the Internet seldom.** The main reason of such phenomenon is lack of needs to use it and lack of certain skills. In addition, it could be treated by them as tendency to ignore the civilization progress.

7.2 Training aims

The aim of the workshop is:

- Presentation of the most common techniques used by criminal to fraud,
- Presentation of possibilities of active money savings,
- Encourage to daily planning and time management,
- Promotion of use of new technologies.

7.3 Training contents

The course directed to people 55+ consists of 10 hours of activities.

The main topics are:

- using modern technologies in daily life,
- senior safety,
- finance management.

7.4 Target group

Older Adults above the age of 55.

7.5 Training methods

Training methods have to be adapted to the respective groups of participants but are generally interactive, allowing communication at all times of the training.

The following methods are recommended:

- group work and pair work
- brainstorming on flipcharts
- inputs of the trainers and possible experts
- individual work to explore myself
- story telling
- group discussions (round tables, plenary, tables in U-form)
- creative activities

- “fun factor” (e.g. active breaks), coffee breaks and other “events”

7.6 SYLLABUS FOR A 10-HOUR-TRAINING

Duration: 10 hours

UNIT 1: Safety, finances, time management and use of new technologies

Aims:

- Participants speak about safety in active way
- Participants get to know each other
- Participants are learning how to prevent fraud,
- Participants learn about simple methods of self financial management,
- Participants learn about self time management,
- Participants learn how to use new technologies

Contents:

- Active safety
 - Fraud methods
 - Basic prevention methods
- Active savings
 - Savings, discounts, promotions
- Time management
 - Indication of priorities
- Use of the Internet

Activity 1.1: Safety in active way

- Purpose of the exercise: active safety issue introduction
- Duration in minutes: 120 min.
- Group size: unlimited
- Instructions for the trainer: short lecture and discussion???

In a daily life there are many trials of crime and fraud. The elderly members of the society are the target such negative acts. Some people in their older ages are credulous and as such are easily used by thieves. Criminals pretend to be social workers, postman, chimney sweep, the police or even family members.

The fraud could be avoided by the following simple rules:

The false family member:

One of the most common crime is a swindle. It usually is based on the obtaining money under false pretences. Usually the stranger pretends to be a family member or close relative or friend who needs immediately money because of an accident or emergency need. In a common scenario, the criminal calls the victim introducing as a close relative (usually the voice on the

phone receiver is deformed) and ask for a loan because of “an important life reason” or for urgent need to pay dept. Often at the begging of the talk they inform “grandmother” or “grandfather” that they are unable to come by themselves and the money will be taken by a close friend. After a while “a friend of grandson” comes to elderly person to take the money.

Asking for food or a glass of water:

In this scenario the criminal are knocking to the doors and they are telling a terrible story (about someone death, or an illness or another accident) and are asking for a glass of water or something to eat. The elderly person trying to express sympathy are trying to help. While in a meantime the thieves are robber the flat.

The false social worker:

In such a scenario, someone pretending as social worker is asking for some more details needed for giving an extra social service (social security benefit). And the criminal is asking for a payment needed to finalize the financial operation. In such a circumstances the thief is looking for the place where the elderly person keeps money. Then, after a while is asking for a glass of water and the when the victim goes to the kitchen, money disappears. Similar methods are used by hawkers offering cheap goods or by fraudsters informing about false lottery win.

The false policeman:

Sometimes the criminals pretend to be policemen who want to help resolve the problem which happen to a family member. They ask for money to escape other serious troubles.

To avoid aforementioned situations, you need to follow the basic rules:

Before opening the door:

- Check who is in front of the door and ask for the reason of the visit
- If you do not know the person – ask again for the reason of the visit, and if you are not sure ask about ID or other document
- If you still have some doubts please let the person come again on the other day; in meantime you could check the person in authorities which where mention by the stranger or verify the institution.

Described above criminal cases are only examples of possible frauds. To avoid the consequences there some simple safety rules to follow:

- When you withdraw the money from a cash machine be sure that you are not observed by stranger
- Never write PIN number on the bank card
- Try to avoid money withdraw in the evening
- Never withdraw large amount of money
- Be sure that after money withdraw nobody follows you
- Do NOT carry the money larger than you need
- **Avoid “new friends” made during money transactions**
- Being at home keep the door locked
- If you need to let someone in your house, never leave that person alone (ask your neighbour for help or assistance)

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- Avoid money transactions with the hawkers
- Avoid keeping large amount of money at home
- Do not inform others when you receive social benefits
- Avoid strange places
- Do not trust the strangers
- Remember to close windows and the door leaving home
- Do not inform strangers about yourself and your neighbourhood
- Cooperate with neighbours
- Watch the house/home of your neighbour
- Watch your neighbourhood
- Avoid crowded places
- Being at hospital or in a hotel put all valuable items in deposit
- Do not leave your personal belongings unattended
- Going for shopping take a limited amount of money
- Be aware of any danger

In a case of a strange situation call the police. Use 112 phone number and deliver as much as possible important notes.

- Equipment: chairs in a circle
- Variations: -
- Tips and tricks for the trainer: the trainer moderates the discussion at the end of session.
Suggested topics:
 - What are your ideas to be safe?
 - Do you have negative experience in this topic? Do you think, can you count on others?
 - Do you know places where you can find out more about safety?

Activity 1.2: Active savings

- Purpose of the exercise: introduction of the topics on money management and active savings
- Duration in minutes: 120 min.
- Group size: unlimited
- Instructions for the trainer: short lecture and discussion

Avoid impulsively shopping. Use credit or debit cards with prudence. Remember using such cards you can spend much more money. When you want to buy an expensive item, go home wait some days and think again if really need it. Active savings include also discounts for elderly. Some local communities organize activities for elderly people with discounts, for example: cheaper tickets to theatre, fitness clubs and swimming pools. In some cases the discounts for people aged 60+ are found in restaurants, bookstores or language schools. In Poland such activities were introduced in Łódź, Szczecin and Wrocław. The "senior card" is offered in Małopolska region (with capital in Krakow).

Travelling by train:

There are different types of discounts.

Examples:

Those who travel often by InterCity trains (including, TLK and InterCity express trains) should think about buying "card of senior". It is directed to passengers at the age 60+ and costs 150PLN per year, and gives 50% discount on all trains fares (excluding seat reservation).

Other train operators such as Przewozy Regionalne, Arriva RP, Koleje Śląskie, Kolej Dolnośląska i Koleje Wielkopolskie offer "REGIOkarta senior". It costs 59PLN and gives 30% discount on single trip or 15% on seasonal tickets. This could be done by internet (www.biletyregionalne.pl).

It is worthy to remember that buying tickets in advance also gives extra savings. For InterCity trains, buying ticket 15 days in advance you can get 15% off and a week before a trip the discount is 10%. When you travel with children you can get 33% discount. There are multiple discount tariffs in other train operators such as: Przewozy Regionalne, Arriva, Koleje Dolnośląskie i Koleje Wielkopolskie (for example "Ty i raz, dwa trzy", the first person pays the full rate, while next with discount).

Discounts related to law background:

Retired and pensioners as well their spouses who receive social support have a right for two travel with 37% discount a year in trains such as: slow train, REGIO, interREGIO, REGIOekspres, TLK, Express InterCity. The document to authorize the discount are given by some organizations (e.g.: Polski Związek Emerytów, Rencistów i Inwalidów, komisje emerytów i rencistów NSZZ "Solidarność", ect). Carers of patients disable for independent existence or blind have 95% discount on all train for a single trip. The same discount is for carers of combatants and war disabled.

Travel by bus:

There is no special discount for elderly. However the bus companies offer a range of discounts, usually up to 20%.

Local transport:

People older than 70 years could travel by public local transport for free. However, in some large cities additional programs with discounts are offered to people 55+ or 60+ years old. Such programs depend on the local authorities.

Passport:

The administration charge for the new passport is discounted by 50% for pensioner, retired and disabled person (and their spouses). For people 70+ the operation is free of charge.

Travelling by plane:

Majority of flight operators for senior passengers (60+) offer discounts up to 20%.

Obligatory payment for TV and radio broadcasting:

Basically, citizens over 60 years of age are exempt from payment. The group of people exempt from the payment is large and related to law changes. But to use such benefit, the citizen have to prove the right to the exempt and give a written statement.

Bank accounts offers:

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According to regulations in commercial banks, elderly people could open a bank account with special discounts and lower bank transactions costs. The given offers are changing according the money amount which is constant use by the customer and/or the amount of money that could be deposited at the bank.

- Equipment: chairs in a circle
- Variations: -
- Tips and tricks for the trainer: after the lecture, the trainer moderates discussion.
Suggested topics:
 - What are your ways of savings?
 - Do you know places where you can find out more about active savings?

Activity 1.3: Time management

- Purpose of the exercise: self time management
- Duration in minutes: 120 min.
- Group size: unlimited
- Instructions for the trainer: short lecture and discussion ???

The trainer conducts the workshop according to the following lecture. Time management DOES NOT exist! You can only manage yourself within time. Such a statement is broader then scheduling a daily life. If you say "I have no time – time it means I have no priorities". So the key to manage yourself in time is pointing your priorities. You can use Eisenhower matrix.



The key points in this model are: importance and urgency. We often have dilemma if our task is not important or not urgent? Could we pass our duty to someone else? For the purpose of the workshop, we can state that IMPORTANT elements are those needed to fulfil our goals and dreams, but those URGENT are those that must be done quickly.

How you can use the Eisenhower matrix?

1 – in this quarter there are important and urgent matters. It means those subjects, which should be done as quickly as possible. If they are not done on time you could expect some consequences.

2 – in this quarter there important matters but not urgent (so we can postpone them).

3 - in this quarter there are urgent matters but not very important. It means we should do them right after those in quarter no. 1. Those matters are not important but should be done quickly.

4 – in this quarter there are not important and not urgent tasks. If you have a lot of other matters you could ignore them.

When you apply Eisenhower matrix in your management, first of all you could plan your time properly on your own. Such method is used by commercial managers as well as people who would like to plan their tasks efficiently. Using this tool we could select tasks which are crucial to us and urgent.

- Equipment: chairs in a circle
- Variations: -
- Tips and tricks for the trainer: after the lecture, the trainer moderates discussion.
Suggested topics:
 - How you schedule your day?

Activity 1.4: Time management 2

- Purpose of the exercise: self time management
- Duration in minutes: 60 min.
- Group size: unlimited
- Instructions for the trainer: the trainer asks to schedule a day with the use of modern technologies.
 - First, plan your next day by Eisenhower method
 - Then, plan your day using new technologies (use mobile phone, computer or tablet)
- Equipment: chairs in a circle, pads, computers, mobile phones
- Variations: -
- Tips and tricks for the trainer: lets make a quiz:
 - Is it safe to use the Internet?
 - Is the use of the Internet time consuming?
 - What is easier to plan your day with pencil and a piece of paper or using your mobile phone or computer?
 - Is your mobile good for phone calls only? Or you can use it in many other ways?
 - Could you imagine future without computers?
 - What is better a digital photos (thousands of them) in your email box or some old photos in your album?
 - Can you meet your children and your grandchildren on skype?

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Activity 1.5: The internet could be interesting

- Purpose of the exercise:
 - encourage people 55+ to use the internet
 - diminish fear of using internet
 - display the positive aspects of using the internet
 - become a member of global society
- Duration in minutes: about 3 h
- Group size: 10 participants
- Instructions for the trainer: One of the main reasons of exclusion from digital society is age. People over 55 years are found as those using the internet seldom. The purpose of such phenomenon is lack of skills and ignorance of advantages of the internet. Sometimes it could be related to adverse reaction to civilisation changes.

part I

divide participants into two groups. Within first 15 minutes, please ask the first group to describe advantages of using internet. The same time, second group expresses the possible limits of internet.

part II

Discuss the pros and cons for using the internet. Finally, try to correlate participant thoughts with the following table

Advantages of using internet	Personal limits of using internet
<ul style="list-style-type: none">- increased access to information- on-line news from your town, country, the world- easy access to information on medicine, daily life, etc.- Easy access to new knowledge (e-learning, e-encyclopaedia, Wikipedia, act.)- new ways to develop hobbies- better contact with relatives- easy maintenance of social relations- e-shopping- e-banking- e-traveling (virtual holidays, virtual trip of life)- prolonged possibility of employment- increased life satisfaction	<ul style="list-style-type: none">- fear of new technologies- lack of skills in using keyboard or scroll or computer mouse- limited skills for interpersonal contacts- no need of using the internet- underestimation of use of the internet

Examples of useful web sites (in Polish)

<http://www.podroze.pl/>).

<http://www.agraseniorzy.pl/index.html>),

<http://www.pzeriil.pl/>,

<http://www.fundacja-emeryt.org>

<http://www.qzdrowiu.pl>

<http://www.doctormed.pl/>

<http://edoktor24.pl>

<http://forumprawne.org>
<http://www.eporady-prawne.pl>
www.wolontariat.org.pl

- Equipment: 2 pieces of A0 paper, markers
- Variations: -
- Tips and tricks for the trainer: After short discussion please sum-up all pros and cons with indication of positive aspects of the internet use.
 - The trainer encourage to visit abovementioned the Internet web sites. Participants can do this together.
 - The trainer asks the participants to share the information they found in the Internet. Are they interesting? Is there anything new for them?

FRANCE

8 SPECIFIC MODULE 5:

REMAINING ACTIVE IN OUR ENVIRONMENT

Contents:

- 8.1 Introduction
- 8.2 Training aims
- 8.3 Training contents
- 8.4 Target group
- 8.5 Training methods
- 8.6 Syllabus for a 10-hour training

8.1 Introduction

This training module is designed to allow seniors to allow them to reposition themselves in a pro-active approach in addressing their activity project. It can be a stand alone module, offered and delivered independently from the full PPS curriculum or it can be a concluding module as it is very practical and it targets seniors who are already aware and convinced about the benefits of remaining active.

8.2 Training aims

This module is organised to help seniors scanning their environment in order to know it better and have a view of all the activities that are possible in their mobility area. It has a direct practical application: the elaboration of an activity plan, taking into account the local resources and mapping them with the desires, wills and potentialities of the participants. It is therefore a training accomplished and experienced in a real life situation that allows:

- to position themselves in their territory (especially for people who have not a clear vision of it);
- people who lack confidence to gain confidence to take initiatives and assume them, starting from their know-how, to master them, to plan them and to organize themselves;
- to use digital technologies to conduct research in groups or alone (it is advised to check that participants have the necessary skills and if not, to advise them to participate, as a prerequisite to the PPS module dedicated to the use of computers and internet);
- to gain knowledge of existing local activities and opportunities;
- to learn or to learn again to work in teams, to have participants willing to undertake and to choose an active approach;
- to create a toolkit for the management of own's projects with the acquired knowledge;
- to motivate themselves and to gain confidence in their abilities;
- to elaborate, adjust and validate a personal project with a realistic action plan.

This module will allow seniors to develop a pro active approach.

8.3 Training contents

The training is divided into 4 units:

- Unit 1. Expression of demands and transformation of expectations into action
- Unit 2. Assessing priorities for action and formulate objectives
- Unit 3. Determining a list of activities
- Unit 4. Elaboration an action plan

8.4 Target group

Seniors over 55 are targeted by the PPS project but we will give a priority to non active seniors, who are retired (over 60-65 depending on their condition).

8.5 Training methods

This training module will be adjusted according to the specific learning modalities of seniors, including an appropriate balance of passive and active modes for transmitting knowledge and getting them active during the course. Open discussions will usually be set up to introduce new topics. The plan will be developed on an individual basis with the emulation of the group and the support from the trainer. The trainer will tutor the participants in the identification of activities that

can be done locally in relation with the valorisation of the skills of participants. S/he will have a permanent care on avoiding putting seniors on double tasks in order to not decrease their performances. The room should be equipped with some computers connected to internet to facilitate the research tasks but the participants need to have the possibility to move in the room and to rearrange tables configuration to adapt it to the current activity such as brainstorming, group discussion, etc. External contributions are encouraged (ideally someone in the same age range with a strong experience of activity participation). The contribution of a representative from the community of commune to present the activities provided at their level of responsibilities can be also organised. In this case, this person will not act as a role model but as an information provider. The trainer can also bring some useful documentation about local associations.

Duration

The duration can vary between 7 hours (in one full day or 2 half days) to 10,5 hours spread on 3 half days depending on the availability of participants if external speakers are invited or visit organised.

8.6 SYLLABUS FOR A 10-HOUR-TRAINING

Duration: 10 hours

UNIT 1: Expression of demands and transformation of expectations into action

Duration: 2 hours

Objectives:

Make it clear to participants that they can act in their environment by restoring their sense of control over events: letting them choose activities that they want to do and abandon activities that they don't want to do. Autonomy, together with the feeling of making free choice are useful for the motivation: seniors should have a sense of being able to act upon events. Participants will work on these three dimensions:

- What I know how to do
- What I want to do or do not want to do anymore
- What I can do

Context:

As soon as human being see an event, they need to explain what happens to them, so they look for a cause to what happens to them. It is the perceived cause that will impact our motivation to act (and not the fact that this cause is true or false) following the three dimensions of Weiner (1985):

- The place of causality: the origin of the perceived cause (internal, external);
- Controllability: degree of control that the person thinks she can have on what happens depending on 4 the cause mentioned;
- Stability: permanent characteristic or not of the cause mentioned.

Model of the consequences of causal attribution on motivation: If the person has a bad performance in an event, and if she makes an assignment such as "at my age, we are less skilled", she will feel that the event is stable and uncontrollable so she will have a decrease in self-esteem

and a lower sense of self-efficacy, i.e. a loss of motivation. On the contrary if the person attributes her poor performance to a lack of work, self-esteem and sense of self-efficacy will not be affected, so there will be no loss of motivation.

Content:

Legislative focus: is it still possible to work when we are retired? If we have retired in a given retirement system, we can start an activity that depends on another retirement system. If we retire on the general scheme, it is possible to start or to continue to work as a self-employed. It is also possible to take up paid employment in the private sector after retiring from the public service. This cumulated retirement schemes, is subject to no special restrictions for those who have retired by 2015. However, for those who retire from this date, the additional work can no longer open new pension rights. More information: <http://vosdroits.service-public.fr/particuliers/F13243.xhtml>

Activity:

As this is the first activity of the module, we will start by a group discussion in which the tutor will have in mind the key elements of the given context. Then participants will have to think alone using the support of a piece of paper divided in 4 columns: What I know how to do/What I want to do/What I do not want to do anymore/What I can do (if I have physical constraints or limitations). They will write about themselves under the four titles. They will keep this work for using it in the following units. Then they will assemble in pairs, the tutor being involved in the case of impair group number (in that case, the tutor will have previously filled the same table as all participants). It is important at this stage to use natural language and to maintain the field open: nothing has to be decided or prioritised nor abandoned.

UNIT2: Assessing priorities for action and formulate them into objectives

Duration:

1.6 hours (1,5 h + 3,5 if external speakers are welcome or visit organised)

Objectives:

- List skills, abilities, know-how, knowledge
- Accept the transferability of skills, abilities, know-how, knowledge towards "something else"
- Identify strengths and weaknesses
- Optimize the strengths and learning to build on our strengths

Context:

Ageing people have information processing capabilities that decrease due to brain ageing, slow attentional abilities that decrease the concentration, but they are developing compensation strategies (reorganization of working time, introduction of small breaks...). According to Peter Warr, based on the involution curve of performances described by Welford (slow degradation of performances with critical periods: 40-45 years, 55- 60 years and after 65 years), it is possible to develop a positive relationship between age and performance when the individual's basic capabilities are not overwhelmed and when the person has a strong experience in a field. Specifically, performance can increase with age if the person has a strong experience in the field and if there are no time constraints, or a dual task situation.

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Organisation:

After a group exchange to introduce the activity, participants write their skills on a paper. This list will remain their list, they don't necessarily have to share it with others if they don't want to. But they will have to use in the last part of the module to elaborate the action plan. Strengths (and the preferences) will be highlighted. Extrapolations will be done starting from examples and under the animation of the trainer (based on similar activities, derived activities, change of scope, change of sector...).

Instruction for the trainer:

From the exchanges in the group, it can result that someone doesn't want to be involved as a volunteer. In that case s/he will insist on his/her desires and preferences (that of course can be linked to skills, abilities, know-how, knowledge). The work will be done around preferences trying to make link between areas of activities and suggesting new possibilities derived from hobbies or past experiences.

Additional activity:

Testimonies of volunteers over 55 years to explain concretely the tasks that they perform, the persons that they meet, the qualities, skills and knowledge that we must have, can be included to conclude this unit and to introduce the following. The identification with peers, people like them will facilitate the affiliation to the group of active seniors and increase self esteem as well as motivation and thus will increase their personal investment.

UNIT3: Determining a list of activities

Duration: 2 hours in the short version

Objectives:

- Determination of the individual mobility area
- Conduct a research in this area
- Selection of activities.

Context:

Slightly upward comparisons allow an increase motivation and thus an increase performance of individuals. The share of experience with persons who are able to speak of their own one is important to create an **identification with the same group of "active seniors"**. But it is important that there should not be too great a difference between the person who talk about her/his experience and the participants in order not to get them frustrated. Also the age of the person who share experience should be in the same range as the participants and situations with a 55 year old testimony for an assistance of 65-70 years should be avoided. Stress is increasing with age so the person over 55 years are more vulnerable. And getting involved in new activities generate stress. Someone who is over that age and who is managing responsibilities will provide participants a sense of security, in a process of change. Planning activities and action, organizing timetable and practical arrangements and establishing a schedule allows to reduce stress. It is thus important that

each participant establishes a personal action plan that will enable to approach the changes progressively and to manage their stress.

Activity 3.1: Determination of the individual mobility area

Duration: 0,5 hour

Organisation:

A group discussion on a brainstorming style will allow the group to draw the map of all factors that will influence the mobility area. Some examples are: possession of a driving license, having a car, existence of public transport... Then individually, each participants determines his/her own mobility area (that may vary based on the previously selected factors).

Instruction for the trainer:

If it doesn't appear on the exchange, a content point will be given by the tutor: presentation of car sharing services (eg. Blablacar). The web site of such a service will be browsed. Participants will see that they can use it on both side, to propose a destination or to look for a sit in a car. Specific services for seniors such as subsidised taxis services in rural areas will also be mentioned (if relevant).

Activity 3.2: Locate all places for activities

Duration: 1 hour

Organisation:

The participants will list all the cultural associations, sport clubs, charity groups, that they know that are within their mobility area. They will include both places were they can be volunteers and places that are providing services or giving the opportunity to organise activities, such as sport clubs or third age clubs or third age universities were seniors can benefit from activities without being involved in their organisation. They will get information about relevant associations, clubs, groups... through the websites and learn about the tasks they perform.

Instruction for the trainer:

The trainer will orient participants towards the most pertinent sources of information. S/he can provide brochures and paper based material promoting local associations. S/he can also help for the internet search, by giving searching tips and by helping the participants to save their choices.

Activity 3.3: Define a list of activities

Duration: 0.5 hours

Organisation:

In view of the above, depending on skills, know-how, knowledge and desires, we will identify organisations in which we would like to invest or in which we would like to participate. Participants make a list of activities facing the various places that allows to perform them (combination of activities and places/associations), such as:

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- Action against poverty: *Secours populaire*
- Serve food: *Restos du coeur*
- Defending the rights of children and address their needs: Unicef
- Fight against Myopathies: *AFM Téléthon*
- Accompanying persons over 50 years suffering from loneliness, poverty, exclusion, diseases: *Les petits frères des pauvres*
- Prevention of cancer: National League against Cancer
- Helping sick children: *Association Rêves*
- Homework support groups
- Sports Associations
- Cultural Associations

Instruction for the trainer:

The trainer is here to insure that participants make a selection coherent with their wills, the existing possibilities and the individual area of mobility. S/he also insist in the practicality required by this listing: address and telephone must be indicated as well as the opening hours and contact persons. Reference persons can also be written if possible (a reference person being someone who participate to the targeted organisation and who can be contacted by the PPS participant, either directly, either under recommendation). This data is important and it will be used for elaboration the action plan.

Additional activities: meet or visit clubs:

The trainer can invite members of different clubs and associations to share their experiences: concretely explain the tasks they perform, the people they meet, the qualities, knowledge and skills that we must have. It is also possible to read testimonials of volunteers for to show videos (this can facilitate identification that will increase self esteem, motivation and thus personal investment).

UNIT4: Develop a personal action plan

Duration: 1,5 hours

Objectives:

- Implementing a personal action plan based on the previous activities
- Become aware of the actions to undertake in order to develop activities
- Leave the training with a paper or digital roadmap

Content:

The action plan will be elaborated after answering the following questions.

Why? Define goals to develop activities in our environment: why it is important to do that? What does it mean for me? What will it bring to me? What? List the actions that we want to perform such as:

- Continue to learn, get informed: search for associations or universities that offer. courses, training, conferences
- Need of an additional income (cumulation of employment with retirement): if the person wants to work, establish or update a resume highlighting experience, strengths, skills, focusing on his most

recent experiences.

- Search for associations that match the missions in which the volunteer wants to invest (cf. List of activities). With whom? With which kind of people we want to share activities? What would be the targets of the associations in which we want to invest time: children, adults, persons with disabilities, immigrants... ? How? To what extent we want to invest: physically, intellectually, financially. What are the resources available? Can we afford to support some costs (of transport, accommodation, etc.) Can we participate financially to the objectives of the association? When? Define commitment periods: all year-round or only at certain times? Define the time to devote to activities on a weekly or monthly base. Where? In the mobility area previously determined. The plan will include mobility arrangements that will be implemented for a successful participation.

Instruction for the trainer:

The trainer has to make sure that all previous reflections are taken into account. S/he also has to guide the participants so that they go really realistic and practical in their planning approach.

Tip: the action plan can be designed on a A3 piece of paper on the form of a mind map. It is a powerful way to have a global view on the actions to do, especially because it is very similar to the way brain is working. In that case, the trainer will help participants who are not used to such techniques to organise their map.

9 SPECIFIC MODULE 6:

VALORISING AND TRANSFERRING MY SKILLS

Contents:

- 9.1 Introduction
- 9.2 Training aims
- 9.3 Training contents
- 9.4 Target group
- 9.5 Training methods
- 9.6 Syllabus for a 10-hour training

9.1 Introduction

This training module is designed to allow seniors to implement new activities in a pro-active approach by valorising their skills acting as mentors with young unemployed who need to choose a career or to find a job and also with new employees or trainees within companies. It can be a stand alone module, offered and delivered independently from the full PPS curriculum or it can be a concluding module as it is very practical and it targets seniors who are already aware and convinced about the benefits of remaining active.

9.2 Training aims

This module is organised to help seniors scanning their environment in order to know it better and have a view of all the activities that are possible in their mobility area. • Being aware of their skills and knowledge • Understand why it is important to transfer them.

- Knowing about the different contexts for transferring skills
- Being able to transfer skills and experience in various contexts, including group activities and face to face.
- Making real practice.

9.3 Training contents

The training is divided into 3 units:

- Unit 1. Why valorising my skills and transferring them?
- Unit 2. Adapt my response to the situation
- Unit 3. Practical work

9.4 Target group

Seniors over 55 are targeted by the PPS project. They can be still active or recently retired.

9.5 Training methods

This training module will be adjusted according to the specific learning modalities of seniors, including an appropriate balance of passive and active modes for transmitting knowledge and getting them active during the course. Open discussions will usually be organised to introduce new topics. The trainer will tutor the participants to identify contexts and local structures where the seniors will be able to transfer their skills and their experience. External contributions are encouraged: senior-experts can be invited to share their experience.

9.6 SYLLABUS FOR A 10-HOUR-TRAINING

Duration: 10 hours

Rationale:

Research has shown that a key factor for remaining in good health is to keep a positive view of the self as well as a positive view of our own role in the society. Too often, older people don't feel comfortable in a society where youth in itself is considered as a value. What is young and new is seen as positive. Older people may think that their experience is not interesting. It is then of the utmost importance to explore the skills of the participants so that they are aware of their skills. They have to acquire full conscientiousness that their skills are still valid, both at the social level and at vocational level. They have to be able to valorise them and to share them. Several possibilities exist at local level to transfer them and share them with the young generations. This is a key point for a successful active ageing. This is also useful because some skills are difficult to maintain or to find within certain sectors.

UNIT 1. Why valorising my skills and transferring them?

Duration: 3 hours

Objective:

At the end of this unit, the participant knows that s/he has some experience and skills that can be helpful for other persons. S/he understands why it is important to valorise this experience and skills and why it is important to transfer them. S/he has identified places and contexts in which they can transfer them.

Context:

In the introduction of this unit, the trainer will mention the variety of skills and competences, including knowledge, attitudes, transversal skills, personal capacities that are needed and used to perform a job. It is also important to distinguish formal skills (validated by diplomas or certificates) and informal skills (acquired during extra-curricular experiences in the family, social or professional). Identifying competences is needed so that they can be transferred in other areas. It is important to give a positive image to seniors who may often have the feeling of not being useful to society. For example formal skills assessments procedure or validation of prior experience often allow people to develop or enhance their self-esteem because their skills are recognized and valued. Allowing the transmission of knowledge, sharing experience, is a strong sign of recognition

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for the person and it is also beneficial for a company and for the new generations as the know-how will be maintained and enriched.

Activity 1.1: The various skills, experience and knowledge

Duration: 1 hour

Organisation:

Fill this table with the participants by checking "agree" or "disagree". Discuss with the whole group items to start to raise awareness on skills that we acquire throughout life.

Item	Agree	Disagree
Know our strengths increases self-confidence		
Without a diploma nor professional experience we do not have competences		
Our capacities do not change		
Practicing non professional activities develop competences		
It is better to do only what we know		
Diplomas are more important than personal strengths		

Instructions for the trainer:

The trainer can take an example of how experience can be valorised outside of the senior context to think out of their box and to draw a lost of all categories of skills. For example someone who has worked on camping for managing the animation team of camping, accommodate campers and guide them on various activities. In terms of knowledge, there is the knowledge of the region (geography, history, current activities, economical context). In terms of skills: knowing how to manage a team, welcoming and advising, developing contact with companies to obtain group rates for certain activities, design activities and a schedule, ability to motivate a team, mediation capacity (manage conflict, respect rules of life), conducting meetings. As far as personal qualities are concerned: good physical strength, tenacity, relational, creative sense, taste of teamwork, sense of adaptation. All these are not job specific: they can be used in other contexts or sectors, in profit activities or volunteer activities.

It is important not to focus and be to strict on the categorisation as various are co-existing.

Activity 1.2: Where to valorise my skills? Contexts for action

Duration: 1 hour

Context:

There are various possibilities for acting as a senior expert: within companies or for intermediary organisations in charge to facilitate the vocational integration of young adults and in charge of matching skills demand and offer. They are employment agencies, training organisations, supporting non profit groups, chambres of commerce and craftsmen... Agreement can be made with the Missions locales. They are usually looking for senior-experts willing to be mentors for young unemployed (sometimes facing several integration difficulties). And sometimes they have difficulties in finding enough senior-experts: the same persons are often involved and there is the risk for them to enter a sort of routine and professionalisation of their support. In that case, group work can be interesting: one or two senior-experts come in the premises of the Mission locale to share their experiences and skills with a group of young adults seeking employment. They may accompany them or advise in certain steps: open up their network... Specific interventions can be done for training organisations. Senior-experts can receive appropriate additional training from such organisations.

Organisation:

After a general exchange where the trainer will have presented the context, participants will search for possible places of intervention. Are they still active? What can they do within their company? Are they recently retired? Would they prefer to make short talks and presentation to groups? Would they prefer to tutor a young unemployed person on the long term? Would they be more confident in overall career orientation? Or more on the transfer of specific skills or experience?

Activity 1.3: How to valorise my career?

Duration: 1 hour

Organisation:

This activity is based on the detailed curriculum of each participant. They are advised to bring CVs (if they have one ready). On a separate piece of paper, they will have to list each acquired skills in the various jobs and positions that they have occupied. Apart from the professional activities, they also have to identify leisure and volunteer activities such as sports practice, voluntary investment in a sports association, charity work (including their role president, secretaries, treasurer, etc.). In addition to the list, they can add photos, certificates, copies of diplomas, references to books, films and plays, documents relating to professional and associative experiences (employment contracts, exercise certificates of volunteer activities, minutes of meetings, documents relating to project monitoring) in order to elaborate a kind of portfolio of competences that they will be able to use with the persons that they will tutor in the future.

Instruction for the trainer:

A summary (or various summaries according to the needs) needs to be elaborated by each senior to help him/her formalise his/her skills and experience (constantly keeping in mind that this written summary will be used in real transfer situation). The trainer will help and contribute to their elaboration (one per participant in the time frame of the activity).

Unit 2. Adapt my response to the situation

Duration: 4 hours

Objective:

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- Knowing the specific characteristics of the targets that senior-experts may work with (young, employed, unemployed, migrants who speak little French, not expert, expert...)
- Preparation of supporting tools for acting as a senior-expert.

Activity 2.1: Elaboration of a checklist

Duration: 1 hour

Organisation:

Joint construction of a checklist of mistakes not to commit. Each participant is encouraged to give examples. The trainer will remind the seniors about the different targets. Example of interventions will be discussed and analysed. A difference will be made between an intervention in a company, on the workplace and an intervention in neutral premises .

Instructions for the trainer:

The trainer has to remind senior-experts to first determine the precise objective of the intervention. Here are some examples that should appear in the final work:

- Not putting young people in a situation of failure: do not ask them what they know about a given job, for example, because disadvantaged young people have no confidence in them; the senior has to take care not to diminish their self-esteem.
- Use of simple terms: not too much technical terms if the person does not understand them.
- Not showing excessive authority as in a school environment: young people who have difficulties to find employment often experienced failures in their educational background and they have a bad image of the trainer-learner relationship.
- If possible it is better not having a woman as beneficiary when the tutor is a man (the opposite doesn't make any problem) because women feel inferior in certain fields and they will not identify with a man in fields such as sciences, finances, economics... and for management role. Therefore the benefit of having such a tutorial pair will be limited.
- Talk less quickly to a senior audience, illustrate with concrete examples.
- Try to learn more about the young people and their difficulties in relation to employment as well as their expectations. Favour positive expectations to employment opportunities. Some expectations affect our perception and therefore our behavior. So the fact of thinking that employment is possible can change their perception of the situation in relation to employment, it increases their motivation.

Activity 2.2: Construction of an interview guide and guidelines

Duration: 3 hours

Organisation:

This interview guide is elaborated through an exchange within the group. Each participant is encouraged to give examples.

Instructions for the trainer:

This interview guide is to be used by the senior-expert to conduct a discussion with a young adult in order to present a job or a sector of activity. Apart from the items to talk about, it is important to include attitudes and transversal skills that the senior-expert needs to express during this interview.

The trainer will insist on the different objectives of the intervention: is the senior supposed to transfer concrete skills, to talk about a sector at local level, to share his/her contacts, to transfer knowledge, to transfer transversal skills, etc. ?

The following item may be included:

- Present the job to the young with its advantages and disadvantages (the senior has to be able to apply a global approach on his/her practices and formalize them).
- Establish good communication, facilitate open exchange: having a language adapted to the person.
- Listen to the person, her questions and remarks.
- Reformulate if we think we are not understood: use simple terms.
- Ask questions
- Develop work-esteem

Unit 3. Practical work

Duration: hours

Objective:

Put the seniors in a variety of situations so that they **can experience their role of "expert"** (of a sector, of a job, of the job market, etc.) Simulations will be done in presence of the full group and analysed all together. In that stage, it is possible to invite a senior-expert who has already some experience in doing this. S/he can give his/her experience and participate to the debriefing of the simulations.

Activity 3.1: Practicing individual tutoring

Duration: 1,5 hour

Context:

The senior expert and the beneficiary may address technical elements related to the job (security, physical aptitudes, working conditions, vocabulary, tools, salary....). The senior must value the business. S/he can also advise and present the expectations of local businesses and the context of local economy. S/he will open his/her personal address book and the networks s/he belongs to, to facilitate the vocational integration of the young unemployed. S/he can take the beneficiary on construction sites or in companies to create contacts with entrepreneurs. S/he will advise the beneficiary to develop contacts.

Organisation:

Create a fictional work situation between two seniors. One will play the role of a senior expert and the other person will play the young beneficiary. Fields of intervention: in a company, when welcoming a trainee or a new employee. Use of an analysis grid of the exchange for self-evaluation or peer review. A peer review would be more objective. The analysis grid can be elaborated by the group.

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Example of questionnaire to allow to make a diagnostic of transmission practices in place in a company.

	Always	Sometimes	Never
The company anticipate the retirements of experienced staff			
The arrival of a new worker is prepared in advance			
The more experienced employees pass on their knowledge to newcomers			
Persons likely to transmit their skills are identified			
The most experienced workers have been prepared for transfer			
The skills that need to be transferred are identified			
Exchanges and transmission of knowledge between employees are encouraged			
Transmission is done in good conditions and in work situations			
The different hierarchical levels are involved in the transmission of knowledge and skills			
Senior experts and receivers can evaluate the quality of transmission			

In a company, individual tutoring seems most appropriate: a newcomer and a person skilled in the field who transmits her/his skills over a relatively long period of time (a 2-3 months tutoring while practicing the various activities will be more effective for gaining learning than an intensive one week tutoring).

Instructions for the trainer:

The evaluation grid may contain the following items:

Demonstration

- Has the senior-expert shown and used practical explanations to facilitate the memorisation of the person tutored?
- Has the senior-expert given explanations on the possible mistakes that can occur in the work situation?

Proximity

- Was the senior-expert physically close to the person tutored?

It allows to keep an eye on the work done. It facilitates the development of personal links that are important for learning and for integration into the company.

Dialogue

- Was there a dialogue between the transmitter and receiver?

Trust is built through dialogue. If the young worker faces problems at work, the senior-expert can take time to talk about them and tell his/her experience and remarks.

- Does the young person accept the remarks and advises so that they are constructive and s/he can make progress?

Confidence

Does the senior-expert trust the young person?

It is important to trust them and let them make their own mistakes, so that they learn to think and act by themselves and so that they become autonomous.

Control

Does the senior-expert regularly check how the work performed by the young worker is done?

This regular monitoring allows to correct errors before they become habits.

Taking notes

Does the young person take notes? This note-taking allows beginners to formalize their new expertise. The seniors are helped to formalise some empirical knowledge (in the form of sheets, for example) so they can be more easily transmitted to other persons.

Activity 3.2: Practicing group tutoring

Duration: 1,5 hour

Organisation:

This exercise can be done in front of a group of young people searching for employment. The senior should be able to talk with a clear language (not being too much technical) with questions and reformulations. The senior expert needs to identify the strengths of his/her working path (possible use of the portfolio of competencies), to identify his/her own strengths by presenting the different positions occupied. All this will be subject to an oral presentation to the group.

The group will provide feedback and there will be an exchange on formal or informal skills that may have been omitted or not identified. The next task is the provision of feedback to the educational team. This educational team must make the connection between the young and the senior-expert.

Instructions for the trainer:

This activity is more adapted to present a sector or a company. The speaker is encouraged to give a written support to the participants. (This support preparation can be the subject of another activity if there is time available). The speaker is also encourage to have his own guide for presenting: s/he will enrich the guide when new presenting experiences are made. This is a personal tool.

SPAIN

10 SPECIFIC MODULE 7:

VOLUNTARY SERVICE

Contents:

- 10.1 Introduction
- 10.2 Training aims
- 10.3 Contents
- 10.4 Target group
- 10.5 Methodology
- 10.6 Organisation
- 10.7 Syllabus for a 7.5-hours training

10.1 Introduction

This training plan for the volunteer has as its essential aim to become a useful and dynamic tool **which can help participants' personal development. Students have an active role in their own learning** at all times. For that reason, the education in values such as solidarity, generosity and justice is not confined to knowing them, but to ensure that we incorporate them into our daily life, not only in the context of voluntary service actions but also outside that context: in our family and social environments as well as with our friends. Voluntary Service is one of the citizen participation forms which most successfully meet the aims of full personal development. This is an activity where no economic compensation exists, where somebody decides to dedicate part of his/her time to the development of their community; it is a way to practise solidarity and generosity either individually or through a non-profit organisation in the context of the Third Sector (Social Economy) in Spain.

Using their responsibility as citizens, individuals come together and join their forces in search of **greater social justice. Voluntary Service is the barometer which measures its citizens' quality** –more precisely, ethical quality. In the words of the philosopher Antonio Molina, a **society's success can be measured by the degree of happiness enjoyed by its members**; it is there that society uses the solidarity-oriented expression of volunteers to take care of the individual biographies that fail to achieve social integration; volunteers **accept responsibilities with the aim of guaranteeing citizens' rights** and must be ready and well-trained to succeed in that task.

Voluntary service is extraordinarily important as a force that generates real change in the twenty-first-century aged society. This was already highlighted in 2004 during the first International Conference on Voluntary Service and the Millennium Development Objectives, which defined the global aims linked to world development –to be fulfilled by 2015.

10.2 Training aims

One of the aims of this training plan is to work on learning related to altruistic and voluntary service tasks, favouring the acquisition of capabilities and skills among volunteers while simultaneously promoting the maturity of volunteers as individuals. This work largely depends on the knowledge and competences acquired during the training process.

10.3 Contents

Seeking to facilitate their assimilation and implementation, a decision has been made to propose 5 units related to one another, keeping a unity that makes possible a comprehensive training programme in values. With a view to fix and enrich learning, a number of activities are also suggested that will not be a simple class assignment –instead, they will have an impact on **students' actual life**.

10.4 Target group

Older adults above the age of 55

10.5 Methodology

The methodology will be based on the following aspects::

- Working sessions will be carried out through an active methodology, boosting both group and individual work and trying to achieve the maximum possible participation. To that end, every session will contain practical exercises.
- Advantage will be taken of **the appropriate situations close to participants' life so that the programme can be in tune with their interests and ways to learn.**
- An effort will be made to create a working environment which favours learning and proves satisfactory and stimulating for participants.
- **Activities will encourage an increased interest and motivation to achieve participants' aims and to ensure that contents are learnt.**

One of the aims of this training scheme is to achieve maturity as a person. This task largely depends on the knowledge acquired. In addition to knowledge-learning, reaching that goal will also require the knowledge that is acquired in specific actions; hence the inclusion of a more practical module in each module that students must work with and implement. With this aim in mind, we start from a dynamic, participative and flexible design that takes into account the different realities of Voluntary Service and the Third Sector. The ultimate aim is to facilitate the implementation of quality training schemes which drive and encourage a transforming voluntary service and which additionally facilitate access to knowledge by every individual and entity connected with voluntary service.

10.6 Organisation

The development of the syllabus will last 7.5 hours, distributed in 2 sessions, so as not to interrupt **the older adult's living routine and in order to promote the learning process with the implementation of the contents that have been learnt.**

1st Session (3.5 h)

Presentation. (15')

Unit 1: (90')

Unit 2: (45')

Unit 3: (60')

2nd Session (4 h)

Unit 4: (60')

Unit 5: (180')

10.7 SYLLABUS FOR 7.5-HOURS TRAINING

Duration: 7.5 hours

Presentation:

Introduction of the person imparting the session, presentation of the project and of the organisation that develops it, aims of the session, practical recommendations (with regard to the timetable, the facilities, explanation of the materials delivered, the need or not to take down notes, etc.).

UNIT 1: What does it mean to be a volunteer?

Aims:

- Understanding the essence of voluntary service and altruistic work.
- Favouring the acquisition of capabilities and skills among volunteers.
- Encouraging reflection on the meaning of voluntary action.
- Individually and collectively reflecting on the concept of Voluntary Service and its importance.
- Discovering an enriching possibility in the different voluntary service environments.

Contents:

1. Definition of volunteer: voluntary service, millennium objectives, and the Third Sector
2. Types of voluntary service
 - Cultural Voluntary Service
 - Social Action Voluntary Service
 - Voluntary Service in Cooperation to Development
 - Virtual Voluntary Service and Cyberactivism
 - Environmental Voluntary Service

Activity: 1.1: What does it mean to be a volunteer?

Purpose of the exercise: Participants will try to elaborate a definition of voluntary service.

Duration in minutes: 60 minutes

Group size: Groups of 4-to-6 people

Instructions for the trainer:

In small groups, participants have to draw up a definition of the voluntary service concept. A spokesperson of each group will present the definition and explain what the internal debate was like or what difficulties arose in order to be able to reach a consensus.

Subsequently, the trainer will read the concept of voluntary service contained in the (Spanish) National Voluntary Service Law and will resume the debate for the purpose of clarifying opinions through a better understanding of the concept.

Equipment: Sheets, pens or pencils

UNIT 2: Steps to be followed to become a volunteer

Aims:

- Getting to know the steps required to start in the voluntary service
- **Reflecting on volunteers' profile**
- Becoming aware of the need and the sense of being a volunteer
- Facilitating access to knowledge for all the individuals and entities related to voluntary service and to the different realities of the Third Sector (Social Economy)
- Getting to know and developing the skills and attitudes which are typical of a volunteer
- National and international referents in the context of voluntary service

Contents:

1. Steps to be followed to become a volunteer
2. **Volunteers' profile**
3. Values of Voluntary Service
4. National and international referents in the context of voluntary service

Activity 2.1: Volunteers' profile

Purpose of the exercise: Participants will reflect on the non-existence of an ideal profile to be a volunteer.

Duration in minutes: 30 minutes

Group size: Groups of 4-to-6 people

Instructions for the trainer:

Participants must draw a person's silhouette on a piece of paper. Inside the silhouette, participants list positive characteristics of volunteers (responsible, creative, understanding/sympathetic, etc.); in the outside, they have to write negative elements (intolerant, racist, disorganised, etc.). The drawings can be hanged on the wall and a small debate will be opened so that participants can reflect on values, stereotypes, solidarity, commitment, interest, etc.

Equipment: Sheets, pens or pencils

UNIT 3: Legal framework of Voluntary Service

Aims:

- Getting to know the legal framework by which voluntary service is governed
- Becoming aware of the duties, rights and implications of voluntary service
- Familiarising with the (Spanish) National Voluntary Service Strategy

Contents:

1. National Voluntary Service Law
 - **Volunteers' Rights**
 - **Volunteers' Duties**
2. Regional Voluntary Service Law

3. National Voluntary Service Strategy

Activity 3.1: Disorganised rights and duties

Purpose of the exercise: Participants will try to bring order into the rights and duties of volunteers as well as of the organisations they belong to.

Duration in minutes: 45 minutes

Group size: Groups of 4-to-6 people

Instructions for the trainer:

In small groups, participants must draw up an ordered list of the rights and duties associated with organisations as well as with volunteers. A brainstorming exercise will be carried out with all participants and the most relevant issues will be reviewed. The trainer will subsequently look into the content of the Law so that participants can achieve a better understanding of the actions undertaken within the framework of voluntary service.

Equipment: Photocopy of the disorganised rights and duties (3.1.1), sheets, pens or pencils

UNIT 4: Responsibility

Aims:

- Training volunteers in individual and collective social responsibility
- **Promoting volunteers' responsibilities so that they can ensure citizens' rights and social justice**
- Understanding that responsibility is a value
- Discovering the close link between freedom and responsibility
- Becoming aware of the need to assume the different responsibilities associated with each moment and circumstance of life

Contents:

1. **An approach to the word 'responsibility'**
2. Responsibility: conditions and types
3. How to improve responsibility
4. Responsibility and decision-making
5. Your responsibility as a volunteer

Activity 4.1: The blender

Purpose of the exercise: From a series of concepts provided by the actual group, a reflection is made on participation and social commitment.

Duration in minutes: 45 minutes.

Group size: Groups of 4-to-6 people

Instructions for the trainer:

- Each person is given 3 post-it notes. They will write down three concepts in each one of them answering this question: ***"In your opinion, which are the three basic concepts that underpin our commitment to society?"***

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- After those three concepts have been written on each post-it, they are placed inside a bag, after which we mix them well.
- Groups of 4-to-6 people are formed that randomly take three post-its. Based on these concepts, they will try to explain the idea of social commitment that comes to their mind. To that end, they will stick the post-it notes on a coloured cardboard, and, after the group debate, they have to write the key ideas having arisen below each post-it.
- The cardboards are stuck on the wall so that they can be seen, and the contents are exposed too.

Equipment: Post-it notes (3 for each participant), coloured cardboards, pens or pencils

UNIT 5: Incubator of values (UPUA students' initiatives)

Aims:

- Making participants aware of the initiatives undertaken by UPUA students
- Explaining the process required to implement a voluntary service initiative
- Reaching a deep understanding both of what voluntary service means and of our role as volunteers.

Contents:

1. General Presentation
2. Foundations and Mission
3. General Values
4. Initiatives:
 - Solidarity Food
 - EuCoNet
 - Bookcrossing
 - Conversations
 - Seniors and Mass Media
 - Poetry
 - Trails

Activity 5.1: Incubator of values

Purpose of the exercise: Participants will meet volunteers that will explain their personal experiences to them.

Duration in minutes: 180 minutes.

Group size: Groups of 10 people

Instructions for the trainer:

We plan to invite volunteers working at the 'Incubator of Values' initiative so that they can tell participants what led them to become involved in this initiative and what their experiences have been like.

The groups will be subsequently divided by each one of the initiatives and volunteers will answer **participants' questions on the operation of this initiative.**

Equipment: Sheets, pens or pencils

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- <http://www.aplicaciones.info/valores/valsec.htm>
- <http://www.encuentra.com>
- <http://www.interrogantes.net>
- <http://www.universidadpermanente.com/iniciativas/es>

Other resources: portals and networks in voluntary service and training for it:

- Federació Catalana de Voluntariat Social
<http://www.voluntaris.cat/quisom>
- Global Volunteer Network
<http://www.globalvolunteernetwork.org>
- Plataforma Voluntariado de España (PVE)
<http://www.plataformavoluntariado.org>
- Servicio de Voluntariado Europe
<http://www.oportunidadeuropa.com/servicio-de-voluntariado-europeo/blog>

11 SPECIFIC MODULE 8: SOCIAL SKILLS

Contents:

- 11.1 Introduction
- 11.2 Training aims
- 11.3 Contents
- 11.4 Target group
- 11.5 Methodology
- 11.6 Organisation
- 11.7 Syllabus for 7.5-hours training

11.1 Introduction

Social skills constitute one of the priority areas in anybody's social development; their learning is influenced by the experiences lived, the environment where we move and the models surrounding us.

Psycho-physical deterioration signs of a multiple origin and not always well established become visible during the ageing process. Similarly, the loss of roles, the loss of relatives, partner(s) and/or friends, and the empty-nest effect lead to isolation and to the deterioration of social relationships. These emotional losses which take place during the ageing process are usually assumed as something logical and unavoidable; and not much importance is given to it, but they actually immerse seniors in a situation of progressive isolation and worse quality of life.

The training plan to learn social skills has as its essential aim to become a useful and dynamic tool **which can help students' personal development. The participants have an active role in their own learning** at all times. For that reason, education in social skills –such as assertiveness, communication, conflict resolution– is not confined to knowing them; students must incorporate them into their daily life, in interpersonal relationships, within their family and social environments as well as with their friends.

11.2 Training aims

- The following ones are established as general aims:
- **Improving seniors' quality of life**
- Integration into society
- Increasing their ability to analyse situations and to adapt their behaviour
- Acquisition and practice of social skills
- Implementation of the skills acquired spontaneously and in different environments

The following ones are established as specific aims:

- Helping seniors to become more assertive
- Learning to use suitable techniques that can allow them to improve their interpersonal relationships
- Encouraging positive attitudes towards the benefits derived from learning social skills
- Getting to know the right ways to express emotions, to listen and to ask questions, to make decisions, and to speak in public
- **Improving participants' state of mind, reducing the anxiety and stress caused by the lack of social skills**
- Promoting the implementation of strategies learnt in everyday life

11.3 Contents

Seeking to facilitate their assimilation and implementation, a decision has been made to propose 5 units related to one another, keeping a unity that makes possible a comprehensive training programme in social skills. With a view to fix and enrich learning, a number of activities are also

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suggested that will not be a simple class assignment –instead, they will have an impact on **students' actual life.**

11.4 Target group

Older Adults above the age of 55

11.5 Methodology

The methodology will be based on the following aspects:

- Working sessions will be carried out through an active methodology, boosting both group and individual work and trying to achieve the maximum possible participation. To that end, every session will contain practical exercises, dramatisation of strategies, homework, etc.
- **Starting from participants' previous knowledge, learning will be based on action and knowledge, transferring the new acquired knowledge to other situations.**
- **Importance will be given to participants' experiences.**
- **Advantage will be taken of the appropriate situations close to participants' life so that the programme can be in tune with their interests and ways to learn.**
- An effort will be made to create a working environment which favours learning and proves satisfactory and stimulating for participants.
- **Activities will encourage an increased interest and motivation to achieve participants' aims and to ensure that contents are learnt.**

11.6 Organisation

The development of the syllabus will last 7.5 hours, distributed in 2 sessions, so as not to interrupt **the older adult's living routine and in order to promote the learning process with the implementation of the contents that have been learnt.**

1st Session (4 h)

- **Presentation (15')**
- **Unit 1: Social skills (75')**
- **Unit 2: Training in social skills (150')**

2nd Session (3.5 h)

- **Unit 3: Conductual components of social skills (45')**
- **Unit 4: Cognitive and physiological components of social skills (45')**
- **Unit 5: Communication (120')**

11.7 SYLLABUS FOR 7.5-HOURS TRAINING

Duration: 7.5 hours

Presentation:

Introduction of the person imparting the session, presentation of the project and of the organisation that develops it, aims of the session, practical recommendations (with regard to the timetable, the facilities, explanation of the materials delivered, the need or not to take down notes, etc.).

UNIT 1: Social skills

Aims:

- Understanding what are social skills and what are they used for
- Getting to know the social skills required in interpersonal relationships
- Identifying personal difficulties in social skills learning
- Improving social competence
- Self-assessing personal effectiveness

Contents:

1. What are social skills?
 - Social skills and their importance
 - Social skills: are we born with them or are they learnt?
2. Types of social skills
3. Social skills in older adults

Activity 1.1: Lip-reading in pairs

Purpose of the exercise: Participants will observe that it is possible to communicate without words.

Duration in minutes: 45 minutes

Group size: Groups of 2 people (pairs)

Instructions for the trainer:

Participants will be given a sheet with a series of sentences that they must say silently, and then express the feelings which are reflected in them.

In pairs, face to face, participants must read each other's lips and write down both the sentence that is said and the feelings reflected by it on the sheet.

The results will be subsequently analysed and debated upon in the classroom.

Equipment: Photocopy of the sheet with the sentences and feelings to be expressed, blank sheets and pens or pencils.

UNIT 2: Training in social skills

Aims:

- Learning techniques for training in social skills
- Learning assertive communication techniques
- Learning active listening techniques

Contents:

1. What does training in social skills consist in?

2. Specific training techniques

- Active listening
- Assertiveness
- Role playing
- Steps for training in social skills

Activity 1.2.1: Are you sure you are listening to me?

Purpose of the exercise: Participants will reflect on which attitude turns out to be more positive.

Duration in minutes: 60 minutes.

Group size: Groups of 2-to-4 people

Instructions for the trainer:

One of the participants will tell a relatively important story in his/her life. The others will listen, and when the time comes, they...

- ...will raise objections to everything that is said.
- ...will give pieces of advice without being asked to do so by the speaker.
- ...try to tell a better story.
- ...will not answer.
- ...will interrupt and change topic.

Another participant starts to tell his/her 'audience' about a problem that they are interested in solving. The others listen and...

- ...ask clarifying questions.
- ...make it clear that they understand how the speaker feels.
- ...look in his/her face and nod.
- ...value the positive things that the other person tells them.

Equipment: Sheets, markers

Activity 1.2.2: MOUSE, LION AND PERSON

Purpose of the exercise: Identifying the three conduct styles with their characteristics

Duration in minutes: 60 minutes

Group size: The activity must be performed individually.

Instructions for the trainer:

- *Mouse*: Passive Style: The person can neither defend his/her rights and decisions nor act or communicate effectively.
- *Lion*: Aggressive Style: The person cannot defend his/her rights and decisions properly. He/she does not respect the others. He/she expresses himself/herself overwhelming the others. He/she reacts with insults.
- *Person*: Assertive Style: The person can defend his/her rights and decisions effectively and adequately, without aggressiveness or cowardice.
- The activity is carried out individually, after which it is commented upon and corrected.

Equipment: Photocopy of the activity, sheets, markers

Effective communication	PASSIVE	AGGRESSIVE	ASSERTIVE
He/she does not take the others into account			
He/she lets himself/herself be manipulated			
He/she does not know how to ask for help			
He/she bravely defends his/her rights			
He/she imposes his/her opinions, without listening			
His/her voice is firm and clear			
He/she feels inferior to the rest			
He/she listens and participates without fears			
He/she always criticizes, insults and humiliates			
He/she can say NO to something he/she does not want			
He/she does not stand up for his/her rights			
He/she speaks loudly			
His/her look is head-bowed and shy			
The others take advantage of him/her			
He/she can be critical, without humiliating			
He/she gets into trouble			
He/she does not feel accepted			

UNIT 3: Conductual components of social skills

Aims:

- Becoming familiar with the Conductual Components of Social Skills
- Learning verbal communication techniques
- Learning non-verbal communication techniques
- Self-assessing personal effectiveness

Contents:

1. Verbal components

- Conversational skills
- Making and accepting compliments

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- Requesting changes of behaviour
2. Non-verbal components
 - The smile
 - The gestures
 - The facial expression
 3. Paralinguistic components
 - Voice
 - Tone

Activity 1.3: Non-verbal communication

Purpose of the exercise: Participants will analyse the expressions of the faces on the sheets and will decide which emotions are shown by them.

Duration in minutes: 15 minutes

Group size: Groups of 4-to-6 people

Instructions for the trainer:

Once participants have decided which emotions are shown by the faces, a reflection will be made on the importance of non-verbal communication.

Next, the trainer will represent different situations using non-verbal communication, and the participant will have to guess what situation we are talking about and which situations are being described.

Equipment: Photocopies of the sheet with facial expressions, sheets, pens or pencils.

UNIT 4: Cognitive and physiological components of social skills

Aims:

- Becoming familiar with Cognitive and Physiological components
- Learning communication techniques
- Improving social competence
- Self-assessing personal effectiveness

Contents:

1. Cognitive components
 - Self-concept and self-esteem
 - Personal values and beliefs
 - Attribution and causes
2. Physiological components

Activity 1.4.1: Stressing what is positive

Purpose of the exercise: An attempt is made in relation to the attitude towards giving and receiving praise.

Duration in minutes: 30 minutes

Group size: Groups of 2 people (pairs)

Instructions for the trainer:

Participants are organised in pairs and each one has to give his/her partner an answer to one, two or three of the following questions:

- Two physical attributes that I like about myself
- Two qualities of my personality that please me
- An ability or skill that I appreciate in myself

Comments must be positive; no negative comments will be allowed. After 15 minutes have elapsed, they will all sit in a circle and these questions will be posed to them so that they can reflect:

- **How many people smiled slightly, looked at their partner and said to him/her 'you first'?**
- Was it difficult to specify a quality at the beginning of the exercise?
- What is your consideration about the exercise now?

Equipment: Sheets, pens or pencils

UNIT 5: Communication

Aims:

- Becoming familiar with the social skills needed for a fluent, effective communication
- Learning techniques and strategies to communicate better
- Learning techniques and strategies to improve active listening
- Self-assessing personal effectiveness

Contents:

1. Types of Communication

- Empathetic communication
- Active Listening
- Group communication skills
- Starting and maintaining a conversation

Activity 1.5.1: Effective communication

Purpose of the exercise: Development of an assertive communication based on respect for the others and for oneself

Duration in minutes: 30 minutes

Group size: Groups of 4-to-6 people

Instructions for the trainer:

The trainer presents the characteristics of the assertive, passive and aggressive communication styles, highlighting:

- The features of non-verbal expression
- The features of verbal expression
- The advantages and disadvantages that may arise when it comes to preventing and solving conflicts

Equipment: Photocopies of exercise S1.5, pens, pencils

Effective communication

STYLE	CONSEQUENCES
PASSIVE	
AGGRESSIVE	
ASSERTIVE	

Activity 1.5.2: Showing empathy and paraphrasing

Purpose of the exercise: Active listening

Duration in minutes: 60 minutes

Group size: Groups of 2 people (pairs)

Instructions for the trainer:

In pairs, each person thinks of a funny situation that has happened to them or that they have been told about.

While one participant is explaining it, the other has to yawn, be distracted, avoid looking in his/her face and adopt an air of boredom.

An assessment is subsequently made about the following:

- How did they feel when they had explained the story?
- Did they feel like continuing to speak?
- What did they think about their partner?

The experience is carried out once again, but showing empathy this time: looking in the eyes, nodding, repeating some word (echo) and showing that we are interested in the other person and in the things he/she is telling.

The dynamics is assessed once more.

Equipment: Photocopies of exercise S1.5, pens, pencils

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AUSTRIA

12 SPECIFIC MODULE 9:

FINDING A PLACE TO VOLUNTEER

Contents:

12.1 Introduction

12.2 Training aims

12.3 Training contents

12.4 Target group

12.5 Training methods

12.7 Syllabus for 10-hour training

12.1 Introduction

This training plan targets at older adults above 55 years who would like to become a volunteer – for the first time in their life or again – during retirement or shortly before or after retirement. The training wants to attract older adults in the local community, town or city for volunteering activities.

Volunteering is understood here as part of contributing to society, if it is:

- voluntary,
- not focused on material profit,
- oriented towards the common good,
- performed collectively or cooperatively.

Volunteering is generally defined as being voluntary, involving no remuneration, having a certain **duration and regularity, not being for one's own good or for that of one's own family and taking place in the context of an organisation or some other structure.** Volunteering refers to activities in which people donate their time and effort instead of their money.

According to the Association of Voluntary Service Organisations (AVSO) the term “volunteering” refers to all forms of voluntary activity, whether formal or informal, full-time or part-time, at home or abroad. It is undertaken by a person's own free-will, choice and motivation, and is without financial gain. It benefits the individual volunteer, the communities and society as a whole.

12.2 Training aims

The training programme “Finding a Place to Volunteer” is based on previous research and trainings in this area of work.

It aims at:

- empowering older people in all stages of later life to become active volunteers and active agers
- creating links between community development, volunteering and adult learning
- **improving older volunteers' self-confidence** and sense of identity, while at the same time improving the image of older people in society
- addressing the transition between working life and retirement and the wish to continue working and staying active in a structured environment, such as a volunteering environment.

12.3 Training contents

The training programme is a 10-hour training programme for older adults wishing to become a volunteer. The training programme can be performed in two separate afternoons with 5 hours each. In total the trainings contents are divided into 5 units:

1. The value of volunteering
2. Skills I need for volunteering
3. Legal issues of volunteering
4. Local volunteering opportunities

5. Action plan for volunteering

12.4 Target group

Older Adults above the age of 55 who want to become a senior volunteer.

12.5 Training methods

Training methods have to be adapted to the respective groups of participants but are generally interactive, allowing communication at all times of the training.

To successfully deal with the units of becoming a volunteer suggested above, clear and innovative methods are needed that suit the target group of the workshop. The following methods are recommended:

- group work and pair work
- brainstorming on flipcharts
- inputs of the trainers and possible experts
- individual work to explore myself
- story telling
- group discussions (round tables, plenary, tables in U-form)
- creative activities
- “fun factor” (e.g. active breaks), coffee breaks and other “events”

12.6 SYLLABUS FOR A 10-HOUR-TRAINING (2 AFTERNOONS)

Duration: 10 hours

UNIT 1: A common ground – the value of volunteering

Duration: 2 hours

Aims:

- Participants speak about why they want to volunteer (motives)
- Participants get to know each other
- Participants get to know different types of volunteers
- Participants speak about the advantages and disadvantages of volunteering

Contents:

- Motives for volunteering
- Types of volunteers
 - Lifelong volunteers
 - Life stage volunteers
 - Senior volunteers
- Benefits of volunteering
 - Social benefits
 - Technical benefits and increasing of skills
- Side effects and negative effects of volunteering
 - Risks of volunteering
 - Mental health when volunteering

Activity 1.1: Volunteering motives

- Purpose of the exercise: clarify why people are here
- Duration in minutes: 20 min.
- Group size: 8-15
- Instructions for the trainer

Let participants introduce themselves with their name, their age, and personal details about where they live or worked. Then hand out cards and pens and have them write down their personal motives for becoming a volunteer. You will see that they are not very different from person to person. Collect them all and pin them on a board. Then have each person talk about their motives.

Then hand out a second set of cards and pens and have them write down their future area of volunteering: pets, social services, children, library, computers, travelling, languages etc. and also cluster them on a board to see who in the group has similar interests.

- Equipment: chairs in a circle
- Variations: -
- Tips and tricks for the trainer

Activity 1.2: Types of volunteers

- Purpose of the exercise: give a short lecture on types of volunteers
- Duration in minutes: 5-10 min.
- Group size: 8-15
- Instructions for the trainer
Prepare a presentation explaining different types of volunteers: lifelong volunteers, life stage volunteers, senior volunteers. Provoke a discussion about which type each person is.
- Equipment: chairs in a circle, power point presentation
- Variations: handouts
- Tips and tricks for the trainer

Activity 1.3: Advantages and disadvantages of volunteering

- Purpose of the exercise: give a short lecture on advantages and disadvantages
- Duration in minutes: 60 min.
- Group size: 8-15
- Instructions for the trainer
Prepare a presentation explaining the advantages of volunteering. Say something about the social benefits and the skills people acquire while volunteering. Say something about learning opportunities and being away from home for a short time during the week or weekend. Emphasize that doing something without the partner is important and enhances self-value. **Talk about the benefits of engaging in one's community**
Also be honest about the side-effects of volunteering. In most cases you have to sign up, do a course in order to qualify, work together with people you don't know or perform tasks you do not like. Volunteering can also be stressful and tiring when e.g. it involves very old people, people with disabilities or people in need of support in general. Ask if participants know their own strengths and limitations when it comes to volunteering.
- Equipment: chairs in a circle, a speech, list of questions to ask
- Variations: handouts
- Tips and tricks for the trainer

UNIT 2: Skills I need for volunteering

Duration: 2 hours

Aims:

- To encourage participants to look at their skills in a systematic way
- To encourage participants to look for further learning opportunities if they lack a skill
- To make each participants more aware of their skills and talents
- To encourage participants to look back and rediscover their skills and talents
- To decide what experiences have been important so far
- To help participants appreciate that throughout life they have learned through experience as well as formally
- To pinpoint that some skills are more important than others at different stages of life

Peer to Peer Support Fostering Active Ageing (2014-2016)

Contents:

- To complete a personal skills profile or memory map (what I know, what I am good at)
- To compile a skills profile as an important step toward future action

Activity 2.1: Memory map

- Purpose of the exercise: to map skills on one page
- Duration in minutes: 120 min.
- Group size: 8-15
- Instructions for the trainer:

Encourage participants to think about their skills with a piece of paper. Help them unpick everyday skills like cooking or cleaning from skills which could be relevant for volunteering. Give examples of skills: like French language skills, reading skills, imitating voices, repairing technical equipment, using photoshop, booking trips online, etc. Support participants to write everything down on a blank piece of paper and have them discuss the results in pairs.

Then use a memory map to collect all skills of participants in a structured way. Let them fill in and systematically express their skills they gained from: work, education, further education, family life, volunteering, free time, special life events, and others.

Have them present their main skills in plenary. Applaud after each person.

- Equipment: memory maps
- Variations
- Tips and tricks for the trainer

A skills profile or memory map is a personal document. It should be emphasised that people select the skills that matter to them rather than creating a long meaningless list to please the facilitator.

This activity is narrative and therefore helps to draw out personal memories and experiences of participants. It works well with those who would not particularly enjoy filling out a written questionnaire.

UNIT 3: Legal issues of volunteering

Duration: 1.5 hours

Aims:

- Participants learn about the legal issues of volunteering
- Clarify who is responsible for mistakes in a volunteering context
- Clarify aspects of costs and finances
- Clarify aspects of liability and insurance

Contents:

- Legal issues of volunteering
- Registration of volunteers
- Safety at work / volunteering
- Volunteer insurance
- Performance and liability
- Liabilities
- Financial issues and contracts with volunteers

Activity 3.1: Lecture on legal issues

- Purpose of the exercise: understand legal issues of volunteering, prevent participants to fall into legal traps
- Duration in minutes: 60 min.
- Group size: 8-15
- Instructions for the trainer:
Prepare a power point presentation with the contents listed above.
- Equipment: beamer, power point, handouts
- Variations
- Tips and tricks for the trainer

Activity 3.2: Familiarizing with the Red Cross checklist

- Purpose of the exercise: getting familiar with the checklist of the International Red Cross for legal issues and volunteering
- Duration in minutes: 30 min.
- Group size: 8-15
- Instructions for the trainer:
Print out the checklist developed by the International Red Cross for legal issues and volunteering (<http://www.ifrc.org/docs/Evaluations/Evaluations%202012/Global/GlobalLegalissuesvoltooikiteng12.pdf>), on pages 34-35, and let participants time to read it.
Then have a question and answer session. Underline that they should be familiar with the contents in order to ask potential voluntary services the right questions and to get clear agreements and contracts as a volunteer.
- Equipment: handouts
- Variations
- Tips and tricks for the trainer

UNIT 4: Local volunteering opportunities – Lost & Found

Duration: 4 hours

Aims:

- To allow participants to receive information directly from an active older volunteer or an external expert
- To give information on the different kinds of existing local opportunities for volunteering in the community
- To motivate participants to think about new areas of activity

Contents:

- Discussion round with active older volunteers speaking about their experiences in volunteering, **do's and don'ts, etc.**

Peer to Peer Support Fostering Active Ageing (2014-2016)

Activity 4.1: Discussion round with older volunteers

- Purpose of the exercise: get to know older volunteers who are active as volunteers
- Duration in minutes: 90 min.
- Group size: 8-15
- Instructions for the trainer:
Invite 5-8 active older volunteers from the community. Try to invite as many heterogeneous volunteers as possible – from social services, animal support, choirs, etc. Try to invite men and women as well. Tell these volunteers beforehand that they can bring as much material as possible to the workshop session.
Let all participants sit in a circle and have all active volunteers present themselves in 5 minutes (name, area of volunteering). Then let participants ask concrete questions and write down the answers for all to see.
Then distribute space in the room to each active volunteer and give participants 30-40 minutes time to talk to them individually and ask additional questions. Like this, singles or pairs can talk to their favourite volunteer and become acquainted to that person, without having all participants listen to all information.
- Equipment: chairs, tables, information material
- Variations
- Tips and tricks for the trainer

UNIT 5: Action plan for volunteering

Duration: 0.5 hours

Aims:

- To develop an individual action plan for volunteering
- To know the concrete next steps of becoming a volunteer
- To encourage participants to clarify personal goals
- To order thoughts and ideas for future action
- To plan concrete steps for future action
- To **turn 'dreams' for the future into action**

Contents:

- Work on action plans in groups or alone
- Discuss action plans together
- Make a date for a follow-up workshop

Activity 5.1: Action plan

- Purpose of the exercise: produce an action plan for volunteering
- Group size: 8-15
- Instructions for the trainer

Make sure participants are familiar with the idea of making an action plan to transform dreams into reality. Invite suggestions why a plan is a good idea. You can discuss the pros and cons with the whole group; use a flip chart to stimulate discussion.

Introduce a filled out or partially filled out example of an action plan as this helps people to get started. Allow time for questions before people start on their plan.

Participants start filling out the plan using the prepared format, individually or in pairs, if they wish.

After completing the plan it can be useful for people to discuss their plans in small groups.

Let people hear about others' plans and talk about their own. This makes plans more real and stimulates networking. People might need some time to amend their own plans on the basis of fresh input from discussion. Have additional forms available.

Participants are encouraged to take the plan home and implement it. In a follow-up workshop, participants can be invited to discuss progress and difficulties.

- Equipment:

Action plan templates, paper, pencils, flipchart, etc.

- Variations: none

- Tips and tricks for the trainer:

It might be hard for some older people to look ahead into the future and imagine volunteering in 5-10 years. It helps to say that plans can also be made for the immediate future of 12 months.

13 SPECIFIC MODULE 10:

ACTIVATING YOUR PARENTS

Contents:

- 13.1 Introduction
- 13.2 Training aims
- 13.3 Training contents
- 13.4 Target group
- 13.5 Training methods
- 13.6 Syllabus for a 5-hour-training (1 afternoon)

13.1 Introduction

Mental fitness and wellbeing can be described as positive approaches to health which emphasise a holistic state of complete physical, social and mental wellbeing and not merely the absence of disease or illness. Learning about active and healthy ageing can actively contribute to better mental fitness.

Mental fitness can be defined as a state or ability of emotional and psychological wellbeing in which a person is able to use his or her cognitive and emotional capabilities, function in society, and meet the demands of everyday life. **Mental fitness “is a condition of optimal functioning that [...] includes goal setting, critical thinking, creative thinking, learning and memory, expressing ideas clearly, and developing a positive mental attitude that includes: optimism; mental flexibility; self-esteem and confidence; and a willingness to risk” (see MENTA50+ Handbook).**

Mental fitness contains a number of concepts:

- Memory – activating memories from the past, recalling people and events
- Language – activating active language usage, storytelling etc.
- Executive functions – activating planning skills (for example planning a trip), sorting skills (for example sorting out information from the newspaper), categorisation skills (shopping lists) or intuition skills (being able to say 10 words with the letter P)
- Reasoning – activating abstract thinking, problem solving and logical thinking
- Attention – activating attention (listening and hearing in parallel etc.)

Mental fitness can be promoted with a number of approaches, also by direct activation through a child, neighbour or friend, but exercises can also be performed in groups of older people.

13.2 Training aims

This training plan targets at two groups of older people:

- older adults above 55 years who would like to activate their parents
- older parents above 70 years who would like to be activated, who live socially isolated or are rather passive

This training aims at giving older adults (55+) a guide with exercises to activate their own parents (70+) without a lot of effort or material. This training will take older adults through these exercises so that they can conduct them at home with their older mother or father.

Specifically, this training module aims at:

- **activating older parents’ memories about the past**
- activating language skills of older parents through storytelling
- activating reasoning of older parents
- stirring cognitive skills in older parents

13.3 Training contents

The training programme is a 5-hour training programme for older adults (55+) wishing to activate their older parents (70+) at home. The training programme can be performed in one afternoon in 5 hours.

In total the training module is divided into 5 units, which are 5 specific activation exercises:

1. Introduction
2. Walking memories
3. Why is this happening?
4. Storytelling at public holidays
5. Sharing emotions with music

13.4 Target group

Older adults above the age of 55, who have older parents aged 70-99 years who are rather passive, live alone, in a rural or urban area, who live a socially isolated life, and who want to activate them mentally.

13.5 Training methods

Training methods have to be adapted to the respective groups of participants but are generally interactive, allowing communication at all times of the training.

In order to successfully deal with the units of activating one's parents mentally as suggested above, clear and innovative methods are needed that suit the target group of the workshop (children of very old parents). The following methods are recommended:

- concrete exercises for mental fitness – trial and error
- story telling
- brainstorming on flipcharts
- group discussions (round tables, plenary, tables in U-form)
- creative activities (music)
- “fun factor” (e.g. active breaks), coffee breaks and other “events”

13.6 SYLLABUS FOR A 5-HOUR-TRAINING (1 AFTERNOON)

Duration: 5 hours

UNIT 1: Introduction

Duration: 30 minutes

Aims:

- Participants speak about why they are here (motives)
- Participants get to know each other
- **Participants get to know stories about their parents' living circumstances**

Contents:

- Introduction to active ageing and activating older parents

Activity 1.1: Introduction round

- Purpose of the exercise: clarify why people are here
- Duration in minutes: 20 min.
- Group size: 8-10
- Instructions for the trainer

Older adults (55+) should be invited to the training if they have parents at home who need to be mentally activated due to social isolation or other reasons.

Let all participants sit in a circle and let them say something about their own parents.

Then after an introduction explain that you will go through 5 exercises now to activate older parents and that you will theoretically speak and think through all these exercises, but that they have to be tried out at home after the training.

- Equipment: chairs in a circle
- Variations: -
- Tips and tricks for the trainer

UNIT 2: Walking memories

Duration: 60 minutes

Aims:

- To make a journey in one's living environment remembering the past
- To pinpoint that older people have a lot of memories and historical know-how about a certain area, place, region, town ...
- To match mental and physical fitness in a memory walk
- To think about how memories could be documented

Contents:

- To go for a walk together (child 55+ and parent 70+) and to ask specific memory questions while walking so that the older parent is activated to think about the past and to tell stories of the past connected to specific places (parks, roads, buildings, museums, shops, etc.)
- To activate cognitive functioning and visual orientation

Activity 2.1: Walking memories

- Purpose of the exercise: **to activate older people's memory about the place where they live**
- Duration in minutes: 120 min.
- Group size: 2 (older adult 55+) and (older parent 70+)
- Instructions for the older adult:
This exercise can actually not be tried out in a classroom. It should be explained by the trainer and tried out with the older parent (70+) individually by the older adult (55+). However, the walking route could be planned beforehand and also the questions to ask. Older parents should be activated to remember historic places and events, and recall other memories connected to their direct living environment.
The memory walk takes about 1-2 hours depending on walking pace and condition of the older parent. Plan an adequate walking route beforehand – passing important buildings and relevant places for the biography of the older parent. A lot of times older parents have a deep relationship towards the environment they live in and connect numerous memories to these places. As the older adult (55+) ask questions like: "When were you here the last time?", "What happened here during the war?", "How was this building used 20 years ago?" etc. Take your time to stop in front of relevant places or buildings and animate the older parent to tell a story about it. As a listener always stay positive and neutral, not judging the memory of the older parent, since this exercise is not about a "correct" memory, but about activating older parents who stay at home a lot or are socially isolated.
When the walk is over, support the older parent to reach home and talk about a follow-up walk taking a different route.
- Equipment: walking route, maps to draw on and cut out, pens, paper
- Variations: could also be done in a group of people; could also be documented with photos by the older adult or the older parent;
- Tips and tricks for the trainer

UNIT 3: Why is this happening?

Duration: 60 minutes

Aims:

- Engaging in an intergenerational challenge of arguments
- Increasing active language skills
- Increasing abstract thinking, cognitive skills, logical arguing, problem solving
- Increasing the necessity to develop hypothesis and opinions for everyday situations and problems
- Increasing the relevance and importance of processing information

Contents:

- Processing and discussing of newspaper articles between older adult (55+), older parent (70+), grandchildren, neighbours, and significant others

Activity 3.1: Why is this happening?

- Purpose of the exercise: activating language and logical thinking skills
- Duration in minutes: 20 min. with two articles
- Group size: 3-4
- Instructions for the older adult:
Older people tend to argue in the same way, when they are faced with events and happenings. In this exercise the older parent, the older adult and others (grandchildren, cousins, neighbours) come together to argue current issues and problems. The older adult presents a newspaper article of relevance, for example an article which says that older people who drive a car are more and more victims of accidents. Then the older adult asks: Why is this happening?
Then a discussion process starts and each individual is told to take a position, for example: **A) I don't think older people should drive a car, B) I think older people should be left the choice to drive on their own, C) Accidents happen in all age groups etc.** Each person thinks about arguments which suit their position and argues them in front of everybody. Then in the next newspaper article the same thing happens, roles can be switched, and another topic can be argued.
- Equipment: newspaper articles
- Variations: Participants can also use paper and write down their arguments.
- Tips and tricks for the trainer:
This is an intergenerational exercise and works well with grandchildren and teenagers as well.

UNIT 4: Storytelling at public holidays

Duration: 60 minutes

Aims:

- To allow older parents to rethink past times and family history
- To give information to the younger generation about past times and family history
- To activate cognitive thinking, long-term memory and short-term memory

Contents:

- Invite older parents to tell a story about how they used to spend their public holidays in former times in the family, during war, after war etc.

Activity 4.1: Storytelling at public holidays

- Purpose of the exercise: activation of memories
- Duration in minutes: 30 min.
- Group size: 3-15
- Instructions for the older adult:
Storytelling strengthens episodic memory, increases self-confidence and speaking skills. Invite older parents to tell a story about how they used to spend their public holidays in former times in the family, during war, after war etc.
Holidays could be Christmas holidays and family feasts during Christmas, including the traditions of giving away presents, singing, going to church, cooking together or other family traditions. Other holidays could be: Easter, Pentecost, New Year, and depending on the religion of older people also other holidays like Passover, Feast of Tabernacles, Hanukkah, Purim, etc.
Invite the older parent to tell the whole story and to activate the person by not interrupting the story. Ask questions afterwards and stir memories. Through storytelling older parents can pass on their experiences and talk about their own biography.
- Equipment:-
- Variations
- Tips and tricks for the trainer

UNIT 5: Sharing emotions with music

Duration: 30 minutes

Aims:

- To share emotions connected to music
- To activate emotions and long-term memory of older parents (70+)
- To activate the senses (sound)

Contents:

- Listening to music or literature together in order to activate emotions attached to them

Activity 5.1: Listening to music

- Purpose of the exercise: listen to music together
- Group size: 2 or more
- Instructions for the older adult (55+):
Older people have an enormous knowledge about music, songs, and acoustics. They have collected memories and knowledge for many years. Sometimes memories can be activated through music easily, more easily than through narratives. In this exercise also emotions are stirred as well as reactions to the music.
Ask for permission to look for music or records or CDs in the older parent's home. Ask the person which music he or she would like to hear. Then turn on the music and listen to the text and the sound together.
Let the older parent (70+) guess which piece of music is on (song title and interpreter) and ask the older parent to tell you about their feelings, memories, or anything else they connect with the song. Then go on to the next one.
In total, go on for 30 minutes.
- Equipment: different music on records or CDs
- Variations: can also be done in a group of older parents
- Tips and tricks for the older adults:
Allow time between songs so that the older parent can tell a story or dwell in memories.
Don't go on too fast.

DENMARK

14 SPECIFIC MODULE 11:

MODERN APPROACH TO AGEING PROCESS

Contents:

- 14.1 Introduction
- 14.2 Training aims
- 14.3 Training contents
- 14.4 Target group
- 14.5 Training methods
- 14.6 Syllabus for a 5-unit-training (1 session)

14.1 Introduction

This training module is number 1 out of 2 modules that are written by the Danish project partner. The rationale behind these two modules is partly the results of the knowledge and feedback we have obtained from an electronic survey, from interviews with seniors and from the 2 focus group meetings we organized in Denmark - particularly from the focus group meeting with members from the target group of the project.

The results and conclusions of these activities are rather clear: There are virtually no Danish senior citizens, who believe that they personally need more education or information about ageing, ageing processes and the value of active ageing. It is clearly expressed, especially by the focus group members that they think this applies to all seniors in Denmark: There is not a need for courses or for further material related to active ageing. This general opinion is confirmed by the results from the electronic questionnaire, as 80% of the respondents express that they do not think they themselves need courses on this topic and furthermore that they do not believe that there is a need in general.

It is obvious that seniors and people moving into senior life in Denmark feel that they are well informed in general when it comes to active ageing and they think that they have easy access to information on the topic, if they see the need for further knowledge. They are well aware of need for active ageing and the benefits of active ageing. Most of the focus group members expressed that they are already involved in many activities - based on such an understanding and awareness. After the members of the focus group had expressed their opinions, the focus group leader introduced them to a number of facts. These are facts that are scientifically proved and they are related to what actually has a significant effect with regard to how your life will be as a senior citizen. The focus group members were also asked to give their opinion on a number of statements and assumptions about losses and myths related to getting old.

The examples were from social, mental and physical fields. Presentation of statistical data on: What does the loss of a spouse mean and how many people lose functionality due to this? Presentation of a series of "mythological" physiological losses – people normally see as the result of "normal ageing".

The focus groups members (+55) were briefly introduced to some results of scientific research showing what factors and what conditions facilitate or hinder a good ageing. One of the facts, which were presented, was that many of the activities, which the focus group members were involved in – in fact do not have any health promoting effect. This changed the approach of the group to the subject very quickly and significantly and the conclusions after the small session were:

- You do not search for knowledge about something you do not know exist
- You do not search for training and knowledge - when you think you already know enough.

14.2 Training aims

The aims of the training modules are:

- To give the target group +55 an opportunity to gain an insight into how and why we think the way we do with regard to the last period of life: Old age.

Peer to Peer Support Fostering Active Ageing (2014-2016)

- To give the target group + 55 target a background knowledge of various old age theories - especially the theory on decay and the recent theoretical framework for a more positive image of the ageing process.
- To provide the target group +55 with a solid, broad approach to discussing ageing and life chances in the final – and long - part of the life cycle.
- To provide the target group +55 with a new and more proactive understanding and awareness of the ageing process and furthermore to motivate them to operationalize this more proactive understanding.

14.3 Training contents

- The dominant theories that lie behind the traditional, still prevailing, understanding of old age
- Text that focuses on the subject: We grow old in the image of our grandparents ageing process.
- Text that focuses on the topic: Why do we not know what is "normal ageing" - although the topic "normal ageing" has been taught for decades.
- Documents and models that illustrate the "New proactive understanding of ageing"
- A few scientific key results will be presented to visualize the difference between different groups of seniors where the difference is due to the fact *either* that these groups of people have come to a new understanding of old age *or* that they were stuck in the traditional understanding.

This module is divided into 5 units:

- Getting started
- The traditional theories on ageing: The theory of decay
- A new proactive approach to the ageing process
- Does the new knowledge make a difference for you? And in what way/ways?
- Finalizing the program of the day

14.4 Target group

Seniors +55

14.5 Training methods

The teaching method and organization will primarily be dialogue-based teaching.

- The participants are shortly introduced to the historical background of the theories / understandings of ageing and the theoretical frameworks.
- During the process they will be asked to discuss in pairs
- The theories will be presented through examples and identifiable storytelling in order to promote a humorous approach. Many of the participants have probably not been participating in education for many years and some of them have a short educational background.
- The participants will be asked to present stories themselves, which they think are illustrative with regard to the issues being addressed.
- Humouristic PowerPoint Presentations

14.6 SYLLABUS FOR A 5-UNITS-TRAINING (1SESSION)

Duration: 5 hours

UNIT 1: Getting started

Duration: 1 hour

Aims:

- Getting a good start
- Short presentation of the program of the day: (the activities and what can the participants learn from them)
- Presentation of participants
- Participants express their expectations to the training.
- The participants get the opportunity to present their own personal view on life and express what they expect from the different phases of life.

Contents:

1. Welcome by the trainer. Presentation of the training venue and practical information
2. PowerPoint Presentation of the program. Questions and comments from the participants.
3. Participants introduce themselves:
 - a. By telling about an activity they started after they were 55 years old or within the last 5 years
 - b. By telling about something, they are doing today – but expect they will have to give up sooner or later because of age.
4. On a piece of paper with a diagram in which age is specified horizontally and development potential / learning potential is marked vertically, the participants draw their expectation to the different phases of life
 - a. The drawings/diagrams are placed on the board in the classroom.

Activity 1.1 & 1.2:

- Purpose of the exercise: The participants are given – and have understood - the practical information about the training and the building where the training is taking place. The participants are given an insight in the training. Mutual expectations are clarified and discussed in order to avoid that there will be misunderstandings and disappointments later.
- Equipment: Photocopies – PowerPoint Presentation
- Duration in minutes: 10 min.
- Group size: minimum 8 max 20
- Instructions for the trainer. Bring material that gives the participants easy understandable practical info about toilets, coffee breaks, possibilities for smoking etc.

Activity 1.3:

- Purpose of the exercise:

The participants know with whom they are together. They get two specific pieces of information on each of the other participants and can follow up if they have interest.

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- Duration in minutes: 5-10 min.
- Group size: minimum 8 max 20
- Instructions for the trainer
- Equipment: chairs in a circle, PowerPoint Presentation, copies of program
- Variations
- Tips and tricks for the trainer:
 - Let the participants introduce themselves with their name, their age, and personal details about where they live and/or where they worked. Then hand out paper and pens and ask them to write down the most interesting question - in their opinion - when it comes to ageing. The teacher collects the questions – and integrates them in the program of the day.

Activity 1.4:

- Purpose of the exercise: **Each participant's view of the old age and what he /she thinks applies to normal ageing is presented.**
- Duration in minutes: 30 min.
- Group size: minimum 8 max 20
- Instructions for the trainer
- Equipment: Chairs and tables, Flip chart
- Variations:
- Tips and tricks for the trainer.
 - Write relevant key words on the flip chart

Activity 1.5:

- Purpose of the exercise:
 - The participants are introduced to different views and perceptions of the aging process / the aging development.
- Duration in minutes: 5-10 min.
- Group size: minimum 8 max 20
- Instructions for the trainer
- Equipment: chairs in a circle, power point presentation, copies of program
- Variations
- Tips and tricks for the trainer

UNIT 2: *The traditional theories on ageing: The theory of decay*

Duration: 1 hour

Aims:

The participants understand the background of the most widespread and most common theories on old age and they are shortly introduced to the theory of decay.

Contents:

1. PowerPoint Presentation illustrating the trainer's presentation of the theory.
2. PowerPoint Presentation illustrating the trainer's presentation of the historical background of the theory
3. Discussion on the topic: we grow old with our grandparents / great-grandparents as role models for the only one who has gone all the way

Activity 2.1:

- Purpose of the exercise:
 - The participants get to know the theories – the background of the theories and the impact and consequences of this approach to the ageing process
- Duration in minutes: 20 min.
- Group size: minimum 8 max 20
- Instructions for the trainer
- Equipment: PowerPoint Presentations
- Variations
- Tips and tricks for the trainer

Activity 2.2:

- Purpose of the exercise:
 - To make the participants know the historical background of the theories
- Duration in minutes: 20 min.
- Group size: minimum 8 max 20
- Instructions for the trainer
- Equipment: PowerPoint Presentations
- Variations
- Tips and tricks for the trainer

Activity 2.3:

- Purpose of the exercise:
 - To give the participants the opportunity to discuss in small groups what they have understood, what they agree about and what they disagree about
- Duration in minutes: 20 min.
- Group size: minimum 8 max 20
- Instructions for the trainer
- Equipment: PowerPoint Presentations
- Variations

- Tips and tricks for the trainer

UNIT 3: A new proactive approach to the ageing process

Duration: 1.5 hours

Aims:

The participants get a better understanding of the ageing process and the importance of a new and proactive approach to ageing

Contents:

1. PowerPoint Presentation illustrating the trainer's presentation of the theory
2. PowerPoint Presentation illustrating the trainer's presentation of the historical background of the theory
3. Discussion on the topic: I will become the one I decide to become, even though I don't decide anything.

Activity 3.1 & 3.2:

- Purpose of the exercise:
 - The participants get to know the theories – the background of the theories and the impact and consequences of this approach to the ageing process
- Duration in minutes: 60 min.
- Group size: minimum 8 max 20
- Instructions for the trainer:
- Equipment:
- Variations
- Tips and tricks for the trainer

Activity 3.3:

- Purpose of the exercise:
 - To give the participants the opportunity to discuss in small groups what they have understood, what they agree about and what they disagree about.
- Duration in minutes:
- Group size minimum 8 max 20
- Instructions for the trainer
- Equipment
- Variations
- Tips and tricks for the trainer

a. *UNIT 4: Does the new knowledge make a difference for you? And in what way/ways?*

Duration: 0.5 hours

Aims:

- The participants obtain knowledge about how you develop through old age and about what happens under different conditions
- The participants get the opportunity to formulate development areas for themselves, and to make a plan for how the development objectives will be realized: What - Why – How.

Contents:

A model for the formulation of objectives and for the realization of the objectives

Activity 4.1 Action plan:

- Purpose of the exercise:
 - The participants make at least one decision about a personal area of development
 - The participant make a plan for the realization of their objectives
- Group size: minimum 8 – max 20
- Instructions for the trainer
- Equipment
- Variations
- Tips and tricks for the trainer

UNIT 5: Finalizing the program of the day

Duration: 0.5 hours

Aims:

- To follow up on the notes that the participants made at the beginning of the day.
- To give the participants the opportunity to ask their last questions and to evaluate if it has been useful for them to participate.
- To make sure that all participants have an answer to the question they asked at the beginning of the training.

Contents:

- The notes written by the participants

Activity 5.1:

- Purpose of the exercise:
 - To clarify if the participants have changed their minds regarding having to give up activities due to ageing process.
 - To sum up the results of the day

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- Group size: minimum 8 - max 20
- Instructions for the trainer:
 - Ask each participant
 - Respect if someone doesn't want to answer
- Equipment
- Variations:
- Tips and tricks for the trainer

15 SPECIFIC MODULE 12:

MYTHS AND FACTS ABOUT ACTIVE AGEING

Contents:

- 15.1 Introduction
- 15.2 Training aims
- 15.3 Training contents
- 15.4 Target group
- 15.5 Training methods
- 15.6 Syllabus for a 4-lesson-training (1 session)

15.1 Introduction

This training module is number 2 out of 2 modules that are written by the Danish project partner. The rationale behind these two modules is partly the results of the knowledge and feedback we have obtained from an electronic survey, from interviews with seniors and from the 2 focus group meetings we organized in Denmark - particularly from the focus group meeting with members from the target group of the project.

The results and conclusions of these activities are rather clear: There are virtually no Danish senior citizens, who believe that they personally need more education or information about ageing, ageing processes and the value of active ageing. It is clearly expressed, especially by the focus group members that they think this applies to all seniors in Denmark: There is not a need for courses or for further material related to active ageing. This general opinion is confirmed by the results from the electronic questionnaire, as 80% of the respondents express that they do not think they themselves need courses on this topic and furthermore that they do not believe that there is a need in general.

It is obvious that seniors and people moving into senior life in Denmark feel that they are well informed in general when it comes to active ageing and they think that they have easy access to information on the topic, if they see the need for further knowledge. They are well aware of need for active ageing and the benefits of active ageing. Most of the focus group members expressed that they are already involved in many activities - based on such an understanding and awareness. After the members of the focus group had expressed their opinions, the focus group leader introduced them to a number of facts. These are facts that are scientifically proved and they are related to what actually has a significant effect with regard to how your life will be as a senior citizen. The focus group members were also asked to give their opinion on a number of statements and assumptions about losses and myths related to getting old.

The examples were from both social, mental and physical fields:

- Presentation of statistical data on: What does the loss of a spouse mean and how many people lose functionality due to this.
- Presentation of a series of "mythological" physiological losses –people normally see as the result of "normal ageing"

The focus group members (+55) were briefly introduced to some results of scientific research showing what factors and what conditions facilitate or hinder a good ageing. One of the facts, which were presented, was that many of the activities that the focus group members were involved in – do in fact not have any health promoting effect. This changed the approach of the group to the subject very quickly and significantly and the conclusions after the small session were:

- You do not search for knowledge about something you do not know exists
- You do not search for training and knowledge - when you think you already know enough.

15.2 Training aims

The aims of the training modules are:

- To provide the target group +55 with the latest factual and scientific knowledge about the aging process and the issues that matter in determining whether the personal ambition to have a good life will be realized or not.
- To provide the target group + 55 target with background knowledge, which will enable them to be critical with regard to all the commercial promotion, targeted to them. To make them able to separate myths from facts in the large daily flow of information.
- To give the target group +55 the opportunity to reverse own faith and experience related to "expected loss"

15.3 Training contents

The contents of this module will be the presentation of a number of scientific achievements from the last approximately 10 years. The training material is edited and adjusted to the target group. It is important to bear in mind that many seniors have not taken part in educational activities for many years and many of them have a short educational background

This module is divided into 6 units dealing with the physiological, the mental and the social aspect of ageing.

- The physiological aspect of ageing
 - What do we know and what do we regard as normal physical and motoric loss related to normal aging.
 - Why do we buy so many vitamins and nutritional supplements when we know that they have no effect?
 - Why do we walk so much - when it has no effect? - what are the requirements to a walk if it should have any effect on our health
- The mental aspect of ageing
 - What do we know about how the brain can be trained and what determines whether you have a good brain function in old age?
 - Is a change in mentality in old age something natural?
"I have a good memory", you often hear older seniors say. Why do they say that?
- The social aspect of ageing
 - Which social conditions in life play the most crucial role in determining whether a social change will make life easier or more difficult
 - When is something too late in the social field?

15.4 Target group

- Seniors +55

15.5 Training methods

The teaching method and organization will primarily be dialogue-based teaching. The participants will be introduced to both new scientific information related to the "good old age" and to more well-known and documented information about the effects of an "active aging"

Peer to Peer Support Fostering Active Ageing (2014-2016)

- During the process the participants will be asked to discuss in pairs
- They will be asked to brainstorm on different topics in order to clarify what they actually know and what they think they know as facts.
- The new knowledge will be presented through examples and identifiable storytelling in order to promote a humorous approach. Many of the participants have probably not been participating in education for many years and some of them have a short educational background.
- The participants will be asked to present stories themselves, which they think are illustrative with regard to the issues being addressed
- Humoristic PowerPoint Presentations

15.6 SYLLABUS FOR A 6-UNIT-TRAINING (1SESSION)

Duration: 8.5 hours

UNIT 1: Getting Started and First Myth

Duration: 1 hour

Aims:

- Getting a good start
- Short presentation of the program of the day: (the activities and what can the participants learn from them)
- Presentation of participants
- Participants express their expectations to the training.
- Participants get the opportunity to relate to the first myths and facts about old age

Contents:

1. Welcome by the trainer. Presentation of the training venue and practical information
2. PowerPoint Presentation of the program. Questions and comments from the participants.
3. Participants introduce themselves by telling about one of their activities they believe has a health promoting effect for them
4. On the basis of 10 questions / assertions, participants will discuss in pairs - which of the 10 questions / postulates are myths and which ones are facts.
5. Participants write their answers on the flip chart. The answers are compared and it will be explained what is myth and what is fact about active ageing - and the result will show whether they agree or disagree about what is myth and what is fact about aging.

Activity 1.1 & 1.2:

- Purpose of the exercise: The participants are given – and have understood - the practical information about the training and the building where the training is taking place. The participants are given an insight in the training. Mutual expectations are clarified and discussed in order to avoid that there will be misunderstandings and disappointments later.
- Equipment: Photocopies – PowerPoint Presentation
- Duration in minutes: 10 min.
- Group size: minimum 8 max 20
- Instructions for the trainer. Bring material that gives the participants easy understandable practical info about toilets, coffee breaks, possibilities for smoking etc.

Activity 1.3:

- Purpose of the exercise:

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- The participants know with whom they are together. They get two specific pieces of information on each of the other participants and can follow up if they have interest.
- Examples of activities, which the participants regard as health promoting, are collected and written on the flip chart.
- Duration in minutes: 5-10 min.
- Group size: minimum 10 max 20
- Instructions for the trainer
- Equipment: chairs in a circle, power point presentation, copies of program
- Variations:
- Tips and tricks for the trainer
 - Let the participants introduce themselves with their name, their age, and personal details about where they live and/or where they worked. Then hand out paper and pens and ask them to write down the most interesting question - in their opinion - when it comes to ageing. The teacher collect the questions – and integrate them in the program of the day.

Activity 1.4:

- Purpose of the exercise:
 - Each participant's view of the old age and what he /she thinks applies to normal ageing is presented.
- Duration in minutes: 30 min.
- Group size: minimum 8 max 20
- Instructions for the trainer
- Equipment: Chairs and tables, Flip chart
- Variations:
- Tips and tricks for the trainer.
 - Write relevant key words on the flip chart

Activity 1.5:

- Purpose of the exercise: A common view on myths and facts are established among the participants regarding the topics that they have selected themselves.
- Duration in minutes: 5-10 min.
- Group size: minimum 8 max 20
- Instructions for the trainer
- Equipment: chairs in a circle, power point presentation, copies of program
- Variations:
- Tips and tricks for the trainer

UNIT 2: Myths

Duration: 1 hour

Aims:

To present a number of myths about ageing and becoming old – and to start a discussion about why we believe they are facts.

Contents

4. The teachers presents 5 common myths (PowerPoint Presentation).
5. A questionnaire is handed out to the participants. It is focusing on other myths about what **we know from different research are representing a “normal” understanding of ageing process** – combined with scientific facts.

Activity 2.1:

- Purpose of the exercise:
 - To start the session by surprising the participants and opening up their minds to realize that we probably don't know very much about opportunities in old age.
- Duration in minutes: 20 min.
- Group size: minimum 8 max 20
- Instructions for the trainer
- Equipment: PowerPoint presentation
- Variations.
- Tips and tricks for the trainer:

Activity 2.2:

- Purpose of the exercise:
 - The same as activity one: surprise the participants and open up their minds to realize that we probably don't know very much about opportunities in old age.
- Duration in minutes: 20 min.
- Group size: minimum 8 max 20
- Instructions for the trainer
- Equipment: PowerPoints Presentation
- Variations
- Tips and tricks for the trainer

UNIT 3: Facts about the social aspect of old age

Duration: 1.5 hours

Aims:

To present to the participants scientific facts – related to social matters/ situations, which have the biggest impact on ageing life. To start a discussion on this topic.

Contents:

- 5 - 10 scientific results related to social matters having the strongest impact on the ageing period after a social event happened in life.

Activity 3.1:

- Purpose of the exercise:
 - To discuss and learn from the information that is given.
 - Why is it so?
 - What can we learn from this information?
 - What actions can be taken by the individual citizen
 - What actions can be taken by society.
 -
- Duration in minutes: 60 min.
- Group size: minimum 8 max 20
- Instructions for the trainer:
 - Give the participants time for silent reflections, when they have got to know the results of the scientific research.
- Equipment:
- Variations
- Tips and tricks for the trainer

UNIT 4: Facts about the physical aspects of the ageing process

Duration: 4 hours

Aims

To inform the participants about some scientific facts related to physical development or change during the ageing process, which have the biggest effect on old age life and to start a discussion on the topic.

Contents

- 5 to 10 scientific results related to physical development or change during the ageing period, which have the strongest impact on old age life

Activity 4.1

- Purpose of the exercise:
 - To discuss and learn from the information.
 - Why is it so
 - What can we learn from this information
 - What actions can be taken by the individual citizen
 - What actions can be taken by society.
- Duration in minutes: 90 min.
- Group size: minimum 8 max 20
- Instructions for the trainer
- Equipment: chairs, tables, information material
- Variations
- Tips and tricks for the trainer

UNIT 5: Facts about the mental/psychological aspects of the ageing process

Duration: 0.5 hours

Aims

- To present to the participants scientific facts – related to the mental and psychological development or change, which have the biggest impact on old age. To start a discussion on the topic

Contents

- 5 to 10 scientific results related to the mental and psychological aspect regarding change during the ageing process, which have the strongest impact on the ageing period

Activity 5.1 Action plan

- Purpose of the exercise:
 - To discuss and learn from the information.
 - Why is it so
 - What can we learn from this information
 - What actions can be taken by the individual citizen
 - What actions can be taken by society.
- Group size: minimum 8 max 20
- Instructions for the trainer
- Equipmen
- Variations
- Tips and tricks for the trainer

UNIT 6: Finalizing the program of the day

Duration: 0.5 hours

Aims

- To give the participants the opportunity to ask their last questions and to evaluate if they have become more aware of myth and facts about ageing process.
- To make sure that all participants have an answer to the question they asked at the beginning of the training.

Contents:

- The notes written by the participants

Activity 6.1

- Purpose of the exercise:
 - To sum up the result of the day

- Group size: minimum 8 max 20
- Instructions for the trainer:
 - Let the participants read their own question and ask answer them whether they have got an answer.
- Equipment
- Variations: none
- Tips and tricks for the trainer

GENERAL CONCLUSION

After the implementation of Training program for Peer Facilitators in all partner countries, project partners evaluated the results and prepared the list of recommendation and conclusions for future implementation purposes and improving the already existing examples. Partners are very satisfied with the overall results, because we have fulfilled all anticipated goals set in the project application phase.

This means we have prepared and tested the learning materials for Training of Peer facilitators (50 pages), implemented dissemination methods for inclusion of seniors into training program and, finally, successfully trained all of the participants as Peer Facilitators in Peer to Peer Support Fostering Active Ageing program. Together, 48 senior participants (55+) from 6 partner countries were included and trained as Peer Facilitators, ready to start with implementation activities for Face to Face program and e-learning platform.

Conclusions from National summaries:

- Peers, included in the training, have high level of abilities to lead / mentor the group of seniors (mostly their own or similar age). Not only they were trained well, as they stated in questionnaires and focus group discussion, they have a high level of social and empathic competences, they come from teaching profession, and have a wide range of experience.
- Seniors are keen on social activities, although sometimes they need a bit of encouragement.
- **Although they stated and also showed the appropriate level of ICT literacy, they don't feel quite** capable to lead the group via e-learning portals. They are not confident in their ability to use the ICT technologies in the way the e-learning facilitation should require. We decided to prepare the e-learning platform for active ageing education nevertheless, not only because we promised so in the application, but mainly because we want to at least try and give the best effort to overcome their fears of computers so we arranged the separate learning session for e-learning facilitation.
- We can say that future peers are well prepared and anxious about starting the sessions with seniors in classrooms. There were some issues during the training about different approaches towards participants and about different methods of delivery, but in general all of the future peer facilitators in the group have experience in teaching and mentoring, and are expected to do very well in the group. We will provide the results from Face to face and E-learning sessions in National report on piloting both groups.
- Active ageing is a diverse and broad topic that the participants understood quite differently, even **between countries. Being "active in ageing process" is still too bound and too much referred only to** physical activity, while the mental activity is left aside or not so recognized. To conclude: happy and satisfied human is healthier. Optimistic person lives longer and less stressful. In any case, creating the group of trained and well prepared, organized and confident peer-facilitators, gives us the opportunity to involve wider audience into activities and education for seniors, if only we find possibilities to involve them into organizations normal activities.
- The peers training can be conducted as it is again. Future peers have already a good base of expertise and experience in the field of senior education. A requirement for the success of this integrative participatory approach followed in Austria is that also future peers have already a good base of expertise and experience in the field of senior education.
- Seniors are interested in working with the computer and internet. Therefore, a large support would be e-learning program.

- The PPS project and this phase of the Training Programme for Facilitators have been highly valued and they are of extreme relevance for the current educative approach and pro-active attitude towards active ageing of our institution, the UPUA at the University of Alicante.
- In the big cities in Denmark, there is already an overwhelming amount of initiatives and offers related to active ageing and many organisations are working in the field.
There are also many national campaigns encouraging elderly people to be active, and many materials on the topic are available
- However, there are groups especially in smaller towns and in rural areas that are not reached and not affected by the campaigns. In these towns and villages, there are less initiatives and offers to the elderly people.
- There are also groups in the big cities – for example among immigrants – where there is not enough knowledge about the importance of active ageing (for instance due to language barriers and/or cultural barriers).

Recommendations for future implementation of Training program for Peer Facilitators:

- a) Without some sort of funding, on the other side, those activities could not be provided, as far as Slovenia is concerned, because there are no mechanisms that would support such gatherings. This is also one reason more for trying our best with e-learning facilitation – this could be offered to all participants for free and via distance, with trained peer-facilitators as non-formal mentors to follow their success and successfulness of delivery in virtual classroom.
- b) We consider that the peer-to-peer training is one of the means that can be used in order to **“disseminate” the active ageing training and ‘reach’ a wider scope of the population so that we can really say we are offering a sustainable future for the ageing population of the society of the 21st century.**
- c) All in all, we are conscious that is capital to present short and long-term schemes so that the **peer-to-peer training will be successful as the ‘actors’ are older adults that should be facilitated** with all the resources, tools, skills, and the necessary knowledge to perform their projects. We still believe that this phase is not solved as the future facilitators, beyond their commitment, effort, time and generosity, cannot assume the expenses (infrastructures, means, resources, time, and dissemination techniques) that the implementation of these projects require. This is a key issue that we should take into account if our objective is to work on the continuation of the project in the future.
- d) Active ageing is not perceived per se positively and should also be communicated more differentiated in order to attract seniors. As a consequence and to express both sides (activity and disengagement) the title of the seminar programme for seniors has **been adapted to “Active and conscious ageing”**.
- e) In order for the PPS program to be successful and sustainable in Denmark, it is recommended to add **the activity “Development of each participant’s individual health profile” to the contents as it really proved to be an eye-opener and a motivator for the participants to take the initiative to make changes in their life.**
- f) In order to be able to offer the development of the profile there must be access to the necessary equipment.

All developed materials and e-learning classrooms could be freely accessed through www.activeageingproject.eu. The didactical materials are prepared in PDF forms and could easily be used in interested countries. All materials are free to interested public and could be downloaded, printed and used

Peer to Peer Support Fostering Active Ageing (2014-2016)

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PARTNERS

www.activeageingproject.eu



LUP Ljudska univerza Ptuj/Public university of Ptuj

Contact person: MSc Petja Janžekovič
e-mail: petja.janzekovic@lu-ptuj.si
website: www.lu-ptuj.si



PUMS Poznan University of Medical Sciences

Contact person: Prof. dr hab. Ewa Florek
e-mail: eflorek@umed.poznan.pl
website: pums.ump.edu.pl



GRETA du Velay

Contact person: Pierre Carrolaggi
e-mail: pl.carrolaggi@velay.greta.fr
website: www.velay.greta.fr



UPUA Universidad Permanente de la Universidad de Alicante

Contact person: Concepción Bru
e-mail: upua.internacional@ua.es
website: web.ua.es/en/upua



Die Berater®

Contact person: Franziska Steffen
e-mail: f.steffen@dieberater.com
website: www.dieberater.com



Aarhus Social and Health Care College

Contact person: Bodil Mygid Madsen
e-mail: BMM@sosuaarhus.dk
website: <http://www.sosuaarhus.dk/international>



This project has been funded with support from the European Commission. This publication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.