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CrADLE

Creativity in Art&Design  
for Learners and Educators

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## HOW TO TEACH SENIORS

### MANUAL

FOR EDUCATORS WHO WORK WITH SENIORS  
(ADULTS OVER THE AGE OF 54)

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## Introduction

This manual was created within the Erasmus+KA2 project CrADLE ( project number: 2020-1-HR01-KA204-077872 ).

The project has been carried out successfully by four collaborating project partners:

1. Narodno učilište ustanova za obrazovanje i kulturu, Croatia – project holder
2. Ljudska Univerza Ormož, Slovenia - partner
3. Institutul Român de Educație a Adulților, România - partner
4. Associação Rede de Universidades da Terceiridade, Portugal – partner

During the implementation of the project from 01.10.2020. till 30.09.2022. two intelectual outputs were achieved:

1. The development of 11 creative workshop curricula for people aged 54 or over
2. The manual and the program for educators working with people aged 54 or over

The project CrADLE was carried out aiming to develop and expand the competencies of educators of learners aged 54 or over with the emphasis on teaching methods and tools and the effective use of innovative solutions. The specificity of the program developed through this project is the training of educators working with older adult learners (54+). It is important to mention that the implementation of the project through the achievement of the mentioned outputs helped raise awareness of the importance of creative expression and creation in the process of healthy active ageing.

The motivation for creating this project came from numerous researches which showed that the inclusion of older adults aged 54 and over in educational programmes has a positive effect on their physical and mental health, creating settings for social contact that lead to greater socialization of the elderly. Acquiring new skills and indulging in creative hobbies results in more effective and active lifestyle and it contributes to the personal satisfaction and self-confidence of the elderly.

The elderly population is often not included enough in the process of lifelong learning. One of the reasons is an inadequate offer of programmes and workshops they could join. In Croatia, the project holder's country, as well as in other European countries, the number of older adults is increasing but their needs are, unfortunately, often neglected. Once they retire they don't know what to focus their energy on or how to free their potential creativity. Another fact is that the elderly often feel lonely, useless and they lack company so they retreat to their homes. Recognizing this social problem, through this project, we wanted to provide interesting, quality, well developed interactive workshops for older adults. Before creating the manual and the program for educators, the project partners designed eleven teaching curriculums for eleven creative workshops that were the first intellectual output achieved through the project.

The creative workshop's curriculums will give the elderly the possibility to express their creative potential, learn new skills, fulfill their free time and their desire to communicate and spend quality time with people their age that share common interests and needs. The implementation of creative workshops will also help the elderly maintain their physical and motor skills.

After developing the curriculums we focused on creating the manual and the program for educators. The manual should be a support for all educators who wish to acquire a selection of teaching strategies that are age-appropriate in order to motivate, assist and help their elderly students overcome potential difficulties and challenges and to contribute to their sense of accomplishment and fulfillment. The application of this manual will give the educators involved in the creative workshops, the skills and materials needed for working with elderly learners. The manual will help the educators understand the difficulties in the learning process of this age group. One of the most important elements of education is knowledge sharing and therefore the educators involved in the program will be able to support their colleague teachers working with older adults in acquiring a new skill set which will make knowledge sharing especially beneficial. Although the CrADLE project focuses on the education of teaching staff conducting the creative workshops for the elderly, all the guidelines for modified teaching aids and techniques provided by this manual and by the programme for educators will be useful and applicable in different educational programmes for older adult learners (54+).

### **About the project partners**

Narodno učilište ustanova za obrazovanje i kulturu (institution for education and culture) was established in 1945. Its main purpose is meeting the educational and cultural needs of individuals and its community and promoting lifelong learning. Narodno učilište offers educational programmes necessary for professional adjustment and development in today's dynamic and changable labour market. Narodno učilište is an institution where the unemployed can acquire skills and competences that help them improve their chances of finding employment and the employed can improve and develop additional skills and stay on top of changing demands of the workplace. The primary task is the implementation of vocational secondary adult education programs but this institution actively implements various culture and art programmes. Through art and music programmes students develop specific skills and knowledge and Narodno učilište contributes to the cultural life of the city.

Ljudska univerza Ormož (LUO) was established in 1959. This center for adult education has a long tradition. It primarily offers formal adult education programmes that allow their students to finish elementary school or enroll in highschool to obtain new qualifications essential to easily access the labour market. LUO pays a great attention to its surroundings. Through the intergenerational center for learning and the university of the third age (U3A) it promotes learning at all ages as well as bonding and learning together across generations. Through the centers mentioned they implement different informal activities like craft workshops, plant growing, workshops for personal growth, IKT, English language courses etc.

The Romanian institute for adult education (IREA) is a pedagogical research institute established in 2000. It operates as a non-profit association together with the Department of educational sciences, Faculty for sociology and psychology, West university of Timisoara, on the initiative of the West university of Timisoara (UVT), Romanian social bank Banat-Crisana institute (ISRBC) and German institute for adult education. IREA's goal is to examine and publish books and additional materials and other documentation related to the adult education, offer counseling, communication and information related to the development of andragogical skills in adult education. IREA provides professional and scientific support essential for the development of the national continuous education system in Romania by aligning the Romanian system with international systems and practice in adult education.

IREA's general goal is improving the quality in adult education and finding ways to increase the number of adult participants in the process of education as well as promoting lifelong learning on individual and institutional level. IREA's main research activities are: professionalisation of educators working with adults, impact of new media on adult education, intergenerational learning and active ageing, development of support services for adults (for example counseling in adult education, offering innovative methods of teaching and workplace learning), development of key skills, elementary adult education, social inclusion and active citizenship through education.

RUTIS (Universities of the Third Age Network Association) is a private institution of social solidarity and public utility that supports the community and the senior population on a national and international level. RUTIS's main objectives are the promotion of active ageing and the valorization of senior universities. RUTIS strives to give "the social response, which aims at creating and regularly stimulating, cultural, educational and social activities, preferably for people aged 50 and over. The educational programmes and activities implemented by RUTIS are in a non-formal regime, without the purpose of issuing certificates but promoting lifelong learning. The social importance of RUTIS and the adult education universities is officially recognized by the Resolution of the Council of ministers nb. 76/2016 from 29th november 2016. RUTIS is a member of several national and international networks and it is the only institution with a signed agreement with the Governments on promoting active ageing. Today RUTIS gathers more than 360 member institutions for adult education with 50000 different educational programmes for adults and more than 4500 volunteer educators. RUTIS is actively involved in European projects in the field of adult education financed by the European Community since 2008.

## **1. Lifelong learning and active ageing**

### **1.1. Lifelong learning**

We have been living in an age of big economical and social changes and transitions into a society called „knowledge society“. The „knowledge society“ can be defined as a society in which human knowledge, competences and skills altogether are the most important developing resources and a driver of social and economic changes. But demographically, in Europe, the situation is showing that the population is becoming older, emerging new challenges requiring new educational approaches. Consequently, the expression „lifelong learning“ is used more frequently in terms of an active learning that aims to improve the knowledge, skills and competences within a personal, social and business perspective. With the development of technology the relations in the fields of work, society and family are changing and people are required to keep up with the changes and to actively participate in them. A permanent and continuous learning is, therefore, necessary.

Lifelong learning implies the acquisition of all kinds of skills, interests, knowledges and qualifications by the members of all age groups from preschoolers to pensioners. It also

means to accept and apply all forms of learning: formal, informal and intergenerational exchange of knowledge among family and friends.

One of the most successful descriptions of lifelong learning is concisely stated in the following quotation: „Lifelong learning requires to be perceived in its totality. It covers formal, non formal and informal models of education and tries to integrate and articulate all structures and phases of education in a vertical and horizontal dimension. It is also characterized by its flexibility regarding time, space, content, way of learning and it is therefore, self-directed learning, sharing someone's enlightenment and accepting different learning styles and strategies.“ (Dave, 1976., str. 35-36).

The forms of lifelong learning are: formal education, non-formal and informal education. Unintentional learning is called experimental learning and, therefore, it is not organized, nor structured.

Formal education is schooling and it is an official, regular, structured form of learning, organized by an educational institution. Upon completion students receive a certificate or a diploma for a specific level of education.

Non-formal education implies a process of learning which is organized according to an educational curriculum which is not verified and approved. Students receive a certificate of completion of a non-formal educational program but do not obtain a professional qualification. Non-formal education is focused on learner's professional development, different social activities and personal growth.

Informal education or self-education represents a form of intentional education which is less organized than non-formal education ( in terms of educational curriculum) . It is organized by educational and other institutions and persons for other persons who will learn with their help. Informal education is initiated and organized by the learner himself who will learn without help from others.

Lifelong education does not replace traditional schooling but it is a flexible system of educational forms which provides a lifelong acquisition and development of competences essential for adult life.

Lifelong learning's goals:

- rising the general level of citizens' education,
- shaping socially active, involved and responsible individuals,
- training adaptable individuals able to cope with the changeable environment,
- higher level of employability

These goals are directed and especially important for the whole society. Sudden economic and technological changes, together with unfavorable demographic processes have imposed lifelong learning as an educational and economic necessity.

Lifelong learning promotes active civil society and it is an instrument for achieving greater social equality. Motivation and variety of learning opportunities are the basic condition for successful learning. Lifelong learning is necessary at all ages for ensuring equal rights to an active and quality life. Lifelong learning and its development is very important due to the



increase in number of third age citizens. It is important to continuously raise awareness of sensibility and care for that population using appropriate means of educational contents and tools.

CrADLE Project was created on the initiative of an Adult education institution following lifelong learning politics. The project is focused on strengthening competencies for teachers working with older adults and developing 11 specialised creative workshops for older adults. One of the results of the CrADLE project is this manual whose goal is to help teachers working with older adults understand the needs of their students and offer teachers working with older adults methods, strategies and tools that would contribute to the quality and efficiency of lifelong learning process.



## 1.2. Active ageing

The European Commission together with the World Health Organization implemented in 2002 the concept of Active ageing. This concept refers to the extension of working life, active engagement of elderly in community life and adaptation of workplace.

The active ageing policy promoted by the EC and the WHO focuses on creating possibilities for the elderly in order to maintain and improve their physical and mental health, independence and social inclusion and by doing so contributing to their life quality.

It is estimated that by 2060, the share of the population aged 65 will rise by 10% and the percentage of elderly aged 80 and over will double. Due to the growing share of elderly population, the European Union programmes are focused on the development and implementation of comprehensive strategies for active ageing.

The Social Protection Committee and the Employment Committee released in 2012 guiding Principles for Active Ageing that focus on three important dimensions in the life of older adult population: employment, participation in society and independent living.

### Employment

- Continuing vocational education and training: Offer women and men of all ages access to, and participation in, education, training and skills development allowing them (re-)entry into and to fully participate in the labour market in quality jobs.
- Healthy working conditions: Promote working conditions and work environments that maintain workers' health and well-being, thereby ensuring workers' life-long employability.
- Age management strategies: Adapt careers and working conditions to the changing needs of workers as they age, thereby avoiding early retirement.
- Employment services for older workers: Provide counselling, placement, reintegration support to older workers who wish to remain on the labour market.
- Prevent age discrimination: Ensure equal rights for older workers in the labour market, refraining from using age as a decisive criterion for assessing whether a worker is fit for a certain job or not; prevent negative age-related stereotypes and discriminatory attitudes towards older workers at the work place; highlight the contribution older workers make.
- Employment-friendly tax / benefit systems: Review tax and benefit systems to ensure that work pays for older workers, while ensuring an adequate level of benefits.
- Transfer of experience: Capitalise on older workers' knowledge and skills through mentoring and age-diverse teams.
- Reconciliation of work and care: Adapt working conditions and offer leave arrangements suitable for women and men, allowing them as informal carers to remain in employment or return to the labour market.

### Participation in society

- Income security: Put in place systems that provide adequate incomes in old age preserving the financial autonomy of older people and enabling them to live in dignity.
- Social inclusion: Fight social exclusion and isolation of older people by offering them equal opportunities to participate in society through cultural, political and social activities.
- Senior volunteering: Create a better environment for volunteer activities of older people and remove existing obstacles so that older people can contribute to society by making use of their competences, skills and experience.
- Life-long learning: Provide older people with learning opportunities, notably in areas such as information and communication technologies (ICT), self-care and



personal finance, empowering them to participate actively in society and to take charge of their own life.

- Participation in decision making: keep older women and men involved in decision making, particularly in the areas that directly affect them.
- Support for informal carers: Make professional support and training available to informal carers; ensure respite care and adequate social protection to prevent social exclusion of carers.

#### Independent living

- Health promotion and disease prevention: Take measures to maximise healthy life years for women and men and reduce the risk of dependency through the implementation of health promotion and disease prevention. Provide opportunities for physical and mental activity adapted to the capacities of older people.
- Adapted housing and services: Adapt housing and provide services that allow older people with health impairments to live with the highest possible degree of autonomy.
- Accessible and affordable transport: Adapt transport systems to make them accessible, affordable, safe and secure for older people, allowing them to stay autonomous and participate actively in society.
- Age-friendly environments and goods and services: Adapt local environments as well as goods and services so that they are suitable for people of all ages (design-for-all approach), in particular by making use of new technologies, including eHealth; prevent age discrimination in the access to goods and services.
- Maximising autonomy in long-term care: For people in need of help/care, ensure that their autonomy and participation are augmented, preserved or restored to the greatest possible extent and that they are treated with dignity and compassion.



The participation of older adults in lifelong learning is increasing and it is important to develop educational programmes that would make the needs, capacities and interests of older learners a priority. Teachers working with older learners require skills, competences and tools that would help them understand and respect the teaching-learning process working with the older population. CrADLE project and this manual aim to strengthen the core competences of teachers working with older adults.

## **2. Motivation and motivation strategies (the specificity of motivation of senior learners)**

Education of seniors is partly organised formally (study circles, seminars, one-off lectures), but spontaneous forms of informal education also take place in the background, as seniors are highly motivated, curious and find their own paths to knowledge. The education of seniors is characterised by a strong motivation to learn, curiosity and a joy of learning. Marginalised from society, older people are freed from various social pressures and responsibilities. They are now able to listen to themselves and to pursue their dreams and unfulfilled aspirations: to sew their own clothes, to play a musical instrument, to paint, to study ethnology, to take up professional gardening, to write poetry, to speak a foreign language, etc. (Kranjc, et al., 2013).

Motivation is a term and a concept that, since 1930, has been used in almost every field that has anything to do with how we behave; economics, andragogy, pedagogy, politics, art. The term has also slowly replaced older terms such as tendency, need, impulse, desire. It seems that when we know someone's motives (tendencies, needs, impulses, desires) we can better understand their behaviour. What's more, we hope to be able to influence their willingness to behave in a certain way, in our case to learn and educate (Kranjc, et al., 2013).



A special characteristic of seniors in the third stage of life is that they learn simply because they want to learn. Learning becomes an important activity for them - a way of life - or rather the activity around which their lives are often structured. This is often true when "there is no school" and they can hardly wait for it to start again in the autumn. Older people learn because they enjoy learning, because learning makes them more confident, more giving, more tolerant and because it increases and broadens their interests. It also makes them feel alive, and learning and education make them feel welcome in their environment. Learning is also a way through which they can confirm their autonomy (Kranjc, et al., 2013) p. 45.

When talking about older learners the interviewed mentors stressed they were a very special audience. Studying is a way of life for older people. They will engage in learning activities also independently, without a mentor. In their case education is intermixed with other functions in their lives. They live to learn what they want to learn. Learning with a mentor is only part of their knowledge- searching activities. The encouragement goes in both directions, from the mentor to the student and vice versa. It is important that a feeling of closeness develops between the mentor and the group as well as between individual members of the group. A group of older learners becomes their primary community. The strong wish to learn is fuelled by primary motivation: inner impulses, suppressed wishes, the need for self-realisation, dormant talents. The mentors, almost without exception, stated that they saw the education of the elderly as an award, something they did for their »soul«, something that helped them carry on in other situations, a satisfaction of their need to be in a personal relationship (Krajnc, 2001).

Older people are not prepared to educate themselves under all circumstances. Their decision to pursue education is personal, voluntary, so they expect quality interpersonal relationships. The expectations they have are even higher because they tend to lack social contacts and have difficulty satisfying their primary psycho-social needs, defined by A. Maslow as the need for security, social be-longing and love, the need for (self)respect, curiosity, the need to explore the unknown and the need for self-realisation. Their involvement in study groups can bring them also some emotional satisfaction, since study groups function as relatively permanent social units with developed interpersonal relations (Krajnc, 2001).

# DOUBT

Motivation is the outcome of process that induces behaviour and acts as the drive displayed by the Adult Learner to complete a goal. Motivation is a part of the "active learning" process,

in which the student contributes instead of passively observing (Stanford University Newsletter, 1993; para 3). Active learning requires engaging the students in activities that allows for more control over the outcome, that requires the students to conduct a thorough analysis of the information presented to them, however this process varies depending on the subject matter and discipline. This style of active learning is an example of a andragogical model, as the learning process involves much more than a student listening to a lecture. Instead, the learning process becomes more relevant to the student because they are able to relate their knowledge to real life situations. Adult learners who participate in andragogical models of education tend to have a higher success rate and are more motivated, because they recognize the significance of the information presented in the classroom and can apply this to their own life (Preston, 2015).

Preston also cites Davis who says that “the level of motivation for each student varies. The students’ motivation level is greatly influenced by what they experience while learning. Each student will respond differently to different motivation factors, and these factors vary depending on the subject matter. The value system of each student also impacts their level of motivation, some students may respond favourably to the approval of others, while others feed off of perceived challenges (Preston, 2015).

Adult students need to appreciate the incentive of their prospective programs, and understand that these incentives are derived from their background experiences and their desired outcomes. Most adult learners are already aware of these incentives, but they must understand the importance of these incentives in a context that demonstrates goal achievement. If the student identifies that the content of the program has a direct relevance to his or her life, it is more likely that the adult learner will remain engaged in the educational program (Preston, 2015).

Strategies to motivate older students (Gross Davis, 1999):

- Capitalize on students' existing needs. Students learn best when incentives for learning in a classroom satisfy their own motives for enrolling in the course. Some of the needs your students may bring to the classroom are the need to learn something in order to complete a particular task or activity, the need to seek new experiences, the need to perfect skills, the need to overcome challenges, the need to become competent, the need to succeed and do well, the need to feel involved and to interact with other people. Satisfying such needs is rewarding in itself, and such rewards sustain learning more effectively than do grades. Design assignments, in-class activities, and discussion questions to address these kinds of needs.
- Make students active participants in learning. Students learn by doing, making, writing, designing, creating, solving. Encourage students to suggest approaches to a problem or to guess the results of an experiment. Use small group work.
- Ask students to analyse what makes their classes more or less "motivating."

Gross Davis (1999) also cites Sass who lists eight characteristics as major contributors to student motivation that are:

- Instructor's enthusiasm
- Relevance of the material
- Organization of the course



- Appropriate difficulty level of the material
- Active involvement of students
- Variety
- Rapport between teacher and students
- Use of appropriate, concrete, and understandable examples

### **3. Teaching methods, techniques, strategies for the senior learners and tips on teaching seniors, facilitation techniques**

With the ever-increasing number of older learners, the necessity to understand their special needs is becoming more and more important. Older adults return to school settings and other forms of continuing education for various reasons. They want to gain personal health knowledge, learn recreational skills, socialize, to make a career change, or just for self-satisfactory and other reasons (Twitchell, et al., 1996).

Older adults' ability to process information presents some deficits in visual and aural presentation. Some of these deficits are loss of visual acuity and of hearing. With age the eye's ability to focus becomes impaired, perceived intensity of constant light source gets reduced, dark adaptation slows, and older adults start experiencing the gradual shrinking of the visual field. Regarding the hearing impairments older adults often lose the ability to hear high-frequency tones (Twitchell, et al., 1996).

Radovan mentions the following methods to be the most appropriate for senior learners: discussion method, problem-based learning, project method, and research method (Radovan, n.d.).

Teaching methods:

- Discussion method gives us a two-way communication, good participant engagement, ability to give reason and democracy in relations. Knowledge gained through discussion is more permanent, has emotional background, gives a possibility to develop a value system and views. The discussion method does not require much preparation on the part of the tutor, but it does require a thorough examination of the learning group in terms of background knowledge, group relations, etc. (Radovan, n.d.).
- Problem-Based Learning (PBL) is a teaching method in which complex real-world problems are used as the vehicle to promote student learning of concepts and principles as opposed to direct presentation of facts and concepts. In addition to course content, PBL can promote the development of critical thinking skills, problem-solving abilities, and communication skills. It can also provide opportunities for working in groups, finding and evaluating research materials, and life-long learning. (URBANA-CHAMPAIGN, n.d.)
- Project method is a method where students are given a number of projects or situation. The students then choose their situation and they plan to execute the project collectively. In this method the teacher works as a guide and a working partner. It was initiated by professor William Kilpatrick, according to whom the project

method is “A whole hearted purposeful activity proceeding a social environment.” This method is student-centric where students learn things by experience. It is often described as learning by doing. There are often 5 steps in project method: 1. selection of project, 2. proper planning, 3. execution of the project, 4. evaluation and 5. recording (STUDYQUIRK, n.d.).

The classrooms should (Twitchell, et al., 1996):

- Be brightly lit, with the light level held constant.
- Be without rapidly changing light levels, e.g. when lights are dimmed or shut off and then turned back on after presentation.
- Have the ability to reduce noise from equipment and external sources.
- Be without echoes.
- Have good ventilation and temperature control.
- Have good seating arrangements and décor to reduce distractions.
- Have good audio-visual equipment.

Teaching techniques, strategies and tips:

- Older adults should be encouraged to read slowly and to take their time when reading. We should give them adequate time to read as they read more slowly than younger adults.
- It's good to ask the older adults to summarize text materials, because then they generate ideas central to the reading.
- Self-paced instruction is good because it allows older adults to spend as much time as they need to learn from materials.
- Avoid left-branching clauses (clauses in the right hand portion of the sentence that refer to information in the left hand portion. Older adults' comprehension is reduced when we use left-branching clauses.
- Use simplifying sentences as they decrease older adults' processing load.
- Make presentations at a slower pace.
- Increase prosody, e.g. intonation, word stress, pauses, and lengthening of final vowels at the end of a clause in order to make perceiving of information easier for older adults.
- Organize texts in a way where we place the important ideas in the top levels of content structure. This way we provide the reader a focus point around which they can organize the remaining information (Twitchell, et al., 1996).
- Allow enough time for learner to assimilate and integrate conceptual material.
- Emphasize concrete rather than abstract material.
- Reduce environmental distractions.
- Group teaching is beneficial to elderly learners.
- Be patient.
- Deliver the educational materials in smaller increments, so that the material can be integrated.
- Create a more individualized teaching-learning plan that fits the needs and lifestyle of older adults. (Info, n.d.)
- Use a larger print type for printed text.



- Write clearly on the board.
- Make sure there is direct light on the whiteboard.
- Integrate memory exercises into classes.
- Encourage students to draw on their wealth of experiences and to use cognitive strategies they have successfully used in the past.
- Promote a friendly and relaxed atmosphere in the classroom. (Donaghy, 2016)

## 4. Communication skills and techniques

### 4.1. What is communication?

- "A process by which people share information, ideas, feelings" Hybels Weaver
- "A process by which the sender sends a message to the receiver" - R. Baron,,
- "The act of sending and receiving messages that takes place in a context" De Vito



From a psychological point of view (Norbert Sillamy, Dictionary of Psychology, Larousse, Bucharest, 1996) communication is a relationship between individuals: "communication is primarily a perception. It involves the intentional or unintentional transmission of information intended to clarify or influence a recipient individual or group of individuals. " Professor Emilian M. Dobrescu (Sociology of Communication, Bucharest, 1998) considers communication a fundamental concept in sociology and social psychology and groups the meanings attributed to it as follows:

- process in which stimulus are observed and reacted in relation to them;
- essential mechanism in the development of human relations;
- all the symbols of thought and the means by which they are disseminated and preserved;
- social communication - general expression for "all forms of social relations, with the conscious participation of individuals and groups".

A broader definition - which places communication not only at the level of the human species but also at the biological level - quotes Professor Aurelian Bondrea in his book *Sociology of Public Opinion and the Media* (Bucharest, 1997), after Gilles Amado and André Guittet (*Dynamique communications in groups*). According to them, "there is communication whenever an organism, in particular a living organism, can affect another organism by altering or altering its action, starting from the transmission of information (and not by direct action, such as that exerted by a physical force by activating an energy) ".

From a sociological point of view, (mass) communication is seen as "a set of ways" of transmission networks, individual and autonomous equipment that allows a wide range of messages to be made available to a fairly wide audience "(Dictionary of Sociology, Larousse, Bucharest, 1996). Wilbur Schramm (an American researcher who played an important role in asserting the field of communication as a university discipline, the author of papers published between 1960 and 1980 and four theories on the press) defined communication as a process by which a communion or an identity of reflections, conceptions, between a sender and a receiver, through a communication channel.

In Towne and Adler's opinion, most messages are communicated through non-verbal messages.

These include body messages (body position, gestures, facial expressions, eye contact and physical contact), spatial communication (distance between two people conversing) and paralanguage (tone, intonation, accent used, speech speed, volume, etc.).

In order to avoid the blockages that can intervene in the communicative behavior of the child, a competent teacher will have to know that the interlocutor attitude is learned and that this implies:

- to know how to listen;
- to listen to the end;
- to show interest in the topic approached;
- to show interest in the other's point of view;
- take into account the other's point of view.

## **4.2. Communication features. Why and what do we communicate?**

First of all, let's just say that we can't help but communicate. At any time, whether we speak or not, we communicate, expressing ideas, opinions, emotions, feelings, attitudes, facts, energies, meanings to satisfy our needs (material or psychological), aspirations, desires and interests, trying to persuade, influence, or educate. Whenever we communicate, we have four major goals in mind:

- to be received;
- to be understood;
- to be accepted;
- to provoke a reaction, consisting in a change of behavior or attitude.

Sometimes we fail to achieve any of these goals, in which case we have failed in our communication process. If we know why we are communicating, what we are pursuing, what the real purpose is, it is equally important to have very clear answers to the following questions:

- What do I mean? What does the other person want to know?
- Who is the person in front of me? What is their personality? What needs, aspirations, desires does he/she have? How does he/she see the world? What are his/her beliefs? What does he/she know about my message?
- Where does the dialogue take place? What would be the most appropriate place, the most suitable environment?
- How best to send the message? Verbally, or in writing? With pictures, or in words? Using scientific language, or using metaphors? Really, or using jokes?

### **4.3. Communication barriers and their typology**

Obstacles / difficulties / barriers in the communication process are anything that reduces the fidelity or transfer of the message. The main obstacles / difficulties / barriers that appear in the communication process can be:

Language barriers that may be due to the following causes:

- the same words have different meanings for different people;
- there are differences in training and experience between the interlocutors;
- the emotional state of the receiver can distort what he hears;
- difficulties of expression; use of inappropriate or confusing terms (words and phrases)
- preconceived ideas and routine that influence receptivity.

Environmental barriers

- Inadequate communication climate (cold, noise, insufficient light);
- use of inappropriate or inappropriate information media (information flyers that use many technical terms, placing ads at too high a height, etc.);
- Barriers due to the position of the transmitter or receiver
- the image that the sender or receiver has of himself and of his interlocutor
- different characterization of the situation in which the communication takes place by the sender and the receiver
- the feelings and intentions with which the interlocutors participate in the communication
- Barriers to conception
- the existence of assumptions;
- clumsy expression of the message by the sender;
- lack of attention in receiving the message;

- hasty conclusions on the content of the message;
- the lack of interest of the receiver towards the message;
- routine in the communication process.

A qualitative method of identifying the root causes of communication obstacles / difficulties / barriers is the analysis of communication disturbances.

- subjectivism;
- incorrect listening;
- personal involvement,
- disinterest.

#### **4.4. Oral communication techniques adapted in courses for seniors**

Transmitter and Receiver. In the human individual, communication depends on the ability to relate to the other, the availability to combine the code used, the availability of reception and processing, the complexity and variety of content, and the ability of the sender and receiver to change roles.

The sender - who is an individual, a group, an institution: possesses well-structured information has a special mood (motivation) and has a well-defined purpose.

It triggers the act of communication, initiating and formulating the message has different degrees of credibility or prestige. The qualities that mark the personality of the speaker, of the communicator (of the transmitter) are:

Clarity - organizing the content of the press release so that it can be easily followed; use vocabulary appropriate to the topic and the author; a correct and complete pronunciation of the words;

Accuracy - involves the use of a rich vocabulary to be able to express the desired meanings; demands the full exploitation of the subject of the communiqué;

Empathy - the speaker must be open to all interlocutors, trying to understand their situation, the positions from which they adopt certain points of view, to try to understand their attitudes, while showing kindness and friendship;

Sincerity - the situation of avoiding rigidity or clumsiness, resorting to and maintaining a natural situation;

Attitude - avoid sudden movements during speech, tense or too relaxed positions, sudden changes in position, out of control of the voice;

Making eye contact - it is absolutely necessary during the dialogue, all participants in the dialogue to be able to see and look at each other, direct, visual contact, being a test of credibility and willingness to dialogue;

Appearance - reflects the way you look at yourself: attire, clothing, must be appropriate to the place and manner of discussion, the social status of the interlocutors;

Posture - the position of the body, hands, feet, head, back - all these must be skillfully controlled by the speaker;

Voice - watch if you are heard and understood by those who are listening to you, adjust your voice volume according to the room, the distance to the interlocutor, the background noise as well as the theme and social context of the communication;

Speech speed - must be appropriate to the interlocutors and the situation; neither too large to indicate urgency, nor too slow, so as not to lose the listener's interest;

Speech breaks - are recommended when the speaker wants to prepare the audience to receive an important idea.

#### **4.5. What important rules should I keep in mind when preparing to develop an activity with seniors?**

The triple „yes“ rule. At the beginning of the conversation, try to arrange your sentences or questions so that the other person agrees with you three times or says "yes". In this case, it will be easier for you to persuade them to lean in the right direction.

Do not use negative and aggressive words in your speech that unconsciously remove your interlocutor from you: need, need, awful, frightening, failure, failure, crushing, etc. Use softer forms: such as, small difficulties, a little anxious, they would rather be restrained.

Try not to speak loudly and emotionally if this is due to a negative description of the situation. Pay attention to the reaction of the interlocutor caused by your gestures and movements. Conversely, don't be fooled by the emotions of positive stories.

Follow the tone of your voice. Understanding will become difficult if any explanation is presented. Learn how to focus during the conversation.

When communicating with aggressive or negative people, imagine a glass wall around you that does not let the pressure and pessimism of the interlocutor pass.

To make it easier for you to give positive communication or to buy yourself from attacks and retaliation, imagine your interlocutor that the person he will respect will love indefinitely. You will want to understand him and do everything to make him understand you.

Use comparisons in disputes if you're sure we can't defend your point of view. This technique will also add richness to the conversation.

Pay attention to the main "attack weapon" of your interlocutor. Mirror your behaviour or phraseology and use it against it.

To be convincing, use digital examples, statistics, based on known facts and authoritative sources.

At all times, the strongest, both the emergence of sympathy and the exit from the conflict was and remained a sense of humour. After commenting on a joke or an attack by your

interlocutor, make the conversation pleasant and bright emotional and you will not be forgotten.

#### **4.6. Tips for effective communication with seniors**

Fortunately, communication is a learned skill, so talking with elderly adults can get easier with practice. If you're not sure where to start, here are seven tips that can make communicating with seniors easier:

1. Be patient
2. Ask questions
3. Don't start arguments
4. Use "I" statements (For example, if someone says, "You have to go to bed early," you may feel like you're being bossed around. you could say, "I think it's important to get to bed early tonight")
5. Reduce distractions
6. Laugh
7. Maintain eye contact. Eye contact is one of the most direct and powerful forms of nonverbal communication
8. Speak slowly, clearly and loudly. The rate at which an older person learns is often much slower than that of a younger person. Therefore, the rate at which you provide information can greatly affect how much your seniors can take in, learn and commit to memory
9. Use short, simple words and sentences. Simplifying information and speaking in a manner that can be easily understood is one of the best to ensure that your seniors will follow your instructions
10. Stick to one topic at a time. Information overload can confuse seniors. avoid this, instead of providing a long, detailed explanation to elderly, try the information in outline form. This allow you to explain important information in a series of steps
11. Use charts, models and pictures. Visual aids will help seniors better understand the content. 83% of learning occurs visually
12. Frequently summarize the most important points. As you discuss the most important points with seniors, ask them to repeat your instructions
13. Give seniors the opportunity to ask questions and express themselves. Once you have explained the content and provided all the necessary information, give seniors the opportunity to ask questions. This will allow them to express any ambiguities they may have, and through their questions you will be able to determine if they fully understand the information and instructions you have given.



## 5. How to prepare your own lesson plan/ learning scenario, creating lesson plans

### 5.1. Introduction

Often, with experience and over time, teachers and trainers (educators) tend to neglect the importance of planning formative actions. The truth is, it has been proven that good planning is a fundamental key to the success of the training process.

Thinking and planning, putting the plan in writing, is beneficial not only for the trainees but also for the trainers, allowing them to have a clear idea of why you are doing what you are doing, what you want to achieve and how to get there with a particular group of people/trainees.

### 5.2. Why should Lesson Plans be prepared?

Lesson plans aims to help educators of the elderly to conduct their educational practices. The previous organization of the activities seeks to promote greater assertiveness in the conduction of the classes and facilitate the choice of the most appropriate methods and techniques for the didactic action.

★ *Bear in mind that great lesson plans need clear direction!*

*Goals* - What do you want students to be able to do, know or understand by the end of the lesson?

*Actions* - How are you going to break down the contents in order to help your students reach the goals?

*Demonstrate learning* - How will you and your students know if they have achieved the goal?

*Environment* - What do you physically need to do to facilitate the learning?

### 5.3. Preparing the lesson plan

Listed below are some important topics to consider when preparing a Lesson Plan for seniors:

- Venue for the activity: check the appropriate environment for the activity. The arrangement of space, light, ventilation, access and other aspects of the activity location can expand or restrict the didactic possibilities and are important information to be obtained.

- Period and duration: the period (morning/afternoon) and the duration of the activity influence the organization of the contents to be covered in class. For a longer period, a break is advisable.
- Number of people: pay attention to the minimum or maximum number of people for the activity you intend to carry out. For example, the number of seniors participating can influence the organization of group activities. Therefore, checking in advance the limits (minimum and maximum) becomes relevant when planning the class.
- Contents/ Objectives of the lesson: describe the contents to be covered and the general objectives to be achieved with the lesson, so that they can be evaluated at the end. The description of the objectives will allow the educator to adjust strategies, techniques, and methods.
- Resources/materials: check the resources (digital, audiovisual, among others) and the materials that will be needed to develop the class.

★ *How can you set up your classroom? Tips to consider:*

Resources - Print, layout and organize materials previously.

Environment - Have a specific song playing which relates to the lesson, for when students enter or just to create a background atmosphere.

Spaces - Active learning classrooms allow for reconfiguration of the space depending on the learning objective or collaboration needs.

Desk layout - Move the desks into groups / pairs / individual etc.

## 5.4. Lesson plan in practice

The Lesson Plan scheme aims to facilitate the systematic organization of the lesson. However, other elements may be included, according to the teacher's didactic context.

Below you will find *examples of lesson plans* for different learning scenarios:

### Lesson Plan No. 1

<b>Learning Scenario Title</b>	<b>Cooking with codfish</b>
<b>Learning Outcomes</b>	<p>General learning outcomes:</p> <ul style="list-style-type: none"> <li>• Learning how to choose codfish</li> <li>• Learning how to prepare codfish</li> <li>• Learning how to cook codfish</li> </ul>
<b>Aim, Tasks and Short Description of Activities</b>	<p><b>Short description:</b></p> <p>Learn some surprising facts about codfish in Portuguese culinary tradition and how it can be consumed in many ways.</p> <p><b>Tasks:</b></p> <ul style="list-style-type: none"> <li>• Listen to the presentation</li> <li>• Q&amp;A's on the subject</li> <li>• Discussion in pairs, shared dialogue (<i>What is your favourite codfish dish?</i>)</li> <li>• Conversation circle (<i>How many different ways can I make dishes with codfish?</i>)</li> <li>• Pastel de Bacalhau (Codfish Cake) tasting</li> </ul> <p><b>Aim:</b></p> <p>Learners will be able to understand, through an historical background, why Portugal is one of the biggest consumers of codfish and its importance in Portuguese gastronomy.</p> <p>By the end of this module, learners will be able to recognise the "guidelines" to choose, prepare and cook salted codfish as a Portuguese.</p>
<b>Duration of Activities</b>	1 lesson – 1 hour
<b>Learning and Teaching Strategy and Methods</b>	<ul style="list-style-type: none"> <li>• Powerpoint presentation</li> <li>• Discussion</li> <li>• Tasting</li> </ul>



<b>Teaching Forms</b>	<ul style="list-style-type: none"> <li>• <b>Presentation</b> - contextualization, tips, recipes</li> <li>• <b>Work in pairs</b> - Dialogue (<i>What is your favourite codfish dish?</i>)</li> <li>• <b>Group Work</b> - Conversation circle (<i>How many different ways can I make dishes with codfish?</i>)</li> <li>• <b>Practical activity</b> - Tasting and feedback/evaluation of Pastéis de Bacalhau (Codfish Cakes)</li> </ul>
<b>Teaching summary</b>	<p><b>Motivation-Introduction:</b></p> <p>The trainer presents the theme of the module and asks learners if they know or have already tried any Portuguese codfish recipes. Learners are encouraged to express their experiences/opinions. - <b>10 minutes</b></p> <p><b>Implementation</b></p> <ul style="list-style-type: none"> <li>• <b>Powerpoint presentation</b> (historical background of codfish in Portuguese culinary tradition; tips on how to choose, prepare and cook codfish) - <b>15 minutes</b></li> <li>• <b>Presentation of famous Portuguese codfish recipes</b> - <b>10 minutes</b></li> <li>• <b>Q&amp;A's</b> (brief discussion on favourite codfish dishes and cooking styles) - <b>10 minutes</b></li> <li>• <b>Pastel de Bacalhau (codfish cake) tasting</b> - <b>5 minutes</b></li> </ul> <p><b>Reflection and evaluation</b></p> <p>Reflection and evaluation carried out through a brief discussion about learners' feedback on the tasting. Learners will share their thoughts on the topics presented and their will to try out new recipes with codfish. - <b>10 minutes</b></p>
<b>Tools and Resources for the Teacher</b>	<ul style="list-style-type: none"> <li>• Laptop and projector</li> <li>• Internet connection</li> <li>• Powerpoint presentation</li> <li>• Codfish cakes</li> </ul>
<b>Resources/materials for the Students</b>	<ul style="list-style-type: none"> <li>• Powerpoint presentation</li> <li>• Codfish Cakes</li> </ul>

## Lesson Plan No. 2

<b>Learning Scenario Title</b>	<b>Wines of Portugal</b>
<b>Learning Outcomes</b>	<p>General learning outcomes:</p> <ul style="list-style-type: none"> <li>• Being able to identify the different types of wine in Portugal and connect them to their region</li> <li>• Being able to conduct conversations about wine in a more informed way (ex.: what is your favourite wine and why)</li> </ul>
<b>Aim, Tasks and Short Description of Activities</b>	<p><b>Short description:</b></p> <p>This module allows learners to learn little more about Portugal's wine regions and grape varieties.</p> <p><b>Tasks:</b></p> <ul style="list-style-type: none"> <li>• Listen to the presentation</li> <li>• Q&amp;A's on the subject</li> <li>• Conversation circle (<i>With whom or where did you learn about wine? In the family, with friends, in formal courses, at the senior university, other?</i>)</li> <li>• Padlet (sharing the name and photos of their favourite wine)</li> </ul> <p><b>Aim:</b></p> <ul style="list-style-type: none"> <li>• To provide and share know-how of the wine culture in Portugal</li> <li>• Promote an engaging discussion on learner's favourite wines, where they will be able to express what are the reasons for their choices</li> </ul>
<b>Duration of Activities</b>	1 lesson – 1 hour
<b>Learning and Teaching Strategy and Methods</b>	<ul style="list-style-type: none"> <li>• Powerpoint presentation</li> <li>• Discussion</li> <li>• Online activity (sharing opinions through the Padlet platform)</li> </ul>
<b>Teaching Forms</b>	<ul style="list-style-type: none"> <li>• <b>Presentation</b> - contextualization, grape varieties, different types of Portuguese wines</li> <li>• <b>Group Work</b> - Conversation circle (<i>With whom or where did you learn about wine? In the family, with friends, in formal courses, at the senior university, other?</i>)</li> <li>• <b>Practical activity</b> - Padlet (sharing the name and photos of their favourite wine)</li> </ul>



<b>Teaching summary</b>	<p><b>Motivation-Introduction:</b></p> <p>The trainer presents the theme of the module and asks learners if they know the different types/regions of Portuguese wine. Learners are encouraged to share their previous knowledge about this topic. - <b>10 minutes</b></p> <p><b>Implementation</b></p> <ul style="list-style-type: none"> <li>• <b>Powerpoint presentation</b> - This presentation will give learners a background on grapes, regions, origin, dissemination and history of different wines in Portugal. - <b>15 minutes</b></li> <li>• <b>Q&amp;A's on the subject - 10 minutes</b></li> <li>• <b>Conversation Circle</b> - Group discussion on Portuguese wines (<i>With whom or where did you learn about wine? In the family, with friends, in formal courses, at the senior university, other?</i>) - <b>15 minutes</b></li> </ul> <p><b>Reflection and evaluation</b></p> <p>Reflection and evaluation carried out through a brief discussion/interaction through the Padlet platform. Learners will share with colleagues which are their favourite wines and why, and they will be able to justify their choice applying the knowledge acquired during the lesson. - <b>10 minutes</b></p>
<b>Tools and Resources for the Teacher</b>	<ul style="list-style-type: none"> <li>• Laptop</li> <li>• Internet connection</li> <li>• Powerpoint presentation</li> <li>• Padlet app</li> </ul>
<b>Resources/materials for the Students</b>	<ul style="list-style-type: none"> <li>• Laptop</li> <li>• Internet connection</li> <li>• Powerpoint presentation</li> <li>• Padlet app</li> </ul>



### Lesson Plan No. 3

<b>Learning Scenario Title</b>	How to introduce yourself in English
<b>Learning Outcomes</b>	<p>General learning outcomes:</p> <ul style="list-style-type: none"> <li>• Learning of typical phrases of introduction</li> <li>• Learning of how to introduce themselves and their friends in English</li> </ul> <p>Specific learning outcomes oriented on algorithmic thinking:</p> <ul style="list-style-type: none"> <li>• They get to know each other through learning</li> </ul>
<b>Aim, Tasks and Short Description of Activities</b>	<p><b>Short description:</b> Get familiar with questions and appropriate answers for introducing themselves.</p> <p><b>Aim:</b> To talk about themselves, and be comfortable when asked about their personal information.</p> <p><b>Objectives:</b> Among objectives are that they learn some typical phrases of introduction, and how to introduce themselves and their friends in English, as well as get to know each other through the learning process.</p> <p><b>Tasks:</b></p> <ul style="list-style-type: none"> <li>• Listen to the dialogue and/or video</li> <li>• Short talks in the form of speed dating</li> <li>• Game “find someone who”</li> <li>• Quiz: Plickers</li> </ul>
<b>Duration of Activities</b>	3 school lessons
<b>Learning and Teaching Strategy and Methods</b>	<ul style="list-style-type: none"> <li>• Role play</li> <li>• Text reading</li> <li>• Quiz</li> <li>• Discussion</li> <li>• Video watching</li> <li>• Listening to audio</li> </ul>
<b>Teaching Forms</b>	<ul style="list-style-type: none"> <li>• Role play</li> <li>• Group work</li> <li>• Individual work</li> </ul>



<b>Teaching summary</b>	<p>(Motivation-Introduction, Implementation, Reflection and evaluation)</p> <p><b>Motivation-Introduction</b></p> <p>We motivate students by showing them a short video with interesting introductions in English.</p> <p>Later on we do oral questions and answers game.</p> <p><b>Implementation</b></p> <p>We start with group work in pairs, for example through game “match questions and answers”.</p> <p>This is followed by discussion/talking activity after which we get into the short talks in the form of speed dating where learners have a change to ask each other a series of short questions and get to know each other.</p> <p>Now that they are more familiar with other participants we play a game “find someone who” where the learners are tasked with finding a certain person with some specific trait.</p> <p>We conclude the lesson with Plickers quiz.</p> <p><b>Reflection and evaluation</b></p> <p>Our reflection and evaluation is carried out through Plickers quiz.</p>
<b>Tools and Resources for the Teacher</b>	<ul style="list-style-type: none"> <li>• Videos</li> <li>• Texts</li> <li>• Plickers app</li> </ul>
<b>Resources/materials for the Students</b>	<ul style="list-style-type: none"> <li>• Videos</li> <li>• Texts</li> </ul>

## Lesson Plan No. 4

<b>Learning Scenario Title</b>	<b>Selected autochthonous herbs and types of herbal extracts</b>
<b>Learning Outcomes</b>	Learners will be able to name and describe types of herbal extract products and their impact on soap features
<b>Aim, Tasks and Short Description of Activities</b>	<p><b>Aims:</b></p> <p>Learner will be able to recognize 4 different types of autochthonous herbs, name them according to their fragrance and appearance. They will be able to list therapeutic properties and types of their herbal extracts and define their impact on soap features.</p> <p><b>Tasks:</b></p> <ol style="list-style-type: none"> <li>1) Learners need to match the herb with its extract ( using the real herbs and their essential oils).</li> <li>2) Learners work in a group. They need to research the prepared material with the information about a specific herb.</li> <li>3) Learners need to make a presentation of the content they have researched giving the basic information about the herb.</li> <li>4) Learners choose their favourite herb and explain their choice. Later, in the following module, they will use the chosen herb extract to make the soap.</li> </ol> <p><b>Short description:</b> Learners are getting to know the basic information about 4 different types of autochthonous herbs, their extracts and their therapeutic properties</p>
<b>Duration of Activities</b>	2 school periods / 90 minutes
<b>Learning and Teaching Strategy and Methods</b>	Presenting morphology of selected herbs and describing the herbs exploitation as well as their usage in a soap-making process. Stimulating communication among learners about their choice of herbal products used for making soap. Respecting communication rules and individual interests of the elderly. Using a variety of motivating factors with respect of the personal needs and wishes.
<b>Teaching Forms</b>	Frontal work, demonstration, group work, individual work, active learning method ( doing a research on the material provided by teacher)



<p><b>Teaching summary</b></p>	<p><b>Motivation-Introduction:</b></p> <p>The teacher asks learners if they already know any autochthonous herbs, have they ever tried to look for them in nature? Have they ever used them?</p> <p>The learners share their experience. <b>/15 minutes</b></p> <p><b>Implementation:</b></p> <p>The teacher uses power point presentation to show learners photographs of four autochthonous herbs (lavender, immortelle, bay laurel, rosemary). The teacher also brings those herbs and their extracts into the classroom. The learners are given the following task: they need to try to match the herb with its extract ( essential oil) by smelling the oil and trying to match it with the herb. <b>/15 minutes</b></p> <p>The teacher uses a box with the set of 12 papers in four different colours( yellow, purple, green, blue). Each learner picks one paper and the groups are formed according to the the same colour. If there are 12 participants , 4 groups of three persons will be formed.</p> <p>Group coloured yellow- immortelle.</p> <p>Group coloured purple- lavender.</p> <p>Group coloured green- bay leaf.</p> <p>Group colored blue-rosemary.</p> <p>Each group is given a card with prepared teaching material. The card has the following content:</p> <ul style="list-style-type: none"> <li>- the herb's name ( and the Latin name)</li> <li>-information about the herb's habitat, growing season and how and when to harvest it</li> <li>- types of the herbal extract products and their impact on soap features</li> </ul> <p>The group has to read the material and prepare a presentation.</p> <p><b>/ 30 minutes</b></p> <p>During this activity the teacher goes around the groups and if necessary helps them with their task.</p>
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	<p>Each group makes a presentation of their herb./<b>20 minutes</b></p> <p><b>Reflection and evaluation:</b></p> <p>After the main activity of implementation, the participant choose their favourite herb. They have to explain they choice ( whay they have chose this particular herb). The chosen herb they will use in the following module for a soap- making activity./ <b>10 minutes</b></p>
<b>Tools and Resources for the Teacher</b>	<p>Personal computer or laptop with an overhead projector,herbs ( lavender,immortelle, bay laurel, rosemary), essential oils (lavender, immortelle, bay laurel, citrus,rosemary , a box with the set of 12 papers in four different colours ( yellow, purple, green, blue). Ljepota i zdravlje iz</p> <p>prirode/Dražen Ružić (prijevod), Mozaik knjiga, 2014.; Eterična ulja/Joy Bowles, Veble</p> <p>commerce, 2003; Organska tehnologija/Jasminka Sadadinović, Ars grafika, 2008; Izrada</p> <p>prirodnih sapuna / Sandra Nunes, Pasija-Art, 2015.;</p>
<b>Resources/materials for the Students</b>	<p>Four info cards on each herb with the following content:</p> <ul style="list-style-type: none"> <li>-the herb's name ( and the Latin name)</li> <li>-information about the herb's habitat, growing season and how and when to harvest it</li> <li>- types of the herbal extract products and their impact on soap features</li> </ul> <p><b>Webgraphy</b></p> <p><a href="https://www.fea.pt/files/74f9fca7e9045a5d6cfb2253bee1b03251d029f1.pdf">https://www.fea.pt/files/74f9fca7e9045a5d6cfb2253bee1b03251d029f1.pdf</a></p> <p><a href="https://issuu.com/novaetapa/docs/subm_dulo_7">https://issuu.com/novaetapa/docs/subm_dulo_7</a></p> <p><a href="file:///C:/Users/RUTIS1/AppData/Local/Temp/i006639.pdf">file:///C:/Users/RUTIS1/AppData/Local/Temp/i006639.pdf</a></p> <p><a href="https://www.youtube.com/watch?v=QB1CJGPq3EU&amp;t=1s">https://www.youtube.com/watch?v=QB1CJGPq3EU&amp;t=1s</a></p>

The lesson plan aims to help educators of the elderly to conduct their educational practices. The previous organization of the activities seeks to promote greater assertiveness in the conduction of the classes and facilitate the choice of the most appropriate methods and techniques for the didactic action.

### Lesson Plan No. 5

<b>Learning Scenario Title</b>	<b>ACTIVE COMMUNICATION AND LISTENING</b>
<b>Learning Outcomes</b>	<b>Proposed 3 learning tasks:</b> <ol style="list-style-type: none"> <li>1. To get acquainted with basic definitions of communication</li> <li>2. To get acquainted with verbal and non-verbal communication</li> <li>3. To get acquainted with different levels of communication</li> </ol>
<b>Aim, Tasks and Short Description of Activities</b>	<p><b>Main aims</b></p> <ol style="list-style-type: none"> <li>1. To understand the term “communication”</li> <li>2. To understand the difference between one way and two way communication</li> <li>3. To be able to interpret and make use of <b>body signals*</b> that support communication</li> <li>4. To know communication conditions for a successful conversation</li> </ol> <p><b>Tasks:</b></p> <ul style="list-style-type: none"> <li>- active participation in the activity</li> <li>- involvement in performing all tasks / exercises</li> <li>- observance of group rules</li> </ul> <p><b>Short description:</b> Develop the ability to communicate and differentiate between verbal and non-verbal communication.</p>
<b>Duration of Activities</b>	25 minutes / hours depending on the group size
<b>Learning and Teaching Strategy and Methods</b>	<ul style="list-style-type: none"> <li>• approaching the courses’ topic,</li> <li>• enabling everyone to get involved,</li> <li>• creating relationships through participation,</li> <li>• energizers/icebreakers,</li> <li>• video watching,</li> <li>• listening to audio,</li> <li>• mind map,</li> <li>• brainstorming,</li> <li>• problem solving.</li> </ul>





<b>Teaching Forms</b>	in groups, in pairs, frontal
<b>Teaching summary</b>	<p>Trainers task</p> <p>(Ask participants to group in pairs. Let A and B stand face to face.</p> <p>Persons A form a line and persons B form another line in front of them.</p> <p>Suggest that they think of a short story, an anecdote, a dream, or something else they would like to tell their partner.</p> <p><b><u>Instructions</u></b></p> <p><b>a.</b> A and B tell the story at the same time (2 min.).</p> <p><b>Feedback:</b> How did you feel? What was your reaction?</p> <p><b>b.</b> A tells the story, and B does not listen, does anything else, looks away, etc. (2 min.). Then the participants change roles.</p> <p><b>Feedback:</b> How does the speaker feel? But the one who doesn't listen?</p> <p><b>c.</b> A tells the story, B actively listens to it (1 min.). Then change roles (2 min.).</p> <p><b>Feedback:</b> How did the speaker feel? What feelings did the listener experience?</p>
<b>Tools and Resources for the Teacher</b>	Room (quite space) /Chairs
<b>Resources/materials for the Students</b>	<p><b><u>Resources</u></b></p> <p><b>Active Listening: How To Communicate Effectively</b> <a href="https://youtu.be/BW82k7lwl_U">https://youtu.be/BW82k7lwl_U</a></p> <p><b>Active Listening</b> <a href="https://youtu.be/rzsVh8YwZEQ">https://youtu.be/rzsVh8YwZEQ</a></p> <p><b>Active Listening: How To Listen Effectively</b> <a href="https://youtu.be/O3XqUZE4be0">https://youtu.be/O3XqUZE4be0</a></p>
<b>Learning Scenario Title</b>	<b>ACTIVE COMMUNICATION AND LISTENING</b>



<b>Learning Outcomes</b>	<b>Proposed 3 learning tasks:</b> <ol style="list-style-type: none"> <li>1. To get acquainted with basic definitions of communication</li> <li>2. To get acquainted with verbal and non-verbal communication</li> <li>3. To get acquainted with different levels of communication</li> </ol>
<b>Aim, Tasks and Short Description of Activities</b>	<b>Main aims</b> <ol style="list-style-type: none"> <li>5. To understand the term “communication”</li> <li>6. To understand the difference between one way and two way communication</li> <li>7. To be able to interpret and make use of <b>body signals*</b> that support communication</li> <li>8. To know communication conditions for a successful conversation</li> </ol>
<b>Duration of Activities</b>	25 minutes / hours depending on the group size
<b>Learning and Teaching Strategy and Methods</b>	<ul style="list-style-type: none"> <li>• approaching the courses’ topic,</li> <li>• enabling everyone to get involved,</li> <li>• creating relationships through participation.</li> </ul>
<b>Teaching Forms</b>	non-formal learning
<b>Teaching summary</b>	<p>Trainers task</p> <p>(Ask participants to group in pairs. Let A and B stand face to face. Persons A form a line and persons B form another line in front of them.</p> <p>Suggest that they think of a short story, an anecdote, a dream, or something else they would like to tell their partner.</p> <p><b><u>Instructions</u></b></p> <p><b>a.</b> A and B tell the story at the same time (2 min.).</p> <p><b>Feedback:</b> How did you feel? What was your reaction?</p> <p><b>b.</b> A tells the story, and B does not listen, does anything else, looks away, etc. (2 min.). Then the participants change roles.</p> <p><b>Feedback:</b> How does the speaker feel? But the one who doesn't listen?</p> <p><b>c.</b> A tells the story, B actively listens to it (1 min.). Then change roles (2 min.).</p>

	<b>Feedback:</b> How did the speaker feel? What feelings did the listener experience?
<b>Tools and Resources for the Teacher</b>	Room (quiet space) /Chairs
<b>Resources/materials for the Students</b>	<b>Resources</b> <b>Active Listening: How To Communicate Effectively</b> <a href="https://youtu.be/BW82k7lwl_U">https://youtu.be/BW82k7lwl_U</a> <b>Active Listening</b> <a href="https://youtu.be/rzsVh8YwZEq">https://youtu.be/rzsVh8YwZEq</a>  <b>Active Listening: How To Listen Effectively</b> <a href="https://youtu.be/O3XqUZE4be0">https://youtu.be/O3XqUZE4be0</a>

## 6. Evaluation

Teaching-learning-evaluation activity leads to the achievement of the educational process. All these activities are in a relationship of interdependence. From modern didactics perspective evaluation activity is integrated in the educational process.

### 6.1. What is evaluation and why is it necessary?

Evaluation is of significant importance in adult education, because based on it we can continuously adjust and optimize the quality, efficiency and potential of training programs. It should be noted that the relevance of evaluation in non-formal adult education also follows from the following:

- The adult enters the educational process with aspirations, expectations for the course and with his own goals to achieve; with his previous experiences etc. In this context, without an initial assessment of the learners, the educational action may fail before it is started.
- In adult education, evaluation directly engages the learner, transforming the process into an internalized one, in which the target person actively participates. Moreover, the student is an evaluation partner, who discusses, negotiates and motivates himself, especially since an important sequence in this process is self-evaluation.
- Evaluation occupies a special place in adult education, due to the close link between this type of education and the labor market. Skills acquired and developed during a training program should be used concretely and immediately in the workplace.

Thus, evaluation is an integral and inherent part of the learning process, or it refers to the assessment and measurement of the achievement of the goals proposed by the training

program. As it is one of the most difficult steps in designing and conducting training, it requires detailed training and planning from the trainer.

First of all, the trainer will answer the question: What I want to evaluate and for what purpose?

Usually, the evaluation is done for:

- motivating learning and stimulating good results;
- effective monitoring of learning;
- improving the teaching and facilitating the activities by the trainer;
- the adequacy of the trainer's teaching style to the participants' learning style;
- responsibility of the participants

## **6.2. What types of assessment does the trainer make in the adult training program?**

There are several types of assessment, depending on when they are being conducted as part of a training program and their purpose:

1. Initial evaluation - refers to the prior evaluation of the participants. It is done before the internship or at the first session, to determine the experience and the level that the group has in the field / topic / issues that will be addressed in the program and the concrete expectations. At the same time, by applying a questionnaire, we can easily assess the mood of the learners, which facilitates the adaptation by the trainer of activities, creating a favorable psychological climate, in which everyone feels good and is emotionally prepared for active and effective involvement.
2. Current assessment - is carried out by the trainer in the training program (during the session, at the end of the session or during the day) and is a formative one, ie it is meant to assess the degree of achievement of objectives, to determine the difficulties that arise in this sense and the solutions to them. This type of evaluation gives the trainer the opportunity to adapt the program (in terms of content, process, relationships), so as to obtain maximum results.
3. The final evaluation - is a summative one, made by the trainer and / or the organizers of the training program at the end of the activity; it aims to highlight the achievement of objectives and the formal or non-formal recognition of acquired skills. Through the final evaluation, the trainer can determine the steps to be performed with the participants in the subsequent activities. The tools used must be based directly on the objectives of the training. Usually, this type of assessment involves the application, at the end of the training, of an assessment tool (questionnaire, tests, assessment sheets / forms, interview, an individual assessment technique, etc.) and a follow-up activity after a certain period. of time.

If through the final evaluation in the last session we determine the posttraining reaction and the degree of learning, then the follow-up provides an optimal framework to evaluate the extent to which what is learned is applied by participants in the current activity, its effect and concrete results. Various tools and modalities can be used in the follow-up evaluation process, including individual and group projects, professional portfolios, etc. The assessment of students in adult education is mandatory beyond the training stage, especially at work, because only here can be tested skills acquired, developed, updated.

### 6.3. What and how do we evaluate? The Kirkpatrick model

There are several things to consider when it comes to adult education:

- quality of the training program (curriculum);
- student performance;
- trainer performance;
- quality of program delivery (teaching-learning) etc.

If we refer to the evaluation of the student, we mention that it includes some aspects:

- assessment of learning needs;
- evaluation of the preferred / predominant learning style or styles;
- evaluation of learning outcomes.

The Kirkpatrick model is one of the best-known models for evaluating an adult education program, which structures the process into four distinct levels: the first refers to the reaction of the participants, the second to the degree of learning, the third to the behavior of the participants. the extent to which they apply the same and the fourth - to the overall results of the training, to its impact on the professional activity of the students.

- Assessing the participants' reaction (if they liked the course)  
Usually, the information obtained shows "how the participants felt" and is included in the final evaluation questionnaire. This tool also evaluates the relevance of the subject, the performance and professional competence of the trainer, the interactivity, etc.
- Assessment of the learning of the course / degree of learning (if they have internalized the expected acquisitions)  
It is measured how much the participants assimilated during the training activity, taking into account the objectives set in the stage of identifying needs and expectations.  
The evaluation of the learning degree is done through tests, questionnaires, etc., completed before and after the training program, or by direct observation of the participants' activity, the level of responsible involvement in the workshops, the implementation of the knowledge assimilated during the training.
- Assessment of post-learning behavior, application of what has been learned in the workplace (if it regularly demonstrates / manifests the targeted behavior)  
It is evaluated, based on the participants' behaviors, the extent to which what was learned during the training is applied in the current activity. Unlike the first two levels,

this is a complex one and is based on the cooperation between mentors, managers and other people / structures involved in the process. It can be done through monitoring visits or through follow-up programs carried out at a certain time period of time after the end of the course.

- Evaluation of the results and impact of the training activity (if a cost-conscious, value-added)

It is the highest level of measurement of the effects of a training program. At this stage, the improved performance is quantified in money or time, to determine if it has an impact on the student's activity and the institution in which he is employed.

Examples of such indicators:

- increase productivity;
- optimal use of resources;
- qualitative increase of the services offered;
- increasing the visibility of the institution, etc.

## 6.4. Follow-up

A valuable, effective and productive form of final assessment and certification is follow-up, as it allows for multi-level assessment, providing evidence, evidence of successful training, including evidence of program quality (curriculum), student performance, trainer performance, quality of program delivery (teaching-learning situation).

It usually takes place at a certain time after the training process and includes: monitoring the involvement of participants in meetings and discussion workshops, carrying out mutually agreed projects, consulting and post-training mentoring, etc. The trainees are familiar with the tests and assessment tools in advance. Moreover, we recommend simulating the evaluation during the training by using similar tools and practicing the procedure. Usually, the final evaluation is based on an individual project, which is assessed collegially in terms of the correctness of the material presented, but also the student's reflections on it.

Follow-up meetings provide space, conditions and a favorable framework for an effective exchange of experience; for self-evaluation, evaluation and mutual evaluation of participants based on concrete products (group or individual projects; thematic portfolios, including digital; reflective journals; self-evaluation reports, etc.).



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