

Elbląg Educators for Seniors

Collection of materials from the workshops



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w Elblągu

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The publication „Elbląg educators for seniors.
Collection of Workshops Materials”
has been prepared as part of the project entitled
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Erasmus+

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Introduction



Antoni Czyżyk

Director
of the Center of European Meetings
„Światowid” in Elbląg


The post-project publication „Elbląg educators for seniors” was from the beginning intended as a collection of materials constituting practical help and inspiration for people working with or for seniors.

The materials collected here are intended for all people who would like to conduct classes for older people – regardless of their work experience or the space of activity – a day house, a nursing home, a community center, a public library, a university of the third age, a housing estate club, etc. Materials collected during the implementation of the project „Elbląg educators for seniors” can, and even should be transformed and adapted to different conditions and needs. They are intended as materials to be used during group workshops, but they can also be useful in individual work with the elderly (although in this case they require changes). The authors of the materials are employees of four organizations – the Center of European Meetings „Światowid” in Elbląg (project leader), Asociación de Innovación, Formación y Empleo para el Desarrollo sostenible in Granada (project partner), Euro-Net from Potenza (project partner) and EBB Europass Berlin Beratungsbüro GMBH in Berlin (former name of the organization was International Exchanges Berlin, project partner) – with many years of diverse experience in conducting workshops for seniors. The presented materials arise from their previous practice and are the result of their cooperation and exchange of ideas.

Due to the goals we wanted to achieve in the project „Elbląg educators for seniors”, by selecting partner organizations, we were looking for leaders in the field of senior education. We wanted to establish contact with institutions that have extensive experience in working with the elderly, have the appropriate infrastructure for such activities and have qualified, creative staff. We put special emphasis on the selection of organizations where senior volunteering is developed, the idea which we wanted to draw to our institution. We also wanted to involve the project partners who implement original activities related to the cultural heritage of their country and popularize them in an interesting form. So we were looking for foreign partners who would be able to conduct attractive workshops, combining education with intelligent entertainment that will serve as an inspiration for Polish animators. We succeeded! The partners selected by us conduct wide-ranging activities, offer seniors an attractive program, and emphasize the integration of the elderly with other age groups and counteracting the exclusion and marginalization of seniors, they actively develop and increase the competences of their staff and attract enthusiasts.

The materials constituting the central and most important content of the publication are provided with an introduction presenting the objectives of the project entitled „Elbląg educators for seniors” and information about its authors and producers.

About the project



The most important long-term results of the project will be improvement of level of cultural and educational activities in the countries involved, and thus the systematic improvement of quality of life of seniors and competences of educators.

The project „Elbląg educators for seniors” was aimed at seniors and instructors who develop and implement a cultural and educational offer for them.

Our goal was to expand the program addressed to the elderly, for original, innovative proposals and activities as part of the Active Senior Club. We also wanted to create a network of seniors volunteering in Elbląg, gradually extending it to the entire region. The activities were implemented on the level of exchanging good practices in cooperation with institutions from three partner countries – Spain, Italy and Germany.

In the first phase of project's implementation participated a group of instructors, seniors and managers from institutions from partner countries.

The result of the project activities was to encourage older people to participate in activities offered by local institutions, and to engage them to the maximum in activities for their own community, with the use of possessed knowledge and skills. By reaching especially people who have not used outdoor forms of spending time before, we wanted to motivate seniors to act, and thus prevent their disadvantage, marginalization and exclusion.

In order to achieve the intended goals, some of the project activities were directed to educators who prepare an offer for the elderly. We managed to expand the competences and knowledge of animators, enabling them to work in an international team and introducing them to new trends in senior education.

The staff from CSE „Światowid” also participated in a language course. Increasing their English language skills made their cooperation easier with educators from other countries and access to English-language materials, thematically related to the implementation of the task.

As part of the project, multi-day workshops should take place in each of the partner countries. Polish instructors planned to share their knowledge and skills with partners from Spain, Italy and Germany. Each of the partners was to carry out similar activities in Poland, educating Elbląg instructors in the field of innovative methods of working with seniors, implemented in their countries. On the last day of the workshop, guest instructors should conduct demonstration classes for a group of seniors to be watched by animators from the host institution. The aim was to learn and apply the discussed forms of work.

In 2019, we managed to implement training programs conducted by partner organizations in Poland. Educators from the involved institutions shared their experience and knowledge in the field of organizing senior volunteering and selecting and conducting non-standard classes using original work techniques, relating to the culture and traditions of a given country.

For 2020, teaching activities were planned to be conducted by instructors from CSE „Światowid”. Due to the COVID-19 pandemic, this part of the assignment was carried out online. There were no demonstration classes for seniors, due to the particularly high risk of developing coronavirus for this age group.

Due to the pandemic, in the partner countries, study visits of the steering team from Poland were also carried out in a virtual form. The purpose of these visits was to learn about the functioning of the host institution and other senior organizations in the region.

As part of the activities, in the program there were two meetings of the international project team consisting of representatives of all participating institutions and specialists in the field of senior education. The group shared its experience, developed the most effective possibilities of joint long-term action and summarized the current edition of the project.

The most important long-term results of the project will be the improvement of the level of cultural and educational activities in the countries involved, and thus the systematic improvement of the quality of life of seniors and the competences of educators.

In CSE „Światowid”, a network of senior volunteering and the Active Senior Club – innovative forms of action on a Polish scale – was established, which we will gradually extend to the entire region. The effects of the project were achieved thanks to the cooperation within the framework of an international, friendly, dynamically operating environment, enabling the use of the experience of European leaders in the field of senior education.

Project leader



The Center of European Meetings „Światowid” is an institution with a wide range of activities, addressed to a wide audience.

The Center of European Meetings „Światowid” in Elbląg is a local government cultural institution of a cultural, educational, media and information character.

The main goal of the Center is to implement voivodeship tasks in the field of creativity and its dissemination, cultural education, information (including media activity), promotion of the region, education through art, sport and tourism through:

creating conditions for active participation of society in broadly understood cultural life, creating conditions for the development of amateur art movement, recognizing, awakening and satisfying cultural needs and interests, creating and co-creating conditions for the development of sports, tourism and recreation, cultivating Polishness, as well as developing and shaping the cultural awareness of residents Warmińsko-Mazurskie Voivodeship in all its forms, supporting the cultural activity of national minorities, inspiring and supporting integration and international cultural cooperation, emphasizing the cultural diversity of individual countries, organizing and implementation of educational and training programs in the field of culture and national heritage, organizing exhibitions of professional and amateur artists and others, protection of the tangible and intangible cultural heritage of the region, supporting activities that activate people with disabilities and marginalized groups in the field of culture and art, activation of the inhabitants of Warmia and Mazury.

The Center of European Meetings „Światowid” is an institution with a wide range of activities, addressed to a wide audience. These are, among others:

- educational and artistic activities for children, youth, adults and seniors - workshops, courses and sections, incl. art, film, photography, music, dance. These activities develop knowledge in a given field, teach critical thinking, and broaden formal education in specific fields of art and culture. They develop the ability to work in a group and tame them with public speaking;
- training and workshops for adults as part of professional education - their aim is to expand the competences of participants in many areas. The activities are aimed at marginalized, excluded and discriminated people (the poor, refugees, migrants, people with disabilities);
- cyclical national and international artistic events, highly appreciated by the audience and participants, such as the „National Festival of the Art of the Word ...Is this love?”, „International Art Meetings”, „International Baltic Cup Dance Festival”, in which almost all age and social groups can participate;
- projects addressed to people with disabilities, such as the Summer School of Art Education or International Art Meetings and training and sociotherapeutic and art therapy workshops for the environment supporting people with disabilities. Within the structures of CSE „Światowid” there is a thriving art therapy center, which aims to support people with disabilities and marginalized;
- applications for funding, creating and implementing educational projects, targeted at all age groups. CSE „Światowid” regularly obtains external funds for its activities, including from the Ministry of Culture and National Heritage, the National Center for Culture, the Museum of Polish History, the National Film Institute and EU programs;
- apprenticeships for adult students of the Jadwiga Romanowska in Elbląg in the field of occupational therapy with the use of artistic techniques used in therapy. This activity allows to educate professional, empathetic staff, also in the field of cooperation with seniors;
- part of the activities of CSE „Światowid” is the „Promyk” Dance Center - school, which regularly hosts workshops on various forms of dance, aimed at children, adolescents and adults. Dancing couples practicing ballroom dancing have repeatedly won the highest laurels in the country and international tournaments. The successes resulted in the fact that CSE „Światowid” is perceived in the country as a breeding ground of talents in standard dances.

The participants of our workshops, trainings and courses are children, adolescents and adults, teachers and therapists, instructors from the region of Warmia and Mazury.

Employees from local and foreign institutions participate in selected forms of professional development, including international cooperation.

Various age groups, including seniors, participate in the Center's animation activities.

The Center has a qualified staff of well-educated instructors, animators and educators with extensive experience in working with seniors, who want to constantly improve their competences. Openness to new working methods translates into a willingness and ability to work in an international environment, which results in introducing interesting solutions to the CSE „Światowid” program and extending its offer. The recipients of the prepared offer are also people interested in the world, not afraid of new challenges, willing to take part as well in non-standard and original workshops or classes.

Project partners



The partners were our guides on [...]: creating a senior volunteering network; developing effective [...] methods of working with the elderly; creating [...] a space where seniors can spend their time [...]; choosing and getting to know new, original forms of workshops, trainings, courses and meetings.

Due to the goals we wanted to achieve, when selecting partner organizations, we were looking for leaders in the field of senior education. We wanted to establish contact with institutions, associations and foundations that have extensive experience in working with the elderly, have the appropriate infrastructure for such activities and have a qualified, creative staff.

We put special emphasis on the selection of organizations where senior volunteering is developed, the idea of which we want to transplant.

We also wanted to involve partners in the project who implement original activities related to the cultural heritage of their country and popularize them in an unusual, interesting form. We strived to combine and use the educational, cultural and cognitive potential of the project.

So we were looking for foreign partners who would be able to conduct attractive workshops, combining education with intelligent entertainment, which will serve as an inspiration for Polish animators.

A very important criterion was also psychological knowledge and practical

experience in working with seniors, both in groups and individual, empathy and openness in action. These elements guaranteed appropriate adjustment of activities to the level of seniors and fruitful cooperation based on positive relations in a friendly atmosphere.

A criterion naturally resulting from the project, applied to partner institutions, was also the freedom of communication of its employees in English or Polish.

Selected organizations conduct wide-ranging activities, offer seniors an attractive program, emphasize the integration of older people with other age groups and counteracting exclusion and marginalization of seniors, actively develop and improve the competences of their staff and attract enthusiasts. They present a fresh approach to education and animation of the elderly and understand the enormous opportunities that seniors have and the areas of their use, satisfying both for themselves and the recipients of the activities of senior animators and volunteers. We were also looking for partners from very well-developed countries, with advanced social policy, implementing ambitious assumptions of the senior policy in their country - so that knowledge and models can be derived from the best.

Each of the partners brought a new quality to the project. All involved instructors trained Polish animators in the fields of art and science as well as working methods specific to their country and culture. It was important for us that each organization broadened our knowledge in a different thematic area related to the project - thanks to this, the participants gathered rich, diverse experience.

Partners were our guides on four subject areas:

creating a senior volunteering network; developing effective, methods of working with the elderly; creating a space within their institution where seniors can spend time working, sharing and relaxing; choosing and getting to know new, original forms of workshops, trainings, courses and meetings.

The project activities involved organizations from countries that we had previously visited while implementing other projects - experiences from visits and observed activities, aimed at adults, inspired us. Looking at the structure of the host countries' societies, we realized how important role seniors play in them and how significant their percentage is. As the number of seniors in Poland is growing every year, we wanted to learn more about the methods and ways of working in those countries where the level of informal and non-formal education addressed to this social group is at a high level. Inviting to cooperation a new institution from Germany, operating in the field of education and training, we wanted to fully expand our knowledge of the subject of methods of working with seniors, used in Western Europe, according to methodologies specific to a given cultural circle.

We also wanted to expand the network of international contacts in order to develop the activities of CSE „Światowid” and constantly improve the competences of the institution's employees as well as improve the cultural and educational offer in our region.

ASOCIACIÓN DE INNOVACIÓN, FORMACIÓN Y EMPLEO PARA EL DESARROLLO SOSTENIBLE (Spain)

Association for training for sustainable employment.

Asociación de Innovación, Formación y Empleo para el Desarrollo sostenible (AIFED for short) is a regional organization active in the fields of education, culture, integration and employment based in Granada, Spain. The association is an innovative, experimental initiative of the staff who have so far been active in various European projects, mainly in the field of education. It promotes knowledge, inter alia, in the field of creating non-profit organizations that improve the quality of training at the level of entrepreneurship. Based on the extensive experience of its employees, it also teaches the preparation of effective documentation, CVs and corporate portfolios.

The association mainly deals with the conduct, promotion and management of training, implementation of innovations and issues related to employment in various areas of education and culture. It is active in the social services and welfare sector, supporting its representatives in the effective organization of the system, thanks to which its beneficiaries overcome their limitations more effectively. The aim of the activities is to facilitate getting a job or starting your own business.

AIFED implements its programs in-house, in the field and via digital platforms - thanks to which recipients of activities can adjust the work mode and time spent on training to their own abilities.

The association has extensive experience in working with professionals and personal animators of activities for young people and adults - in terms of strengthening their skills and the ability to resist the pressure of modern society, to which adaptation, motivation, strength and determination depend mainly from developing our competences at all ages.

AIFED is education experts who create educational programs for instructors and animators, company employees and individuals. The association cooperates with public administration bodies and private institutions to support educators who work with struggling people with various types of life and social limitations, the risk of marginalization or exclusion - including seniors struggling with adaptation difficulties.

The Association participates in the activities of various types of local, regional and national institutions and agencies in the creation and implementation of cultural activities and innovative training, also in the field of facilitating access or return to employment. In the area of activities for seniors, it promotes forms of partial or part-time employment and voluntary work, e.g. teaching methods of searching for such activities.

The association develops European and national programs related to the creation of cultural events and activities for various audiences, including seniors, and in the field of employment support. It promotes the development and dissemination

of projects that improve competences at all ages and supports e-learning activities in the field of vocational education and training. It also popularizes the use of Internet and multimedia tools in the education of groups that, due to financial opportunities or age, have not had much contact with them so far, such as seniors from smaller urban or rural centers.

Thanks to many years of experience, AIFED has created a thriving network of associations and cooperating organizations, including partner organizations from Europe, in various areas of social life, including senior education and senior volunteering.

AIFED is active in the field of implementing new trends in training and education, using the experience of highly qualified specialists in this area. Willingly gets involved in international activities and participates in tasks carried out with the use of innovative, often truly unique, original methods of work. Due to extensive experience in the field of education for seniors, prepares interesting, practical methods of working with this group, introducing them to new solutions in the fields of art and culture and education.

EURO-NET (Italy)

It is an Italian non-profit organization that is part of an association consisting of 58 international smaller networks, including five European ones: Europe Direct, Euroguidance, Eurodesk, Solvit and the EBN-European Business & Innovation Center. It has 61 representative offices in 22 European countries. Among the most important activities carried out by Euro-Net, work for the benefit of young people and adults is dominant, as part of which the institution carries out wide-ranging activities for seniors aged 55+.

The institution organizes and develops cultural centers and organizes training courses and courses aimed at promoting and improving the quality of artistic, cultural and sports activities, taking into account intergenerational integration and joint activities of representatives of various social groups. It also focuses on activities in the field of education and research, also in the field of social life. These are i.a. projects activating local communities and people with limited access to culture, also seniors, including those from rural areas, and the unemployed.

Euro-Net popularizes the use of modern solutions and multimedia tools in the field of education, training and competence improvement as well as working methods such as networking and e-learning. It aims to equalize the level of skills in the use of digital technologies in adults and seniors, especially from small backgrounds.

It organizes courses and workshops for seniors, people with disabilities and those struggling with long-term health problems.

He also prepares and publishes publications, teaching aids, and teaches how to create and maintain websites. It also conducts workshops on online tools for adults and seniors.

Euro-Net has so far participated in over 385 European projects targeted at

various audiences, including all types of campaigns as part of the Erasmus+project and Lifelong Learning and Creative Europe programs.

A significant part of the activities is cooperation with voluntary organizations and groups of volunteers, young people and seniors, as part of the implementation of scientific events and artistic, targeted at various audiences, including seniors and adults.

The organization leads a consortium called Concreto, which runs the Creativity Center in Markonia, one of the provinces of Matera. The center creates an extensive complex with extensive infrastructure, carrying out various types of activities and projects. Concerts, festivals, conferences, non-standard cultural activities, sports events, exhibitions, etc. are held here. The institution supports the Italian Ministry of Development and institutions from the Basilicata region, as well as organizations cooperating with seniors in various fields of activity.

Euro-Net cooperates with many public administration institutions, especially in the field of disseminating activity for the elderly and seniors - improving their social and cultural competences.

The network is also recognized internationally for its activities in the field of media and communication thanks to the series of innovations and cutting-edge projects it develops and applies.

EBB EUROPASS BERLIN BERATUNGSBÜRO GMBH (Germany)

Earlier, International Exchanges Berlin (editor partner changed the name of the organization during the project implementation).

It is an established partner of many European mobility programs in Berlin. The aim of the organization is to support vocational education through internships for students, trainers, educators, university graduates and specialists from the nearest region and from abroad. Mobility programs in which it participates as a partner are prepared and implemented by international institutions, with a regional and local range, both private and public or co-financed from private funds.

As an institution that sends its members to organizations participating in cooperative activities, it works as a planning authority and carrying out various types of activities as part of mobility projects abroad. Its purpose is to improve the flow of information, contact and consultations with schools and other institutions related to the field of education that want to educate their students, pupils and staff through international exchange of skills and practices, and thus accumulate extensive experience.

As a host organization, EBB Europass Berlin Beratungsbüro GMBH also maintains constant contact with companies and organizations that conduct training activities and internships on many levels, both in culture and art as well as and alternative methods of education, social life and civic responsibility.

It supports partner organizations in logistics during the organization of

participants' stay in many countries. Coordinates the course of study meetings, trainings and courses. It supports participants in the effective creation of educational projects, the exchange of good practices, skills and knowledge. Its activities are aimed at project implementers targeted at all age and social groups. It has experience in working with international training teams and seniors. It also offers language courses, conducts numerous workshops for recipients of all ages and representatives of various social groups.

For educators

Collection of

materials

Various working methods were used during the project implementation, most of them, however, were workshops with a varied formula. This method of work enables an comprehensive presentation of the topics undertaken: a short theoretical introduction to the planned tasks, learning the necessary tools for their implementation, and then performing specific activities under the supervision of the instructor / animator.

Workshop materials allow you to acquire basic skills from various fields of culture or science and to master specific skills in practice. The choice of this form was determined by the willingness to transfer knowledge through absorption and action. We wanted to engage and involve participants as much as possible in the course of the classes, so they become a source of new skills as well as a real experience.

Below you will find a collection of presentations that show various views / formulas of the workshops prepared for seniors. Some of them may be familiar to you, some completely new. The purpose of this publication was to collect materials that would be guidelines for educators and examples of activating the elderly.

The presentations were prepared by educators involved in the implementation of the project entitled „Elbląg educators for seniors” from four partner countries Poland, Spain, Italy and Germany.

HOW TO PREPARE GOOD PROJECTS FOR SENIOR VOLUNTEERS

- SOME PRELIMINARY IDEAS:

- Changing our mentality.

Senior volunteering is not an activity to entertain and keep them doing any activity.

- Organizing a volunteer for seniors has the same rigor as any other project that we carry out in the framework of our organizations.
- The senior volunteer is supposed to develop in decent conditions, adapted to the elderly, but not as someone who has to be protected, rather someone who should be admired for their experience.

2. HOW TO PREPARE GOOD PROJECTS FOR SENIOR VOLUNTEERS

- Make thematic groups of volunteers according to their experiences and hobbies in which they stand out.
- Choose the right activities seniors in your city.
- Start with the activity where you have more volunteers.
- Detect the most motivated, those who are natural leaders, you will need them to carry out new projects.
- Provide clear rules of the volunteer: hours per week, way to notify if they cannot attend their volunteer appointment, hours at which the meeting room is available for their activities.
- Establish a clear schedule with hours and an appropriate calendar in relation to the availability of volunteers.
- Be realistic!

3. WHAT DOES THE SENIOR VOLUNTEER NEED?

- A prestigious image of their volunteering.
- They are the experts, valued for an experience of a lifetime. They are the protagonists.
- They contribute to the society in which they live, they not only receive.
- We have to appreciate them and thank them for the important role that their volunteering take part in their city.
- We must guarantee an audience and recognition to our volunteers (media, award prizes, activities or trips for them).
- Let them know that you admire them.

- Remind them that they are a very useful persons to others.
- Increase their self-esteem.
- Provide professional rules to the volunteer activities.
- Let the volunteer know that your activity is a priority for your organization.
- Do not forget about the insurance.



1.Source: AIFED



2. Source: AIFED



3. Source: AIFED



4. Source: AIFED

5. VOLUNTEERING AND SOCIETY: THE IMPORTANCE TO LINK BOTH

- Volunteering only makes sense related to the society in which they live.
- Senior volunteer improves the quality of life around him.
- We need to combine the capabilities of our seniors with the needs of our society.
- Our senior volunteers have to leave our institutions to collaborate throughout the city.

6. FOUR GOOD EXPERIENCES IN GRANADA

- Senior volunteers working for other seniors: OFECUM.
- Senior volunteers working for all people: SOLIDARIDAD INTERGERACIONAL.
- Senior volunteers working to help other people who want to be entrepreneurs: SECOT GRANADA.
- Involving senior volunteers in international environments: AIFED.

7. EXAMPLES OF ORGANIZATIONS IN SPAIN AFFECTING THE ELDERLY:

OFECUM

<https://ofecum.es/>

Senior volunteers share their knowledge and organize activities for other seniors the are of experience:

- Scenical arts



5. Source: AIFED



6. Source: AIFED



7. Source: AIFED

- Physical activity



8. Source: AIFED



9. Source: AIFED

- Sharing knowledge



10. Source: AIFED



11. Source: AIFED

- Showing their work



12. Source: AIFED

OFECUM

<https://ofecum.es/>

Intergenerational Solidarity, organization of elderly and family members of the rural environment, statewide, was born to provide comprehensive services to the Elderly and support to caregivers.

Solidarity between the Generations must continue to be a fundamental axis to rely on when old age is reached and greater support and attention is needed.



SECOT GRANADA

SECOT is a non-profit association, founded in 1989 and declared of public utility in 1995. It was promoted by the Businessmen's Circle, an initiative which the Chambers of Commerce and Business Social Action joined.

SECOT currently has more than 1,400 members, of which over 1,100 are seniors. Funding is made possible by the collaboration of its partners gnerosa: Seniors, Protectors, and its Member Partners, in addition to income provided by public and private entities that support the social work of the Association.

Since its establishment, SECOT has developed an enormous work that has allowed small businesses to continue their activities, simultaneously accompanying many entrepreneurs to launch a business project.

In short, it has helped to create and maintain numerous jobs.



8. MARKETING FOR SENIORS: HOW TO INVOLVE SENIORS IN ACTIVITIES, CHANGING THEIR MINDS

Volunteer recruitment is in many ways an exercise in marketing. It is a matter of presenting an opportunity in a manner, time and place that will engage your prospective „customer” or volunteer and gain „buy-in”.

Strategic marketing planning has long referred to the „Four P’s” to guide the marketing mix of businesses large and small: Product, Place, Price & Promotion.

PRODUCT

In this case your „product” is the opportunity itself. What is required of your volunteers? What benefits will be generated by their efforts? Who will get help? What is your organization’s mission overall and how does this particular posting fit in? You may not be selling a widget in a package, but make no mistake, with so many competing opportunities out there, it is important to „sell” the benefits of your posting. A clear value has to be conveyed, not necessarily received by the volunteer themselves, but that will be generated by their efforts. People want to know they are making a difference. How does your organization and this specific posting allow them to do that?

PLACE

In traditional marketing this element answers where and how your product is delivered to the end customer. It is the same with your volunteer needs. Where do you want these people to attend, for how long, and what steps are necessary before they can engage? Are there qualifying obstacles to be cleared, and if so, what can be done to facilitate them? The challenge is to direct your message to individuals physically able to get involved and satisfy your requirements.

PRICE

Price speaks for itself in a traditional marketing plan; how much are the buyers paying for the product and how? But how does that relate to volunteer services? In this case, the cost you are asking your prospective volunteer to pay is their time. In fact, some time may be more valuable to them than money. It is important to remain conscious of the value equation and convey as much value for the time being asked. Referring back to the Product discussion, you want to emphasize the value to your organization and those that benefit from it that will be generated by their „payment” of time. If possible, consider offering a range of „price points”. Can you offer limited commitment options through to on-going positions to accommodate a variety of time resources?

PROMOTION

The final piece of the marketing puzzle is your method of communicating your

benefits and values. Examples include advertising, public relations, and in business, direct sales. You want to reach your prospective volunteer proactively, as far as possible using services that use your opportunities, alongside traditional passive options such as online classified ads. Look for ways to reach your volunteers where they are, capitalizing on today's expectation of information on demand and active delivery. Think about notifications. Facebook doesn't wait for you to login to tell you someone posted on your wall. Why should you wait for the volunteer to come looking for you when an opportunity arises?



01 › Have a tangible goal in mind



02 › Incorporate technology



03 › Encourage “non-volunteers” to become volunteers



04 › Focus your recruitment process

9. KEEPING VOLUNTEERS

- Thank your volunteers and thank them again. Show appreciation in varied ways and always mention volunteers that made your organization successful.
- Reward your volunteers. Volunteers have many motivations. While they are supportive of your mission, making connections, being seen at your events, and becoming more immersed in the experiences of your staff and constituents are attractive accessories. Remember that some individuals volunteer to have more contact with others during events and social settings.
- Provide an experience connected to your cause. Cherish engagement—not just tasks needed by your organization. The stories of those whose lives are enriched or changed by your nonprofit a guaration's work will inspire your volunteers.
- Create a community or team from your volunteers base. Connecting your volunteers and maintaining open communication channels among your staff and volunteers helps to build community. Personal thanks and feedback are the best ways to strengthen the bond between volunteers. These can be supported by electronic (such as discussion forums) and feedback tools (like surveys) but there's nothing like thanking volunteers with a party or just picking up the phone.
- Share your volunteers' success stories to demonstrate the importance of difference that they make. Showcase your volunteers and how their time and talent contribute to your organization's growth.
- Cultivate your volunteers for bigger roles. Your volunteers may also be leaders — staff, advisors, board members, and consultants. Your volunteer pot may bring not only other human resources, but also donors. Sure you'll have volunteers who just want to be there and assist with whatever task you provide. However, care and feeding all of your volunteers is crucial for your organization's reputation and growth.
- Grow your volunteer pot through recruitment of volunteers by...your volunteers! Word of mouth is great advertising. Your volunteers are likely your best recruitment asset. Provide ways for volunteers to invite others to join them. Gather information about the best way to reach the contacts of your volunteers and provide information to whatever medium that is more easily shared to members of your volunteer pot.

Think about who volunteers with your organization. Know them well enough to make the best assignments and to provide the perks that will make your volunteers keep coming back—and telling others about your mission and the roles they play in your success.

WORKSHOP OF PHOTOGRAPHY FOR ELDERLY PEOPLE

We live in a time when almost everyone can photograph thanks to smartphones. Implemented by the Center of European Meetings „Światowid”, it was not intended to conduct professional photography courses. We wanted to show seniors that there is always time to develop their passions. That it is worth leaving the house and having an interesting time. It was possible thanks to the involvement of our partners from Spain and Italy.



13. Source: CSE „Światowid”



14. Source: CSE „Światowid”

1.ADVANTAGES OF PHOTOGRAPHY IN SENIOR ACTIVATION

Photography is one of the best ways for older people to spend their time. Movement, contact with other people, and the need to solve both technical and aesthetic problems are ways to keep your body and mind in good shape.

Photo classes for seniors:

- help in gaining new experiences,
- create space for fun,
- help to discover or develop creativity,
- they calm the accumulated emotions,
- reduce stress and anxiety,
- affect self-esteem – they can change a negative attitude,
- help to regain mental balance.



15. Source: CSE „Światowid”



16. Source: CSE „Światowid”

2. THE ART OF PHOTOGRAPHY

Thanks to photography, seniors learn to look at the world around them in a new or different way. They begin to appreciate the space that surrounds them. Photography is one of the ways older people can notice and enjoy beauty.

3. NOW, HAVE A LOOK!



17. Photo: Luis Miguel Prieto Ferrón



18. Photo: Luis Miguel Prieto Ferrón



19. Photo: Luis Miguel Prieto Ferrón



20. Photo: Luis Miguel Prieto Ferrón



21. Photo: Luis Miguel Prieto Ferrón



22. Photo: Luis Miguel Prieto Ferrón



23. Photo: Luis Miguel Prieto Ferrón



24. Photo: Luis Miguel Prieto Ferrón



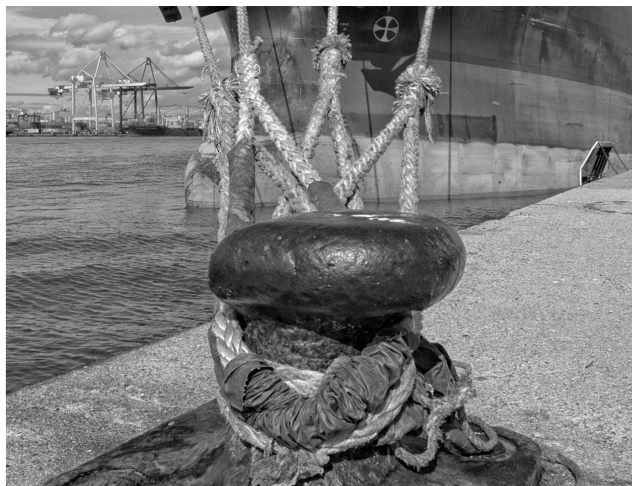
25. Photo: Luis Miguel Prieto Ferrón



26. Photo: Luis Miguel Prieto Ferrón



27. Photo: Luis Miguel Prieto Ferrón



28. Photo: Luis Miguel Prieto Ferrón



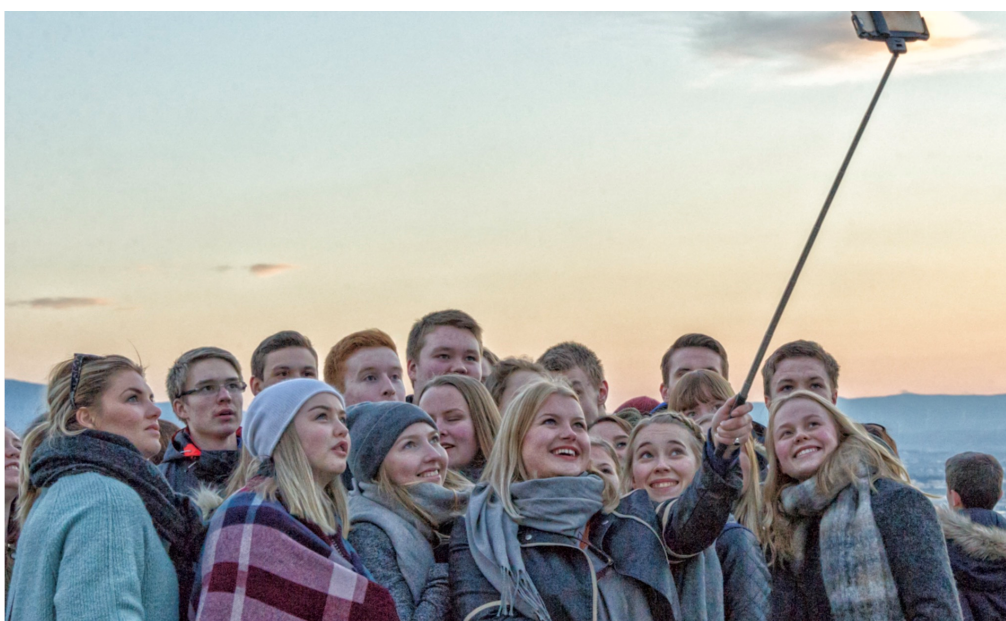
29. Photo: Luis Miguel Prieto Ferrón



30. Photo: Luis Miguel Prieto Ferrón



31. Photo: Luis Miguel Prieto Ferrón



32. Photo: Luis Miguel Prieto Ferrón



33. Photo: Luis Miguel Prieto Ferrón



34. Photo: Luis Miguel Prieto Ferrón



35. Photo: Luis Miguel Prieto Ferrón



36. Photo: Luis Miguel Prieto Ferrón



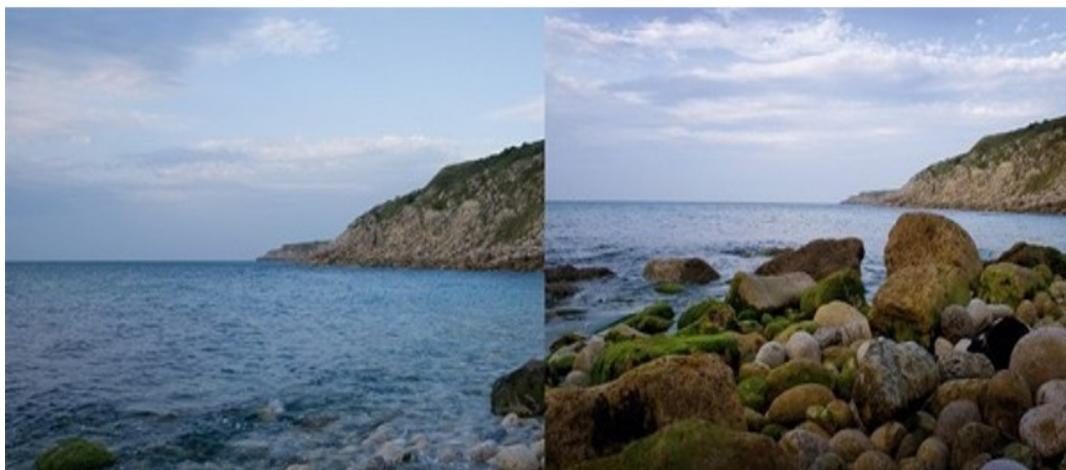
37. Photo: Luis Miguel Prieto Ferrón



38. Photo: Luis Miguel Prieto Ferrón



39. Photo: Luis Miguel Prieto Ferrón



40. Photo: Giuliana Maria Provenzale



41. Photo: Giuliana Maria Provenzale



42. Photo: Giuliana Maria Provenzale



43. Photo: Giuliana Maria Provenzale



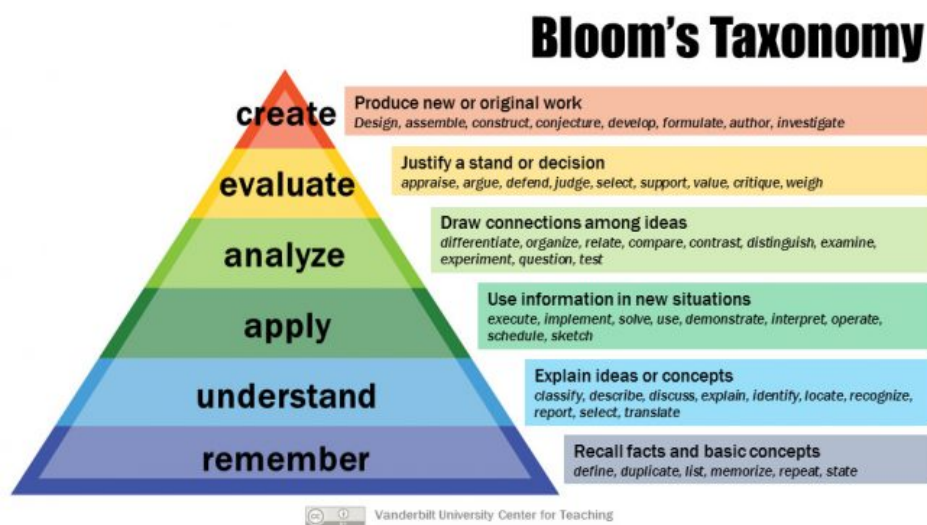
44. Photo: Giuliana Maria Provenzale



45. Photo: Giuliana Maria Provenzale

HOW EFFECTIVELY TEACH SENIORS?

1. BLOOM'S TAXONOMY



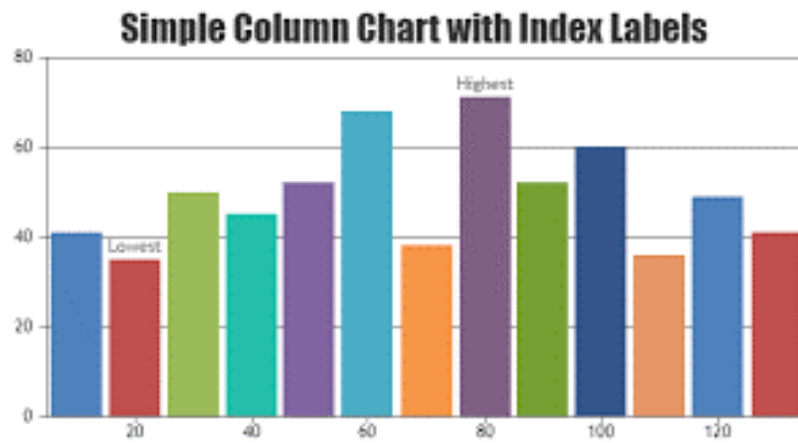
2. DIFFERENT TYPES OF LEARNERS





3. VISUAL LEARNING STRATEGIES

- Different formats
- Space
- Charts



- Diagrams
- Interesting layouts
- Maps



4. AURAL LEARNING STRATEGIES

- Listening
- Discussing
- Talking
- Questioning
- Recalling information that is spoken or read

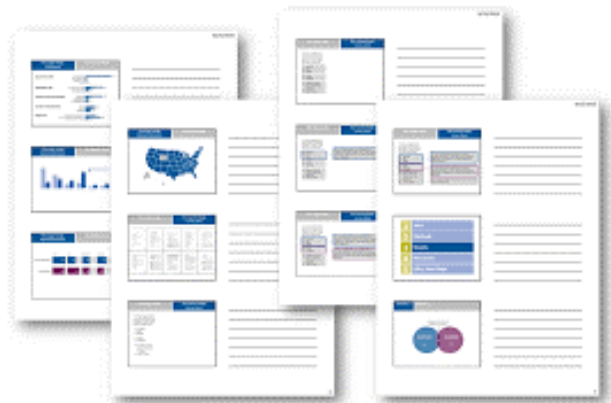


5. READ/WRITE LEARNING STRATEGIES

- Lists



- Notes
- Handouts



- Printed words
- Text in all its formats whether on screen or on paper.

6. KINESTHETIC LEARNING STRATEGIES

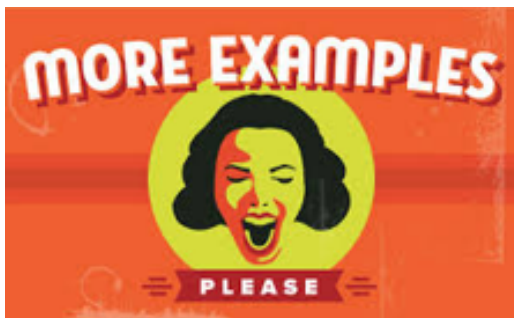
- Senses



- Practical exercises
- Experiences



- Examples
- Trial and error



And you?

<http://vark-learn.com/the-vark-questionnaire/teaching-questionnaire/>



7. COOPERATIVE LEARNING

Cooperative Learning is an instructional method in which students work in small groups to accomplish a common learning goal under the guidance of a teacher (Lin 2006).

8. WE MAKE A DIFFERENCE:

- Formal Cooperative Learning
- Informal Cooperative Learning
- Base Group Learning

9. NECESSARY ELEMENTS:

- Team Building
- Communication Skills
- Conflict Management
- Persuasion Skills
- Problem Solving
- Affirmation Skills
- Adaptability
- Negotiation Skills

10. PROMOTING POSITIVE INTERDEPENDENCE

The Jigsaw Approach

11. WORK IN PAIRS




Think-pair-share, rally robin, rally coach, Timed pair share

12. WORK IN GROUPS

Agree - disagree, brainstorming, circle the sage, „Jigsaw” method, Round Robin

13. GROUP WORK VS. COOPERATIVE LEARNING

Group Work vs. Cooperative Learning

Teacher A Traditional	Teacher B Group Work	Teacher C Cooperative Learning
Same: number of students, demographic make-up, lesson		
 <ul style="list-style-type: none">• Rows and columns all day• Teacher gives a task• Teacher provides think time• Students raise hands• Teacher calls on one student• One student answers• Teacher responds	 <ul style="list-style-type: none">• Teacher gives a task• Teacher says:<ul style="list-style-type: none">• “Work together.”• “Help each other.”• Unstructured interaction	 <ul style="list-style-type: none">• Teacher gives a task• Teacher provides think time• Student-to-student structured interaction



RALLY COACH

- ◉ 1 paper and pencil per pair.
- ◉ Shoulder partners



- ◉ *Partner A solves the first problem*
- ◉ *Partner B watches and listens, checks, coaches if necessary, and praises*
- ◉ *Partner B solves the next problem*
- ◉ *Partner A watches and listens, checks, coaches if necessary, and praises*
- ◉ *Continue until all questions are completed or time is up.*



1. Students **MIX** quietly around room.
2. Teacher calls "**PAIR.**"
3. Students **PAIR** with the person closest to them and do a **HIGH 5**. (Students who haven't found a partner, **KEEP THEIR HANDS UP---** until a partner is found or a 3 member team is made.)
4. Teacher asks ? and gives **THINK TIME**.
5. Students share with partner using:
TIMED PAIR SHARE or
RALLY ROBIN / COACH.

Timed Pair Share

- Mix-Pair Share
- Think about "What is your favorite simile and why?"
- 30 Seconds
- Partner with the longest hair goes first
- Gambit
- Switch Roles



What is the Jigsaw Method?

The jigsaw strategy is a cooperative learning technique and efficient teaching method that also encourages listening, engagement, interaction, peer teaching, and cooperation by giving each member of the group an essential part to play in the academic activity.



14. COOPERATIVE LEARNING STRUCTURES (IN GROUPS)

Agree-Disagree Line-ups - Good for valuing differences. A statement is announced and students take a stand on an imaginary line that stretches from one end of the classroom to the other.

- Teacher announces a statement, such as, „I feel my opinion matters in this class”, „Taxes should be raised” etc.
- The strongest „agree” student stands at one end of the line while the strongest „disagree” stands at the other. The remaining students stand between, closer to one end or the other.
- Through Timed-Pair-Share, students listen carefully to those with a similar point of view (those standing next to them in the line).
- Fold the line so they listen to and understand a point of view different from their own.

Brainstorming - The team becomes a think tank as each student-each with a special role contributes to the team’s „storm of ideas”.

- Teacher assigns roles:
 - Speed Sergeant - ensures that teammates work fast, under time pressure, to come up with as many ideas as possible. Says things such as „We only have one minute left”, „Let’s hurry”, „Let’s get quicker with our responses”.
 - Chief Support – makes sure all ideas are encouraged with no evaluation of ideas. Says things such as „All ideas are great!”, „That’s an excellent idea”, „I really like that”.

- Sultan of Silly – encourages silly ideas. Says things such as, „Let’s have a crazy idea!”, „Can anyone think of something funny?”. It’s not the Sultan’s job to provide the silly ideas but rather to encourage the silly ideas. Having some silly ideas is very helpful in the flow of ideas, keeping the tone creative and in increasing the range of ideas.

- Synergy Guru – encourages teammates to build on each others’ ideas, saying things like „Let’s build on that”, „Let’s combine these ideas”. The Synergy Guru is also the team secretary recording each idea on a separate slip of paper.

- Teacher announces prompt.

- Students generate ideas.

- All ideas are recorded without evaluation (done by the Synergy Guru).

Circle-the-Sage - Person who knows the answer is in the middle with others surrounding them.

- A problem is given/question is asked by the teacher.
- Teacher asks who knows the answer.
- Students who know the answer stand in various parts of the room.
- Others students circle the person who knows the answer (sage) and then the sage teaches the others. Variations:
 - Opinion Sages - Selected students are given different opinions/different readings on a topic. Students circle these Opinion Sages and discuss. When they return to their team, they first share the differing opinions and then make a Team Statement representing the team’s opinion.

Jigsaw - Each student finds a part of the answer and then shares with their group. A topic is broken up into parts or multiple problems are presented or a topic needs to be researched. Students take a role and complete their part, share their findings with others who had the same role and then report back to their original groups. A problem is posed and each student takes a part of the problem to research or solve and then teaches their original group.

- Teacher presents a problem to be solved, a word to be spelled, a topic to be researched, parts of a chapter to be read, etc.
- Each student in each group has a specific responsibility, i.e., read pages 1-4, solve problem #3, etc.
- Each student performs their role individually.
- When each student has an answer they get together with the other students in each group who had similar roles (Expert groups) and share their answers.
- Students in each Expert group share their ideas (Rally Robin).
- Students then return to their initial groups and share their answers.

Types of jigsaw activities:

Jigsaw activities can be used in all curriculum areas. Some examples of where

they could be effective are:

- Science - the life cycle of a plant; the properties of different types of rock.
- Geography - the water (hydrological) cycle; different sub-topics related to a country or region.
- Language - poems, novels, short stories or plays divided up by stanza, chapter, order of events or scene.
- RE - different festivals celebrated by a particular religion.
- History - the role of different countries in World War II; different aspects of life in a certain period.

Round Robin (team speaking) - go around the table speaking - in teams, students take turns responding orally, solving a problem, breaking a problem down step-by-step.

- Teacher assigns a topic or question with multiple possible answers.
- In teams, students respond orally, each in turn taking about the same amount of time (30 seconds each).

15. COOPERATIVE LEARNING STRUCTURES (IN PAIRS)

Partners (Similar to Jigsaw but in pairs) - Student partners work together to master some content and then to present it to another pair.

Elaborate version: time for student to do independent research in preparation for their presentation.

Simple version: for example, just reading and interpreting a poem. Partners lends itself to a wide range of content: Different sides of a controversial issue, different experiments to conduct, different problems to solve, different inventions to describe, different characters to analyze, etc.

Rally Coach - In pairs, students take turns, one student solving problems while talking through their thinking aloud, while the other listens, coaches where necessary and provides positive feedback. Roles are then reversed.

Rally Robin (pairs speaking) - back and forth speaking - in pairs, students alternate generating oral responses.

- Teacher poses a problem to which there are multiple possible responses or solutions.
- In pairs, students take turns stating responses or solutions.

Think-Pair-Share - A problem is posed, students think alone about the problem for a specified amount of time, then form pairs to discuss the question and share with the class.

- The teacher poses a problem.
- Students think alone for a specified time.
- Pairs work together to discuss or solve the problem.
- Students are called on to share what their pair came up with the class.

Timed-Pair-Share (Open ended questions)

- Teacher announces a topic and states how long each students will have to

share (divide time equally).

- Teacher provides think time.
 - In pairs, partner A shares their answer, partner B listens.
 - Partner B responds with a positive gambit („One thing I learned listening to you was ...”, „I enjoyed listening to you because ...”, „Your most interesting idea was ...”).
 - Students switch roles. Teacher asks another question/problem and gives think time.
 - Partner B shares their answer, partner A listens.
 - Partner A responds with a positive gambit („One thing I learned listening to you was ...”, „I enjoyed listening to you because ...”, „Your most interesting idea was ...”).
-

ARTETHERAPY, OR HOW THE ART THERAPY HELPS ELDERLY PEOPLE

1.ARTETHERAPY

Artetherapy is based on the use of creative techniques such as drawing, painting, coloring, sculpturing or making collages in order to express yourself artistically or emotionally. Under the tutelage of a trusted therapist, the elderly can learn to communicate their needs and understand their feelings more deeply. Artetherapy is also a great way to spend free time, especially if it comes to group activities that additionally reduce the feeling of social exclusion.

2. ARTETHERAPY HELPS:

- to express artistically,
- to examine psychological and emotional human needs,
- to fill free time,
- to learn to understand and express feelings,
- to calm down,
- to reduce stress level.

3. WHAT IS ARTETHERAPY?

The term artetherapy or art therapy is a combination of two words – „art” and „therapy”.

Definition by The British Association of Art Therapists (BAAT) says:

„Artetherapy is a form of psychotherapy which treats artistic media as a primary way of communication. In supporting environment, conducive to therapeutic relationship, the participant of artetherapy may create pictures and objects in order to explore them and share meanings that can be read from them. Thanks to this, person can understand themselves better and the nature of their problems and difficulties. This, in turn, can lead to positive and lasting change in their perception of themselves in present relations and in general - quality of their life”.



46. Photo: Dagmara Behrendt-Nowicka



47. Photo: Dagmara Behrendt-Nowicka

4. WHAT IS ARTETHERAPY - IN SHORT:

Art therapy combines psychotherapeutic techniques with the creative process in order to improve mental health and well-being.

5. WHO IS ARTETHERAPY FOR?

- Artetherapy is for everyone, especially for people, who struggle with depression, neurosis, anxiety disorders, addictions or people who experienced a trauma.
- Artetherapy is carried out in the case of people with mental disability, kids with emotional problems, autistic people.



48. Photo: Dagmara Behrendt-Nowicka

6. WHAT ARTETHERAPY LOOKS LIKE AND WHAT ARE THE RESULTS?

- Art therapy can help to return to normal functioning.
- You can feel the positive effects from the very first sessions.
- The first session is a conversation with therapist about your expectations or problems. You're making a plan which includes creating some form of graphics.
- Work of therapist comes down to an observation of creating process, without interference, judgment or guidance.

7. WHAT ARE THE BENEFITS AND EFFECTS OF ART THERAPY:

- It helps to release and unwind accumulated emotions.
- It reduces pressure level.
- It strengthens the sense of security.
- It increases the level of self-knowledge and self-acceptance.
- It helps to understand motives of own actions and behaviors.
- It facilitates non-verbal communication.
- It activates expression and spontaneity.

Artetherapy is used as a curative therapy, supporting development process, but is also a method of personal development. It is believed that it can help anyone, who experiences anxiety or other mental disorders, especially when it comes to elderly people. It is also increasingly used in social prevention, including work with people at risk of social exclusion, which makes it a perfect form of support for seniors.

VISION BOARD - WHAT IS IT, WHY AND HOW TO DO IT?

1. WHAT IS A VISION BOARD?

It is usually a board or other surface on which we create collage made of photos, quotes or single words. The whole thing forms a picture symbolizing what we want to attract to us.

A vision board is one of the most creative development tools pleasant in creating and using. It is a great technique used in manifestation of your dreams.

A vision board presents your dreams and desires in a graphic form. In this way, important goals for us are visible. Conscious and subconscious mind will constantly look for reasons to realize them.

2. A VISION BOARD – WHAT IS IT FOR?

Primarily, it helps to organize our vision of life, but not only! Why is it said, that vision board is a perfect back up for manifestation and law of attraction? Because by looking at it, we tune our subconscious on taking action aimed at realizing all dreams placed on the board.

A vision board reminds us about our everyday goals. It helps with motivation and has a positive influence on visualisation, which is also a part of the law of attraction. When we feel, that we don't know where we're going or that we stand still – one look on our board reminds us what is important for us in life. Besides, creating board itself is a process which allows us to reflect deeply on our goals and dreams. After all, we don't put random elements on it – every part should be well thought out and truly resonate with us as a symbol of our dreams.

Creating a vision board is a beautiful opportunity to be with yourself. Listen to yourself. Discover. Realize. Get to know yourself more.

It's great fun! It stimulates creativity and evokes positive emotions.

3. WHAT YOU NEED TO CREATE A VISION BOARD?

A list of needed things:

- A cardboard paper. It is recommended to use at least A3 size. It can also be magnetic or cork board;
- Colorful magazines, photos, clippings. It is good to have a variety of topics (and magazines);
- Scissors, glue, ornaments, stickers, motivational slogans;
- Optionally anti-frame, but it's not necessary.

4. WHAT SHOULD A VISION BOARD LOOK LIKE?

- The schemes most often consist in the fact that the surface is divided into nine areas, each of which is intended for a specific sphere or area of life. One of the most often described methods is creating a vision board on a so called „bagua net” or based on the circle of life.
- Making a vision board without using a pattern and without defining specific areas of life is an expression of individuality. It is supposed to reach and reveal hidden desires.



49. Photo: Dagmara Behrendt-Nowicka

5. A VISION BOARD – STEP BY STEP

- Light the candles and turn on the music. Prepare colorful magazines, scissors and glue.
- We answer the question: What are dreams and why are they important?
- We meditate (this is not a necessary element, although at this point it is worth listening to yourself and thinking about your desires).
- Browse magazines and cut out whatever catches your attention: photos, titles, motivational slogans.
- You can write or draw something if you want.
- It is important to finish the vision board in one go.

6. WHERE TO PUT A VISION BOARD AND WHAT'S NEXT?

It is worth to put your vision board in a visible place. It is important to look at it every day. Looking at a vision board every day is also a great way to stay motivated.

Visualisation of dreams is a powerful tool. It helps to program brain and run creative process of subconscious mind.



50. Photo: Aleksandra Bednarczuk

7. TIPS FOR CREATING A DREAM MAP

- Let your intuition guide you. Don't make plans, don't assume. Just be in the process, react to pictures, photos, texts that you're looking at.
- Remember, that photos are symbols that represent experiences, emotions, feelings. You don't have to take them literally.

- It is up to you how many areas of life you want to choose. You decide what these areas will be. Examples of areas: health, relationship, travels, development, friendship, self-acceptance, loving yourself, healthy eating, physical activity, free time.
- Enjoy the process. The most important here is „what”, not „how”.



51. Photo: Aleksandra Bednarczuk



52. Photo: Aleksandra Bednarczuk

JAR OF GOOD ACTIVITIES - WHAT IS IT, WHY AND HOW TO DO IT?

1. WHAT IS A JAR OF GOOD ACTIVITIES?

It's a decorated jar with little notes in it which have tasks or smaller or bigger challenges for someone or for yourself written on them. The jar may also contain motivational slogans.

It is a way to strengthen the sense of self-esteem in seniors. It is also a great technique used in activating the elderly.

2. A JAR OF GOOD ACTIVITIES – WHY CREATE IT?

Primarily, the tasks put in the jar motivate to take action.

- Active seniors have less perceptible health deficits and greater psychophysical efficiency.
- Regular physical activity contributes to delaying dementia, alzheimer's disease, and many other chronic diseases.
- Active seniors have better ability and willingness to work and they make a significant contribution to the development of society.
- It's a great opportunity to meet in a group (of friends or a workshop group).



53. Photo: Agata Marcinkowska



54. Photo: Agata Marcinkowska

3. WHAT DO YOU NEED TO CREATE A JAR OF GOOD ACTIVITIES?

- A jar, preferably transparent (min. 250 ml).
- Sheets of paper with printed tasks on them or blank, if we want to write tasks by hand.
- Ribbons, beads, feathers.
- Scissors or a guillotine.
- Different colors of acrylic paint.
- Paint brushes of different thickness.
- A long toothpick (for skewers).

4. EXAMPLES OF ACTIVITIES FOR SENIORS

Physical activities:

- Take at least a 20-minute walk today.
- Find time to make at least 15-minute light stretches.
- Use the equipment of the outdoor gym.
- Dance to your favorite music.

Family activities:

- Go for a walk with a person who is close to you.
- Call a family member or a friend.

- Eat a meal with a person who is close to you.
- Play board/card game with someone.
- Write a letter to your friend or family member.

Mental activities:

- Read your favourite book.
- Solve a crossword.
- Play chess, sudoku or do puzzles.
- Learn a few phrases in a foreign language.
- Write a poem.

Social activities:

- Go to a senior club or a cultural institution in your city and take part in offered classes.
- Do a volunteer work.
- Take part in classes/courses online.
- Organize a meeting/ picnic/ walk.

Relaxing activities:

- Take a long, relaxing bath.
- Do at least 10-minute breathing exercises.
- Listen to your favorite music.
- Buy a potted plant and take care of it.

You can use these examples of activities in making notes with tasks or you can come up with completely different ones.

5. A JAR OF GOOD ACTIVITIES – STEP BY STEP

- Start with coming up suitable tasks which you will write on a notes (or use our propositions).
- After printing or writing your notes, cut them out.
- Roll each of them on a toothpick so that a roll is formed.
- Tie the folded pieces of paper with a ribbon.
- Put your notes in the jar.
- To make the jar look more elegant and mysterious, add some feathers, beads or loose glitter inside.
- Now you can proceed to decorate your jar.
- Using acrylic paint and different kinds of brushes or even toothpicks decorate the jar (e.g. Paint a mandala motive).
- You can also decorate the jar with decorative self-adhesive tapes, stickers, etc.
- Tie the jar with a ribbon.

6. WHERE TO KEEP THE JAR OF GOOD ACTIVITIES?

The finished jar should be placed in a visible place. It is important to reach for

a new task every day.

Checking the Jar of good activities every day is a great way to keep yourself motivated to spend time actively.

Through activity, the senior can strengthen the meaning of life and satisfaction and also change the quality of life.

FILM ANIMATION IN SENIOR ACTIVATION

Film activation of the elderly is usually limited to organizing film screenings. And the potential and possibilities of modern seniors are after all much bigger.

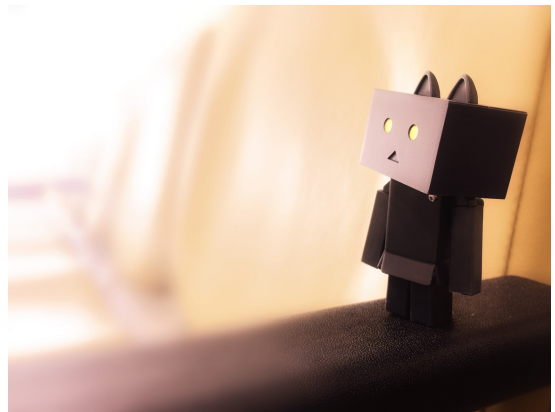
Animation is an art that can be created both at home, using paints, plasticine or a mobile phone, as well as in a professional one studio using the latest technology achievements. We encourage you to use the materials below and enter the basics of the world of animation filmmaking.

1. MOVIE LENGHT

- Short film - an original motion picture that has a running time of 40 minutes or less, including all credit.
- Feature film, or feature-length film - running time is 75 minutes or longer.

2. TYPES OF FILM

- Narrative film - a film that tells a fictional or fictionalized story, event or narrative.
- Documentary film - document reality, primarily for the purposes of instruction, education, or maintaining a historical record.
- Animated film - is a method in which figures are manipulated to appear as moving images.



3. ANIMATED FILM

- Traditional animation – is an animation technique in which each frame is drawn by hand. The technique was the dominant form of animation in cinema until the advent of computer animation.
- Computer animation is the process used for digitally generating animated images. It is essentially a digital successor to stop motion techniques, but using 3D models, and traditional animation techniques using frame-by-frame animation of 2D illustrations.
- Stop motion – is an animated filmmaking technique in which objects are physically manipulated in small increments between individually photographed frames so that they will appear to exhibit independent motion or change when the series of frames is played back. Any kind of object can thus be animated, but puppets with movable joints (puppet animation) or plasticine figures (clay animation or claymation) are most commonly used.

4. EADWEARD MUYBRIDGE

Eadweard Muybridge (1830–1904) was an English photographer important for his pioneering work in photographic studies of motion, and early work in motion-picture projection.

Works:

„The Horse in Motion”,
„Woman jumping, running straight high jump”.

5. EXAMPLES OF ANIMATION

- Puppet Animation – „Miś Uszatek”,
- Clay Animation – „Wallace and Gromit”.

6. STOP MOTION FILM EXAMPLES

„A grand day out”
„Chicken ru”
„Corpse bride”
„Fantastic mr Fox”
„Shaun the Sheep”
„Anomalisa”.

Stop motion technique in narrative films:

„King Kong” (1933).