

# **BILDUNG FÜR ÄLTERE MENSCHEN**

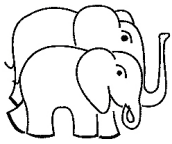
**Das Empowerment-Curriculum besteht aus sechs Modulen, die unabhängig voneinander oder alle zusammen verwendet werden können:**

- Lust auf Zukunft / Back to the future
- Kennenlernen lernen / Sharing between communities
- Computer – Nur keine Panik! / Computers – don´t panic!
- Sicher und gesund / Safe and sound
- Körperlich und geistig fit bleiben– Denk an dein Gedächtnis / Keeping fit in mind and body – Mind your memory
- Körperlich und geistig fit bleiben – Halte dich fit - bleibe fit / Keepin fit in mind and body – Keep fit-stay fit
- Lernen, ältere Menschen zu unterrichten / Learning to teach older people

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## Lust auf Zukunft

Entwickelt von: GEFAS Steiermark, Graz, Österreich

### Zielsetzungen

- die persönliche Geschichte für die eigene Zukunft nutzbar machen
- Zugang zu vergessenen Eigen - Ressourcen finden, um sie für die persönliche Entwicklung einzusetzen

### Umsetzung und Ergebnisse

Um die eigene Biografie gezielt als Potential zu nutzen, liegt der Fokus der biografischen Reflexionen auf 4 thematischen Schwerpunkten.

#### Einheit 1: Chancen und Herausforderungen

*Themen:*

- das Erarbeiten von kreativem Potential in Krisensituationen
- das (Neu)Auslösen von vorhandenen Lösungsstrategien
- das Erreichen von Selbstvertrauen in die eigene Leistung und Wandlungsfähigkeit
- die Belebung des Wechselspiels zwischen tatsächlichen Bedürfnissen und persönlicher Kompetenz
- das Erarbeiten einer größeren Bandbreite von Handlungsmöglichkeiten

#### Einheit 2: Kompetenzen und Fähigkeiten

*Thema:*

- Im Spannungsfeld von gesellschaftlichen Normen und der Vorstellung des eigenen Alterwerdens

#### Einheit 3: Kreativität

*Themen:*

- unorthodoxe Lösungen
- Originalität
- Vereinfachung

#### Einheit 4: Zeitmanagement

*Themen:*

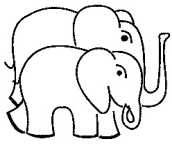
- Möglichkeiten und Chancen in allen Lebensabschnitten
- Zeitqualitäten
- Möglichkeiten die Lebenssituation neu zu gestalten
- Das eigene Potential nicht nur kennen, sondern auch nutzen
- Neue Sichtweisen gewinnen

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BUNDESMINISTERIUM FÜR SOZIALE SICHERHEIT  
GENERATIONEN UND KONSUMENTENSCHUTZ



## Kennenlernen lernen

Entwickelt von: Hamburger Volkshochschule, Hamburg, Deutschland

### Zielsetzung

- Gelegenheiten zum Kennenlernen schaffen
- Alltäglichen, selbstverständlichen Umgang miteinander erleben
- Selbstbestimmt miteinander lernen
- Gemeinsame Erfahrungen machen
- Teilhabe ermöglichen
- Erlernte Deutschkenntnisse anwenden können

### Umsetzung

Einrichtung einer Fokusgruppe zur Entwicklung von Inhalt und Struktur eines Programms (*weitere Informationen auf der Rückseite*)

### Ergebnisse

Herausbildung einer stabilen deutsch-türkischen Frauengruppe, die weiterhin gemeinsam Lern-/ und Ausflugsangebote wahrnimmt

Die interkulturellen Kontakte haben sich für die Teilnehmenden deutlich verbessert

- Aus Desinteresse wird Neugier
- Aus Vorbehalten wird Normalität im Umgang miteinander

Teilnahmehemmungen der türkischen Frauen an Lernangeboten, von denen sie glauben, sie seien nur für Deutsche, haben sich verringert

Die Gespräche in der Gruppe festigten/ verbesserten die Deutschkenntnisse

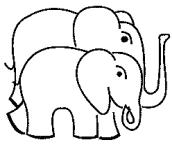
Die Frauen erwarben organisatorische Fähigkeiten im Planen und Organisieren gemeinsamer Unternehmungen

Empowerment in Bezug auf die Verantwortung für und Gestaltung von eigenen Lernprozessen, aber auch in Bezug auf das Zusammenleben mit Menschen aus einem anderen Kulturkreis.

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## **Computers – don` t panic!**

Developed by Scuola Superiore Sant'Anna, Pisa, Italy

### **Objectives**

In the framework of the LENA Project, and of the design and development of a transnational empowerment curriculum for older learners, this Module focuses on IST, and more specifically on technologies for participation, as friendly devices and systems as a support to prolonged autonomy in everyday life. The Module mainly aims at establishing easy relationship between technologies and older users, who might not be dominated by the fear of making errors, and should look at technologies like at an old pal, who can give you help when you need it. Thus, the concrete aim of the LENA module on IST, is that of demystifying computers and of showing how ICT-based systems and devices can help people – including older users – to maintain participation and autonomy despite their functional skills are progressively declining. In one word: e-Inclusion.

### **Conception and development**

The module is not meant as a vertical one, which is expected to explore in-depth, e.g., the use of the PC or of one or more PC applications, but as a horizontal one, aimed at helping them to have a taste of technology-based applications and services in a number of different situations, belonging to the following domains of every day's life. From the point of view of the educational design, the approach based on Focus Groups resulted in turning upside down the traditional approach to ICT teaching/learning. LENA IST module starts from everyday life situations, in order to show how, in many different application domains, IST can help us. Technologies are only introduced with constant reference to specific real-life cases, each one being the focus for a Module Unit.

Hands-on activities and simulations are included in the the different Unit with a game-like approach, in order to let participants "play" with technology, and overcome the hostility barrier which usually stands between older ICT users and ICT themselves.

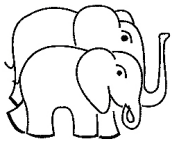
### **Outcomes**

**measurable outcomes** - Higher performance in executing IST-mediated activities: Shorter execution time, Lower error rate, Enhanced navigation skills through complex information structures (web sites), Increased number of connections to the Internet per month, Increased number of online activities per month

**observable outcomes** - Increased self-confidence when using new technologies: Change of attitude when discussing about technologies ("now I have used it! I know how to do that again! It is not a monster anymore"), Willingness to try again, Willingness to learn more about IST, or to go more into depth with some specific topics or tools

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## **Safe and sound**

### **“What and how can I do something about my own safety”**

Developed by: Zveza Društev upokojencev Slovenija, Ljubljana, Slovenia

#### **Objectives**

- to encourage participants to actively engage in issues pertaining to their own safety
- to provide relevant information as to the nature of possible threats, together with the appropriate responses to them, as well as the factors that may prove helpful in any such situation
- to make them capable of appropriate reaction under any threat

#### **Topics**

The Educational Programme encompasses the following topics:

- safety at home
- traffic safety
- safety in the apartment and outdoors with regard to assault, theft or extortion
- health, nutrition and preventive activities
- one free chosen topic

#### **Programme features**

- provides practical applications in the everyday life of the elderly
- gives emphasis to the individual's co-responsibility for their own safety
- reacts to current events in the life of the elderly, and
- provides a comprehensive approach to the issue of safety

#### **Evaluation:**

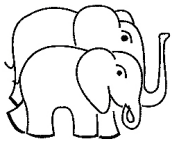
Based on Programme monitoring and the response of the participants, implementation staff and the public, we may conclude that the LENA project had:

- expanded the range of educational programmes aimed at the elderly in Slovenia
- provided programme participants with skills and experience, indeed such group gatherings may significantly contribute to improvement in the quality of life of the elderly
- it made a significant contribution against age discrimination, an issue that 2007 will be dedicated to.

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## **Keeping fit in Mind and Body** **Mind your Memory**

Developed by: ATHENA – Association for Education and Development of Women, Ostrava  
Czech Republic

### **Objectives**

The module shall empower participants by giving them an understanding of what can be achieved through learning and by ensuring them that learning can take place in any age. It shall furnish participants with skills and competences that will help them to develop their cognitive powers and it shall provide them tools for further successful learning. By having those, participants will be motivated to continue in learning and in maintaining their mental capabilities into older age.

### **Topics**

#### ***Unit 1 – Game with words***

Creation of word-chains, combining of words etc.

Series of amusing exercises for small groups, pairs or individuals, focused on training of flexible thinking and finding words out of our long-term memory. Still warming up exercises.

#### ***Unit 2 – Refresh Your Memory:***

Techniques facilitating keeping information in one's memory and its refreshment

#### ***Unit 3 – Creation of stories and empowerment of imagination***

Series of exercises using memory and imagination – using both hemispheres; games with pictures etc.

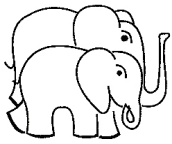
### **Conclusion**

Remembering things is not any problem regardless your age. And you can have fun while finding this fact out!

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## **Keeping fit in mind and body**

### **Keep fit stay fit**

Developed by: USAL/RUTIS, USAL - Universidade Sénior de Almeirim, Almeirim, Portugal

#### **Why a fitness module?**

The module exists due to the potential benefits of maintaining physical activity in the post-professional phase. It is specifically for people who feel they cannot cope with all the activities performed in a regular fitness programme, and who, as a consequence, tend to give up participating in physical activity sessions. It was our main intention to help older learners to take part in exercise everyday by learning activities that can be done at home, on their own, as well as in a fitness group. This way we can help them to understand the impact on daily life of maintaining physical capabilities as well as engaging in physical activities in an entertaining and healthy way. We encourage their motivation to participate, to be active and less isolated.

#### **Conception and development**

Such as other LENA modules the *Keeping Fit Stay Fit* has arisen out of USAL focus group work. The content of the module was developed from information gathered directly from the target group at focus group meetings and taster sessions. It is, by and large, based on traditional games and activities that people have always enjoyed. The module content was developed to give learners opportunities to acquire, re-acquire and/or develop the skills they need to go on practising what they've learned.

The module is divided into three units as follows:

**UNIT 1:** The development of understanding, on an individual basis, of the limits and potential of physical capability.

**UNIT 2:** Selection of physical exercise/activity that matches individual needs.

**UNIT 3:** Correct performance of the exercise/activity.

The learning group was used as a way of understanding each of the learner's needs, of creating confident, curious, active, assertive learners who could adjust activities to match their physical limitations. The trainer acted as guide, received and gave feedback, negotiated class timings, location and session duration. In this way we aimed to create an empowering learning environment.

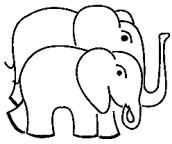
The tool that links the learners' needs and the expert group's professional opinion is a set of cards showing physical activities. These are the means by which participants learn what they should or should not do. The cards illustrate progression patterns that individuals can perform. The trainer's task is to demonstrate how to correctly perform the physical exercise/activity, to guide learners whilst they practise, and to show how physical activities can be translated into daily routine.

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## Learning to teach older people

Developed by: Leicester Adult Education College, Leicester, United Kingdom

### **A training module – why do we need it?**

Being able to meet the varied needs of older learners demands specific skills of teachers, trainers and facilitators. The process-driven approach that LENA has taken to the development and implementation of learning has the potential to place professionals in a different kind of relationship with their learners.

### **Conception and development**

In common with other LENA modules the training has arisen out of debate and consultation (focus group work). The content has been conceived and refined throughout the project duration. Essentially, the module picks up the major themes of LENA: consultation, negotiation and facilitation and translates these into pedagogy and practical ideas for teaching. It can be summarised as follows:

**Unit 1** is a general introduction to the genesis of the work; to the concept of empowerment and its definition within the project; to the concept of age and ageing; to the relationship of age and learning; to the potential and place of learning in the empowerment of individuals; to the nature of learning that evolves from a commitment to empowerment.

**Unit 2** makes the assumption that consensus exists about the place of learning in empowerment strategies and begins the process of describing how, practically, teachers may construct learning opportunities that will contribute to the empowerment of older adults. Specifically it tackles the area of negotiating learning with older people.

**Unit 3** looks at the theme of “empowerment” within the classroom context. What is learning that empowers?

The module has been delivered in the UK and in Austria, undergoing amendment to suit specific national needs. It has been offered intensively and as a series of one off training events. It has conformed to LENA principles by requiring teaching staff to reflect on their current practice and to take the lead in identifying new directions and ways of working.

### **Outcomes**

“Learning to teach older people” is a first step towards enabling teachers to embrace a concept (the empowerment of older adults) and to develop their teaching skills in response to it. There is scope to build on the module on a national or transnational basis. LENA project work has highlighted a number of complex issues around the place of learning within empowerment. Translating these into competent teaching practice takes time and support.

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