

The effects of Polish - Spanish cooperation



IN ADULT EDUCATION

»»» **POWER IN ACTION** «««

ERASMUS + - Small-scale partnerships in adult education  
Number 2021-2-PL01-KA210-ADU-000051211



Co-funded by  
the European Union

**Project name:** Power in Action

**Project duration:** 01.05.2022 – 31.12.2023

**Project budget:** 60 000 EUR

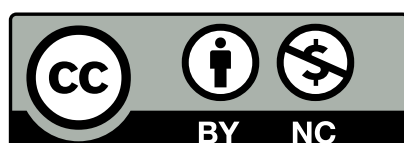
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Small-scale partnerships in adult education, ERASMUS+

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This project has been funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.



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# Introduction

## About “Power in Action” project

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***"Thanks to this project,  
I was abroad for the first time!  
What an amazing experience!"***

***Barbara***





**“POWER IN ACTION” PROJECT IS IMPLEMENTED WITH THE POLISH LIS FOUNDATION AND THE SPANISH INNETICA ASSOCIATION AS A PARTNERSHIP.**

Both organizations have many years of experience in educating and activating senior residents. However, the experience of the two institutions is different and provide an interesting complement.

The LIS Foundation activates the oldest villages and small towns residents, by the ideas based on self-help and participation (seniors to seniors). In turn, INNETICA implements the idea in a different way by lifelong education which includes seniors in international projects and implements a regional senior policy.

Thanks to the close cooperation, the partners were able to learn and test new methods of working with seniors and to expand their offer with the innovative solutions.





**The project was divided into 3 stages:**

**STAGE 1. The exchange of experiences and mutual learning of partner organizations:**

a group of educators and seniors cooperating with INNETICA went on a week-long study visit in Poland, learning about the methods and systems of work at the LIS Foundation. Then there was a return visit during which Polish educators and seniors explored how to activate seniors in Spain.

**STAGE 2. The implementation and testing of acquired solutions:**

the seniors participating in mobilities, together with the teams of both partners, developed the list of good practices regarding the activation of seniors, taking into account the new, innovative solutions learned in Poland and Spain. Then, the national teams planned and put into practice 6 of them, testing the possibility of implementing new solutions.

**STAGE 3. Developing a list of good practices and disseminating the effects of the project:**

the international team of both partners has developed the final list of 10 good practices about methods and tools for activating and educating seniors. The summary of work is the handbook, which aims to disseminate access to the social innovations and the proven methods of activating seniors.





# Cooperation

## About the partnership

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*"This was a unique experience.  
Wonderful atmosphere and  
cooperation!"*

***Mariam***



## 2. ABOUT THE PARTNERSHIP

**“Power in Action” Project is implemented with the Polish LIS Foundation and the Spanish INNETICA association as a partnership.**

### 2.1 The LIS Foundation - Laboratory of Social Inspiration



LABORATORIUM  
INSPIRACJI  
SPOŁECZNYCH

The LIS Foundation is a non-profit organization whose goal is to strengthen the potential of local communities and institutions. The LIS believes that by acting locally and being responsible for the immediate surroundings, we can make a difference.

The LIS Foundation focuses our activities on rural areas as well as small towns. We educate social leaders, foster and build partnerships, and provide financial support for social initiatives.

The LIS Foundation has been operating since 2015, implementing projects in Poland and abroad. So far, we have provided support to over two thousand residents of rural areas, e.g. social activists, representatives of non-governmental organizations, village leaders, and teachers. Thanks to a proprietary method based on self-help and social participation, together with local leaders the LIS implements bottom-up initiatives tailored to the needs of a given community. Our foundation supports these activities both substantively and financially.

For many years, the LIS Foundation has also been implementing actions activating seniors, especially those most in need - rural residents, immobile, disabled, and lonely seniors.

The LIS Foundation actions bring measurable and lasting changes in the local surroundings. LIS creates a new quality by implementing social innovations.

We are a member of the Rural Development Programme for Poland Network as well as the Małopolska Partnership for Non-Formal Education, we have the Erasmus+ accreditation. In 2021, the LIS Foundation was awarded the title of Leader of Change.

More information:

[www.fundacjalis.com](http://www.fundacjalis.com)

[www.facebook.com/fundacjalis](https://www.facebook.com/fundacjalis)



## 2.2 INNETICA - Innovation, Entrepreneurship and Technologies of Information and Communication Association / Asociación de Innovación, Emprendimiento y Tecnologías de la Información y la Comunicación



Founded in 2009, INNETICA is a non-profit association whose mission is to promote cooperation between entities throughout Europe to promote European values, by Article 2 of the Treaty on European Union. For this, INNETICA mainly focus on three fields:

- Education and training: INNETICA contributes to improving the quality of Education and Training of the associated entities through the development of European projects that facilitate innovation and the exchange of good practices. It also supports and organizes training programs, symposia, and conferences, cooperating and collaborating with national and international organizations.
- Research, development, and social and cultural innovation: all this through an innovative vision of the activity of educational entities and training centers that must integrate respect for ethical values. The research and innovation carried out by INNETICA have as its focus and objective the human being in any of its social and cultural environments.
- ICT applied to education and social and cultural innovation: in addition, INNETICA aims to use all kinds of electronic media that can have different purposes: didactic, health, cultural, and well-being.



In addition to this, INNETICA promotes sustainable development through different initiatives aimed at protecting the environment.

The association integrates a diversity of European partners to promote research projects, technological development, and social innovation, in addition to developing educational projects and teaching activities.

Based on these pillars, INNETICA provides the necessary infrastructures for a research and social innovation center that brings together university entities, public bodies, companies, and training centers, as well as intellectuals, professionals, and volunteers who contribute their ideas and experiences to the change and improvement in European societies.

More information:

[www.innetica.org/](http://www.innetica.org/)

[www.facebook.com/innetica](https://www.facebook.com/innetica)





# Examples

## The list of good practices

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*"I am impressed by the way the community takes care of seniors!"*

*Henryka*



## A GOOD PRACTICE, WHAT IS IT?

A good practice is defined as a project/action that has brought measurable, positive effects and shows the innovation potential, as well as the possibility of being used in similar conditions elsewhere and/or by other entities.

Good practices are used primarily to raise the standards of carried-out activity. They are an excellent source of knowledge and education. They broaden horizons with the experiences of others. They allow for faster and more effective implementation of a given solution, often with less risk, as it has already been tested and verified by another institution/person.

## THE PROJECT GOAL ...

was to develop a base of good practices in the field of education and social activation of senior residents, in particular people with fewer educational opportunities, e.g. inhabitants of rural areas and small towns, immobile and lonely seniors.







# In Poland

## The list of Polish good practices

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***"Polish pierogi are the best!  
The cooking workshop was  
wonderful."***

***Francisco***

### 3.1 THE LIST OF POLISH GOOD PRACTICES

#### POLISH GOOD PRACTICE NO. 1 KLUCZWODA AVENUE - SENIORS FOR RURAL RESIDENTS

Everyone, regardless of their age and health, is important to the local community. This is the idea that guided the project during the joint creation of Kluczwoda Avenue in the village of Brzezie (Zabierzów Commune, Lesser Poland Voivodeship).

A team of animators from the LIS Foundation came to Brzezie in July 2020 at the invitation of the mayor and the chairman of the newly established senior club. Our task was to integrate and activate senior residents. When planning a joint project with senior residents, we had to take care of sanitary safety above all. The pandemic forced us to look for new solutions. Since meetings in a rural building were difficult, we focused on implementing activities outdoors. To be able to get to know the local seniors better, we decided to organize a bonfire.





## **POLISH GOOD PRACTICE NO. 1 KLUCZWODA AVENUE - SENIORS FOR RURAL RESIDENTS**

Seniors, longing for the company of others, came to our bonfire in large numbers. It was their first meeting since the outbreak of the pandemic. They looked at the area along the river with admiration and great emotion. This place turned out to be extremely important for the residents. Once, when they were children, it was here that they used to graze cows, play truant, date and spend time by the water, or take a shortcut to a nearby town where there was a bus stop.



Looking for a suitable spot for a bonfire, the mayor took us near a small river Kluczwoły. It turned out to be a neglected and overgrown place, but extremely picturesque and with great potential. At that stage, we did not know what the course of our project would be. It was supposed to depend on the needs and expectations of the seniors.





A few years earlier, the first initiative appeared and an avenue of trees was planted along the river. However, there was no idea what to do with the land, and over the years, this place has been forgotten and neglected. During our first meeting, the seniors decided that they wanted to revitalize the area by the river. They came up with the name - Kluczwoda Avenue, they were the ones who built a wooden welcome sign - a gate with the name, and at the end of the walking route they prepared a place for a bonfire. They also planted a living gazebo, which will provide additional shade, when it grows in a few years. Importantly, they hung hand-made tiny booths on the trees - resembling birdhouses, in which they hid interesting facts about the history of the village and its residents. More than 40 seniors, including less mobile people with health problems, were involved in creating the avenue. Everyone did as much as their health allowed.

Kluczwoda Avenue was created out of a longing for joint action. It proves how the involvement of the oldest residents can change the character of the village. The avenue has become a showcase of Brzezcie. Three years after the completion of our project, the residents still take care of the common space. The area is well-maintained, new benches and litter bins have been placed and a wooden bridge over the river has been built.

The walking route is eagerly visited not only by locals but also by tourists. We recently discovered that it has been marked on Google Maps and has become a popular destination for wedding photo shoots. Dreams come true, and our projects are proof of that.

**Crucial issues:**

1. Implementation of seniors' ideas, not imposing your vision;
2. Flexible adaptation of activities to the real needs of seniors;
3. Engaging less mobile seniors;
4. Lasting effect of cooperation.

## POLISH GOOD PRACTICE NO. 2 COMMUNITY ARCHIVING -THE POWER OF MEMORIES

Seniors longingly return to memories from years ago, willingly sharing stories from their early lives, telling what their childhood and youth looked like. They are happy to look through photos, old souvenirs, or letters. Working with memories and documents from years ago is an excellent tool for activating seniors. With such projects, we can not only collect valuable materials and documents but above all trigger social energy.

Community archiving is a dynamically developing field of social life, based on photographs, documents, and memories to make them available and to save them from oblivion. The center of activities of community archiving is a man, his memories, and experiences.

Working with seniors based on archive records can cover many areas, from recording childhood memories, through an exhibition of photos and memorabilia, to jointly creating a regional chamber with old equipment used at home.

The LIS Foundation has organized photo exhibitions many times. Local traditions and festivities, family customs, and education of the youngest, i.e. the everyday life of residents was the leitmotif of the exhibition in Balice (Zabierzów Commune, Lesser Poland Voivodeship) as well as Bębło (Wielka Wieś Commune, Lesser Poland Voivodeship)





Thanks to the fleeting moments preserved in old photographs, memories come to life and the younger ones have a chance to better understand the history of their little homeland. The exhibitions aimed to preserve the memory of what is most important to the local community. Working in the field, first day at school, playing with a wooden doll. The seniors creating the exhibition emphasized that it is our relationships with loved ones and everyday events that shape us the most. That is why they wanted to honour their families, neighbours, and all residents with such an exhibition. Therefore, in such projects, it is often not historical buildings but family photos that constitute the foundation of the exhibition.



The process of creating an exhibition requires time and the involvement of seniors at every stage. With the support of an animator, seniors spend several months meeting with the oldest inhabitants of the village, collecting photos and souvenirs from years ago. Then, amongst the many collected souvenirs, seniors choose those closest to their hearts and best reflect their memories. The next stage is to scan the photos and print multi-format boards to present them to residents at the opening, but also to make the photos available in a permanent exhibition, e.g. in a community house.

### Crucial issues:

1. Implementation of seniors' ideas, not imposing your vision;
2. Flexible adaptation of activities to the real needs of seniors;
3. Engaging the oldest residents of the village;
4. Lasting effect of cooperation.

## POLISH GOOD PRACTICE NO. 3 FLAVORS OF CHILDHOOD

In Poland, they say "The way to one's heart is through their stomach", which means showing care and love by preparing delicious dishes for your loved ones.

The subject of cuisine is very wide, from meetings with a dietician and learning what a healthy lifestyle is, through cooking together and exchanging recipes, to creating cookbooks.

An interesting idea is the combination of culinary passions with memories. Searching for flavours from childhood is a common theme of the LIS Foundation projects. An example is cooperation with seniors from Radwanowice (Zabierzów commune, Lesser Poland Voivodeship). Taking advantage of the magical Christmas period, we created a traditional Christmas Eve party for the village residents.

First star, unique dishes, carol singing, and gifts under the Christmas tree. Recalling Christmas Eve from years ago triggered a longing for slightly forgotten traditions. The seniors decided to recreate the Christmas Eve dinner as they remember it from when they were children.





Under the motto "Christmas Eve - flavours of childhood", they prepared traditional dishes and a beautiful Christmas tree. The Christmas tree was decorated only with handmade traditional Christmas decorations - paper angels, crochet stars, candies wrapped in blotting paper, and nuts in silver paper. Traditional dishes appeared on the Christmas Eve table, bringing back memories of everyone's family home.



Additionally, seniors created their invitations and distributed them to the oldest, lonely residents of the village. Thanks to this, the event took on a new dimension and integrated the residents, encouraging the participation of less active people who would not join common activities without an invitation. Along with the guests, a traditional chain was made, which became a symbol of residents' solidarity.



### **Crucial issues:**

1. Implementation of seniors' ideas, not imposing your vision;
2. Engaging the oldest residents of the village;
3. Self-help, namely activities in which more able-bodied seniors provide support to less able-bodied ones.

## POLISH GOOD PRACTICE NO. 4 ACTIONS BASED ON SENIORS' SELF-HELP



Elderly and immobile people may feel excluded and unneeded due to the difficulties they face daily. When activating seniors, it is important to address the offer not only to already active people who can find various forms of support on their own. Perhaps above all, attention should be paid to excluded individuals - lonely, disabled, less mobile, and often forced to stay at home for health reasons.

Together with active seniors, we have developed cyclic Christmas campaigns based on the idea of self-help. Seniors, who wanted to get involved socially, created beautiful Christmas decorations. Children wrote letters with wishes, while local institutions contributed sweets and small gifts. Such symbolic Christmas gift packs were sent to lonely and immobile seniors. Then, the seniors themselves decided whom they would give the packs to, and at the same time, they would visit these people and spend time talking to them (during the Covid 19 pandemic, due to sanitary restrictions, it was not possible to visit each other's homes and seniors only handed over the gift packs).





The power that united the local community and the opportunity to experience goodness was unique! The campaigns grew quickly and incredibly attracted more and more people and institutions. Local senior clubs, schools, non-governmental organizations, companies, institutions, but also care institutions joined the cooperation. People with disabilities under the care of aid institutions also volunteered to create Christmas decorations and greeting cards. According to them, this campaign made them feel needed and proud to be involved.



We called the Christmas campaign WszechMOC, and the Easter campaign WielkaMOC. Both campaigns took place periodically for 3 years, covered 2 voivodeships, and in total we distributed over 1,500 gift packs.

#### **Crucial issues:**

1. Basing actions on the idea of self-help;
2. Including people with disabilities as active volunteers - residents of care institutions;
3. Trust that residents know better who the gift packs should go to, combining the action with visits and the opportunity to talk.

## POLISH GOOD PRACTICE NO. 5 SENTIMENTAL MAP

A sentimental map is a type of creative project that aims to present important places, memories, emotions, or people associated with a given geographical area. This can be a physical map that highlights significant locations and memories associated with them, or a virtual version created using various online tools. This is a very interesting tool for integrating indigenous people of the area and immigrant residents who have recently moved into a given town/settlement.



Sentimental maps allow to preservation of memories important to a given community and express emotions and feelings related to places. This can help with a better understanding of what a location means to map creators and what significance it holds to them. Sentimental maps also highlight important connections and can be used to mark places that have special significance for a community or specific people, such as e.g. places where residents experienced historic moments.

It is worth pointing out that a sentimental map is a very subjective project and can take various forms, depending on the creativity and goals of the creators. In our project with adult residents of the village of Kleszczów (Zabierzów Commune, Lesser Poland Voivodeship), we focused on the integration of indigenous residents and immigrants.





Thanks to the joint work of residents and educators of the LIS Foundation, a unique map was created describing the former village along with the names of the hamlets and the history of the inhabitants. The map was based on the memories of the oldest inhabitants of the village, who included on it the most precious places for them. For many months, seniors wrote down the names of hamlets and places important to them, collected information, and stories, and worked on the idea of the map. There was even a story written in verse about this picturesque settlement.

Ultimately, the map was created in two versions: everyone can take the printed version with them and walk around the village discovering the history of Kleszczów, while the large-format version decorates the village's information board.

**Crucial issues:**

1. Implementing the residents' idea, not imposing your vision;
2. Involving the oldest inhabitants of the village as well as the indigenous and immigrant inhabitants;
3. Ensuring the map is practical and has attractive graphics;
4. The lasting effect of cooperation.



# In Spain

The list of Spanish good practices

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***"Music, dances, tapas!  
Thank you for showing us  
Spanish culture!"***

***Agata***



## 3.2. THE LIST OF SPANISH GOOD PRACTICES

### SPANISH GOOD PRACTICE NO. 1 PARTICIPATING IN CULTURE

Attending cultural activities is an exciting and enriching proposal designed especially for elderly people. Through this activity, we seek to promote access to various artistic expressions and promote active participation in the cultural world.

Participating in cultural events yields several benefits:

- Broadening your horizons: discovering the diversity of art, traditions, and cultures, supporting personal development, and expanding knowledge.
- Creating a community: cultural events are gatherings that foster establishing relationships and building a community of interests.
- Development of empathy and inspiration: participation in culture develops empathy through understanding different perspectives, as well as inspires and stimulates creativity by exposing oneself to various forms of culture.



One of the activities offered is visits to cultural exhibitions. These exhibitions cover a wide range of artistic disciplines, such as painting, photography, sculpture, and more. The goal is to allow our senior attendees to immerse themselves in the fascinating world of art, exploring different styles, techniques, and artistic movements. During these visits, our senior participants can admire masterpieces, interact with local artists, and share experiences with other art enthusiasts.

In addition to visits to exhibitions, historical routes are organized throughout the neighborhood. These routes offer our senior attendees the possibility of discovering the historical richness of their surroundings and exploring monuments, emblematic places, and relevant historical sites. Guided by local history experts, participants can delve into the past, learn fascinating details, and relive important moments in history. This activity is not only educational but also an opportunity to strengthen the sense of belonging to the community and pride in local history.

Another cultural experience to attend can be theatrical performances. For example, one of them is the famous play written by José Zorrilla, titled "D. Juan Tenorio." This work, traditionally staged in Spain on November 1 and 2 of each year, allows us to enjoy a classic and emblematic theatrical performance. Our elderly participants can immerse themselves in the magic of theatre, appreciate the performances of talented actors, and let themselves be carried away by the story and emotion of the play. Attending theatrical performances is a unique cultural experience that encourages creativity, imagination, and aesthetic enjoyment.

With all this, the activity of "Attendance at cultural activities" is an exceptional opportunity to explore art, history, and theatre. Through visits to cultural exhibitions, historical routes, and attendance at theatrical performances, we seek to promote personal enrichment, social participation, and the enjoyment of significant cultural experiences.

**Crucial Issues:**

1. Emphasis on active and conscious participation in cultural events;
2. Ensuring accessibility for people with special needs, including transport, and lack of architectural barriers;
3. Integration of seniors within artistic interests



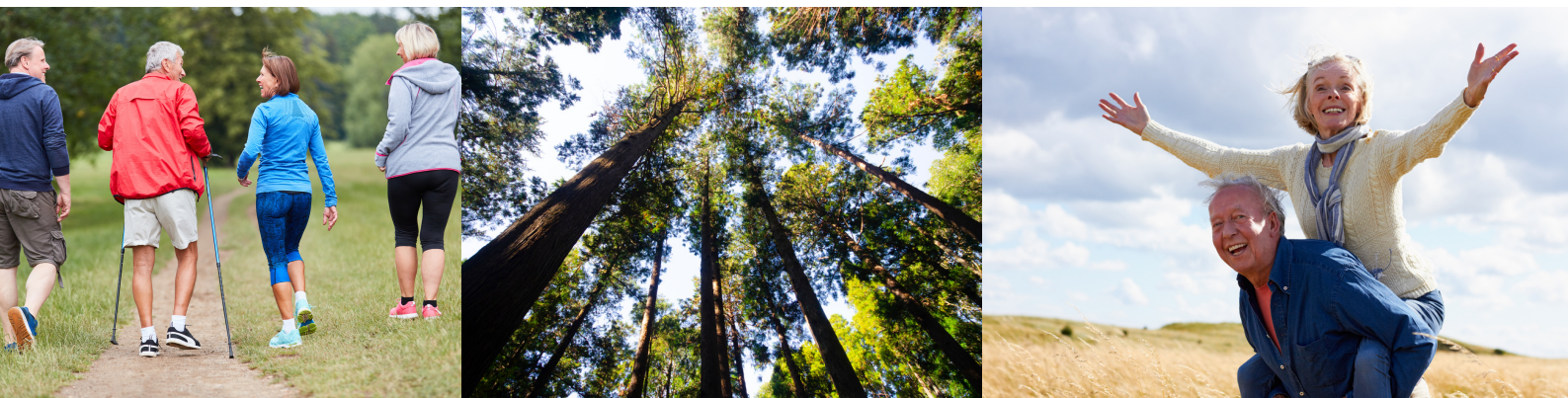
## SPANISH GOOD PRACTICE NO. 2 LEISURELY GROUP WALKS & NATURE WALKS

Our good practice of group walks refers to the Japanese tradition of "shinrin-yoku" or "forest bathing", which means "immersing oneself in the atmosphere of the forest" or "being in the forest". This idea means immersing in nature using all your senses. Of course, the ideal place to practice is the forest and wild nature, but in the urban area we do not have such obvious spaces, we modify the rules and adapt them to the surroundings we have.

Leisurely group walks through the town and natural areas are low-intensity activities designed especially for elderly people who want to enjoy nature, stay active, and socialize in a relaxed and pleasant environment. Through these leisurely walks, we seek to promote a healthy lifestyle, connect with the natural environment, and strengthen ties between participants.

One of the options offered is walks around the town. These leisurely walks allow our senior participants to explore and admire the most emblematic places in their local area. Thus, walkers can discover the history, architecture, and hidden corners of the neighborhood.

Additionally, leisurely walking is a great way to engage in low-impact physical activity, promoting cardiovascular health, strengthening muscles, and improving balance.





During these leisurely group walks, our elderly participants also can socialize, share experiences, and enjoy the company of other active lifestyle enthusiasts.

In addition to leisurely walks around the town, walks and excursions to natural areas are organized. These excursions allow us to delve into the beauty of nature. Local parks, nearby mountains, or riverbanks can be visited, where elderly participants enjoy serene landscapes, fresh air, and local flora and fauna. These nature walks offer an opportunity to reconnect with nature, relieve stress, and rejuvenate the spirit. Additionally, walking on nature trails is a gentle and effective way of exercising the body, improving endurance, strengthening muscles, and promoting overall well-being. During group walks, an inclusive and respectful environment is fostered, adapting to the pace and needs of each senior participant.

### **Crucial Issues:**

1. Maximum use of the potential of the immediate environment, regardless of its more or less urbanized nature,
2. Ensuring accessibility for people with special needs, including the lack of architectural barriers;
3. Integration of seniors around tourist interests and low-intensity exercises



## **SPANISH GOOD PRACTICE NO. 3 FIRST AID WORKSHOPS**

A first aid course for seniors should cover topics related to the specific needs and potential health threats of elderly people, including cardiovascular problems, diabetes, breathing problems, falls and injuries, fractures, and sprains, as well as emergencies important from the point of view of the inhabitants of a given area, such as fires, evacuations, earthquakes.

It is important to include interactive practical elements to enable effective acquisition of knowledge and skills.

First aid workshops and courses on health in the elderly are educational and practical activities designed especially for older people who want to acquire knowledge and skills to take care of their health and that of other people their age and be prepared to act in emergencies. Through these workshops and courses, we seek to promote the prevention of common diseases in the elderly and provide participants with the necessary tools to provide basic care and resuscitation if necessary.

One of the fundamental aspects of this activity is the first aid workshops. During these workshops, participants learn basic first aid techniques, such as how to properly treat wounds, cuts, and burns, how to perform CPR (cardiopulmonary resuscitation) and use an automated external defibrillator (AED), as well as how to recognize and respond to strokes, heart attacks or other medical emergencies. These knowledge and skills are essential to properly respond to emergencies and can make the difference between life and death. The workshops are carried out practically, allowing participants to practice and become familiar with the techniques learned.

In addition to first aid workshops, courses on the health of the elderly are also offered. These courses are an opportunity to obtain up-to-date and relevant information on typical diseases of elderly people, such as cardiovascular diseases, diabetes, osteoporosis, dementia, and more. Senior participants learn about risk factors, preventive measures, the importance of healthy eating, adequate exercise, and other key aspects of maintaining good health in old age. The courses also address topics related to self-care, stress management, and promoting an active and healthy lifestyle. It is important to highlight that both the workshops and the courses are adapted to the needs and abilities of older participants. Facilitators must be trained to communicate clearly and understandably, fostering a welcoming and safe environment for learning.



### **Crucial Issues:**

1. Adapting the scope of the course to areas directly related to elderly people;
2. Practical aspect of the course; conducting exercises and practical advice;
3. Identification of institutions and people responsible for the safety of seniors in their local environment.



## SPANISH GOOD PRACTICE NO.4 TRADITIONAL SONGS AND DANCES

In our Senior Activation Centre, we create music groups dedicated to male seniors where they meet once or twice a week to play music together. Men are particularly interested in folk songs, as they willingly take part in regular singing and guitar workshops. Our observations show that friendships are quickly formed in these groups and relationships are also extended on a private ground.

Folk dances and songs are a wonderful way to connect with the culture and traditions of a region. In the case of Aragon, jotas are an emblematic artistic expression that combines singing and dancing in a lively and energetic style. These jotas are usually performed in groups or individually and are characterized by their quick steps, elegant movements, and the interpretation of poetic lyrics that tell stories and experiences from everyday life. Senior participants in this activity have the opportunity to immerse themselves in the rich cultural heritage of Aragon and learn both the basic steps and the more complex steps of traditional jotas.

In addition to the jotas de Aragón, this activity includes learning and practicing the sevillanas dances, a traditional dance style from Andalusia that evokes the festive and joyful spirit of this Spanish region. The sevillanas are composed of a series of steps and figures that are performed in pairs or groups, and their happy and catchy music invites the participants to move to the rhythm of the melody. Through the practice of sevillanas, our senior can enjoy the elegance and grace of this traditional dance, while strengthening their balance, coordination, and physical endurance.





To carry out this activity, regular rehearsals are organized so that our elderly participants can learn and practice the steps and choreographies of the jotás and the sevillanas.

Rehearsals also provide the opportunity to strengthen group cohesion and foster an atmosphere of fellowship and fun. Once our seniors feel comfortable with the performances, they can showcase their skills and share the joy and beauty of folk dance with the community during public performances and events.

In addition to the physical benefits, folk dances, and songs also have a positive impact on emotional well-being. Music and dance are powerful vehicles for expressing emotions, promoting self-expression, and increasing self-esteem. Participating in these activities allows seniors to connect with their cultural heritage, stay physically and mentally active, and experience the satisfaction of mastering new artistic skills.

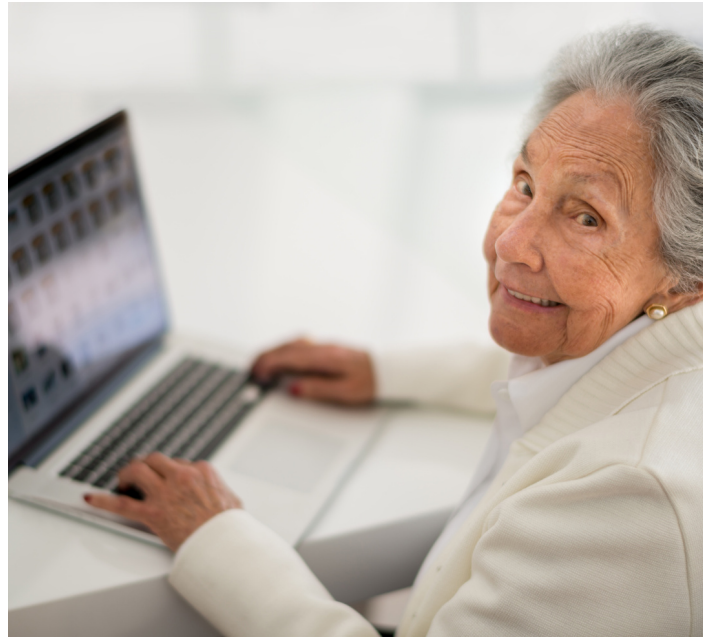
### **Crucial Issues:**

1. Drawing on the actual interests of workshop participants;
2. Combining regional traditions with a modern approach to music and dance;
3. Regularity of meetings, opportunity to perform for the audience, and participation in competitions and events.



## SPANISH GOOD PRACTICE NO.5 ENGLISH COURSES

The Technical English for Travel course is an exciting opportunity for seniors to acquire language and communication skills that allow them to confidently navigate international travel and tourism environments. This course is part of the European project ELENE (European Language Education for New Adults) and has been possible thanks to the collaboration of INNETICA, an organization that has contributed its experience and resources to carry out this course.



The main objective of this course is to provide seniors with the necessary tools to communicate effectively in travel situations, such as booking accommodation, using public transportation, asking for directions, making purchases, and requesting tourist information. The focus is on technical English that is, specific vocabulary and phrases related to tourism and travel. Our senior participants learn to use key expressions and terms, as well as develop listening and speaking skills to communicate effectively in English in different travel situations.

The course is structured in interactive and dynamic sessions, using a variety of resources, such as audiovisual materials, practical exercises, and conversation activities. Participants receive individualized guidance and support from teachers specialized in teaching English as a foreign language. In addition, active participation and constant practice are encouraged so that participants can apply what they learn in real situations.



One of the advantages of this course is that it adapts to the needs and abilities of elderly people. Individual learning pace is considered and a supportive and understanding environment is provided. Participants can practice the language with classmates in conversation exercises and role-playing games, allowing them to gain confidence in their ability to communicate in English.

In addition, students can download a course app, so that they can study anywhere, and it can serve as help and support when traveling and using the English language.

The link to the English resources: <https://www.eleneproject.eu/>

To the app: <https://www.eleneproject.eu/elene-app/>



#### **Crucial issues:**

1. Emphasis on practical application and communication in English;
2. Offering shorter lessons, but increasing their frequency;
3. Increasing the attractiveness of learning through the use of online tools;
4. Possibility of using the effects during international cooperation





# Good practice

Implementation and testing of  
acquired good practices

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*"It was an innovative project  
and expanded my workshop  
as an educator for adults."*

**Katarzyna**

## IMPLEMENTATION AND TESTING OF ACQUIRED GOOD PRACTICES

The experiences of the two institutions are different and provide an interesting complement. The LIS Foundation, based on the ideas of self-help and participation (seniors to seniors), activates the oldest residents of villages and small towns. In turn, INNETICA implements the idea of lifelong education by including seniors in international projects and implementing a regional senior policy.

Thanks to close cooperation, the partners could learn and test new methods of working with seniors, expanding their offer range with innovative solutions.

The seniors participating in mobilities, together with the teams of both partners, developed the list of good practices regarding the activation of seniors, taking into account the new, innovative solutions learned in Poland and Spain. Then, the national teams planned and put into practice 3 of them, testing the possibility of implementing new solutions.

### **While testing the acquired methods, we assumed that:**

- People taking part in mobilities, especially seniors, have priority in choosing to test the solutions they find most interesting;
- People taking part in mobilities, especially seniors, also support the process of implementation and evaluation of tested solutions;
- The process of testing good practices will include at least 50 seniors;
- The testing process does not have to cover the entire model for a given good practice, it may cover a selected part/element of the good practice;
- The testing process also includes the evaluation process as well as the stage of dissemination of the results, which will be addressed to senior and senior-related institutions, non-governmental organizations, cultural centres and animators, and educators working with seniors.







**A team of educators and seniors associated with INNETICA decided to test three particularly interesting solutions:**

### **1. Preservation of the historical memory of our neighborhood**

The LIS Foundation implements educational and activating projects for seniors in the field of social archiving, based on photos and souvenirs from years ago. Drawing on these good practices, seniors associated with INNETICA decided to organize a similar exhibition in one of the districts of Zaragoza (Saragossa). In cooperation with elderly residents of the area who sent valuable photos and memories, an audiovisual presentation and an exhibition of old photos were created. Additionally, seniors were encouraged to share emotional memories and anecdotes from their youth. The exhibition served as an interesting pretext for discussion not only about the past but also the future of the district.

#### **Conclusions from the evaluation:**

- Seniors willingly participated in the entire process of planning and implementing the exhibition;
- Active participation of seniors as co-creators of the exhibition contributed to the sense of agency and responsibility for their surroundings;
- The special value of the exhibition was the opportunity to share memories from the past and discuss the future.



## 2. Luminous creations "Christmas DIY"

So far, workshops for seniors at INNETICA have been conducted mainly by professional educators and trainers. During the study visit to the LIS Foundation, it was noticed that some educational activities are based on the ideas of self-help, where seniors teach each other in various fields. Therefore, before the holiday season, it was decided to test DIY workshops conducted by seniors themselves for their peers. This is how unique Christmas decorations were created from recycled water bottles. These decorations have become a symbol of good, sustainable practices and encouraged seniors to exchange their skills and educate each other.

### **Conclusions from the evaluation:**

- Seniors eagerly joined the process of mutual education, sharing skills that are their passion and hobby;
- Using the skills of seniors significantly expands the offer of support and strengthens relationships in the group;
- The new role of an educator for seniors conducting workshops contributed to the feeling of being needed and triggered creativity and a sense of pride in their skills.

### 3. Delicious recipes "Gastronomic history"

During the study visit to the LIS Foundation, various projects based on culinary traditions were presented, among others, publications of old recipes collected by the elderly residents, effects of the project entitled "Christmas Eve - flavors of childhood".

Spanish seniors decided to test cooking workshops based on old recipes of traditional dishes. Seniors first collected the recipes of their grandmothers and mothers and then prepared traditional dishes together during workshops. The workshops were an opportunity to spend time together, talk about childhood flavors, and discuss a healthy, well-balanced diet for elderly people.

#### **Conclusions from the evaluation:**

- Seniors eagerly participated in the process of collecting old recipes and cooking workshops;
- Culinary workshops turned out to be an excellent opportunity to integrate seniors, but also to discuss the key principles of a healthy, well-balanced diet;
- Culinary topics can activate elderly people in many ways.



**A team of educators and seniors associated with the LIS Foundation decided to test three particularly interesting solutions:**

### **1. Music workshops as a form of activation of male - seniors.**

Senior females are most often involved in educational activities conducted by the LIS Foundation. Therefore, it was a bit of a surprise that men are mainly interested in music workshops conducted by INNETICA and they willingly engage in regular singing and guitar workshops. Men's interest in traditional music is certainly part of the culture of Aragon, but the LIS Foundation team decided to implement the solutions they learned. For this purpose, we organized a male music band - which, after several weeks of rehearsals, performed during an event entitled Excavations, specially designed for this purpose. We invited seniors from the entire Zabierzów commune (Lesser Poland Voivodeship) to attend the performance.

#### **Conclusions from the evaluation:**

- Senior men willingly took part in the workshops and showed that they enjoyed each other's company;
- It is worth planning dedicated forms of support addressed only/especially to seniors - men;
- Cyclic music workshops require the employment of a permanent instructor - that is why the foundation, not having funds for this purpose, proposed this solution to the local cultural center.

## 2. Honouring the golden anniversary

During the study visit to Spain, the custom of celebrating couples who have been married for 40-50 years with a unique album containing contemporary and engagement photos was presented. Albums can be printed or online. The seniors participating in mobility fancied this idea so much that they decided to test the solution. The seniors themselves found four couples in their local area who had been married for many years. The aim was to compare wedding photos with current ones taken at a professional outdoor photo session to which the couples were invited. Both creating and delivering the photo albums to spouses turned out to be an extremely moving process.

### **Conclusions from the evaluation:**

- Seniors willingly participated in the search for the senior couples and the process of creating albums;
- Not all couples had photos from their engagement period, so the compilation of photos was conventional, which, however, did not have a major impact on the project course;
- An outdoor session turned out to be a good option, as it was easier to get natural shots.

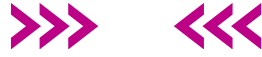


### 3. Active participation in artistic events

INNETICA activates seniors through conscious and active participation in cultural and artistic events. Seniors participating in mobility decided to organize an event combining art and a healthy lifestyle. The main topic was honey, wax, and beekeeping, and we invited outstanding specialists to participate, and the whole event took place in the beautiful Radziwiłł palace in Balice. The key issue was the involvement of seniors in every stage of planning and implementation of the event, including artistic workshops on creating candles and wax wraps, lectures on Polish beekeeping traditions, an exhibition of artworks, as well as a tasting of honey-based baked goods. Seniors from several nearby communes of the Krakow district (Lesser Poland Voivodeship) took part in the event.

#### **Conclusions from the evaluation:**

- Seniors willingly participated in the entire process of planning and implementing the event;
- The choice of topic resulted from the integration of seniors, the artistic approach to the topic of beekeeping turned out to be a non-obvious and interesting solution;
- The event was based on the cooperation of many local institutions, which increased the scope of impact.



# Learning

## Principles of adult education

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***"Both partner organizations  
gained innovative solutions!  
Thank you for the cooperation!"***

***Arturo***



## 5. Principles of adult learning

Adult education is a practice in which adults engage in methodical and structured activities that facilitate their understanding and learning. Adults improve their knowledge, skills, abilities, and talents throughout their lives. An effective educator/trainer should know the principles of adult learning and be able to apply them in practice.

### How adults learn:

- They see themselves as mature people who take responsibility for the educational process;
- They want to apply new knowledge in practice;
- They are ready to share their extensive experience and knowledge base;
- They learn by doing, through practice;
- They learn better in a less formal environment;
- They often have limited time for learning;
- Learning in a group brings many benefits to adults, among others, by using the diverse experiences of participants;
- They expect high competencies and, above all, practice from the educator/trainer;
- They expect specifics, adherence to the established rules of a given training, and feedback on learning progress.

To comply with these requirements, the educator/trainer should meet several important conditions. Knowledge must be supported by practice, and the way of conducting classes should be interactive, allowing adults to express themselves freely and exchange experiences.

When planning an educational process addressed to adults, remember about several principles of an effective adult education process:

### **In an effective learning process, the participant:**

- is aware of the goals of the training, sees its meaning and importance, knows what he is learning, and expects measurable benefits;
- has an impact on the course of training;
- learns based on new situations, is aware of how the acquired knowledge can be used in practice;
- can develop new solutions on his own and express his views;
- can experiment, make mistakes, conclude;
- is aware of the importance of own responsibility and involvement in the learning process.

One of the most effective and frequently used models in adult education is the so-called Experiential Learning Model, created by David Kolb - an American theoretician and researcher of learning processes. His concepts are not new (they were created in the 1970s), but they are still popular and willingly used during training.

According to Kolb's model, effective learning occurs in four stages related to four abilities and activities:

- specific experience, consistent with the learner's views, in which the learning process begins;
- reflective observation, when the experience is analyzed and viewed from different perspectives;
- abstract conceptualization as the learner continues to analyze the data and begins to conclude the experience in which he or she has participated;
- active experimentation - the final stage that begins when the learner changes his or her behavior and begins to experiment with newly acquired knowledge to check whether the newly developed theories are useful in solving problems and making decisions.

The stages described with their translation into training are shown in

Figure 1. Kolb cycle

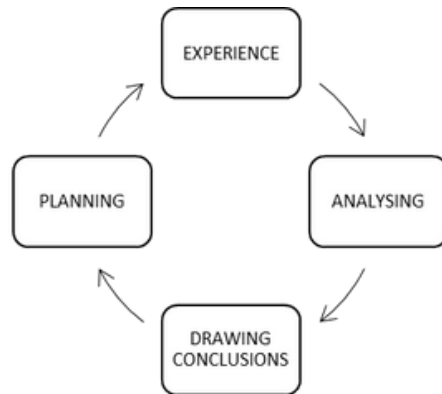
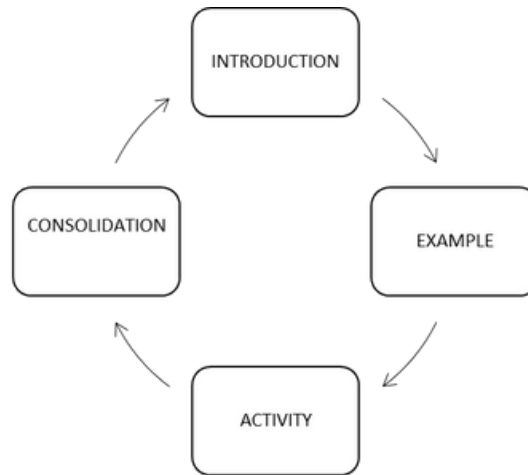


Figure 2. Kolb cycle



Source: based on D. Kolb

When considering the use of this model in adult training, it is worth abandoning the traditional approach, where theory precedes practice.

D. Kolb's concept suggests the opposite course of action, enabling the learner to generalize experiences and integrate them with theory. This makes knowledge more accessible and acceptable, and each experience is an opportunity to draw conclusions and continue learning.

### **Kolb's Learning Cycle explained with an example**

Assuming that provided training concerns the improvement of soft skills, the trainer first presents the types of soft skills and how to master and develop them. In the practical part, students present specific situations in which soft skills will be useful. Now it is time for experience - students can, for example, act out certain scenes. The last stage, i.e. reflection, is the trainer's assessment and comments from other training participants.





# Learning

Games and exercises,  
scenarios

LEARN MORE



*"I'm glad I met such wonderful,  
enthusiastic people!"*

*Ewa*

## 6. Games and exercises, instructions

The most frequently used forms of activity during workshops are exercises and training games. The use of appropriate exercises affects the substantive value and quality of the workshops. However, it is important to pay attention to the key principles while performing activities.

### 1. Characteristics of exercises and training games:

- Each exercise is aimed at achieving a learning goal;
- It assumes the involvement of participants, but to such an extent that each participant feels comfortable;
- The trainer gives structure to the exercises by providing instructions, procedures, time limits, necessary data, etc. (not providing certain elements is also a conscious action of the trainer);
- The exercise ends with a discussion and conclusions allowing participants to apply the acquired content in practice.

Below we present a collection of inspirations and ready-made exercises that can be used in the non-formal education of adults. These exercises are based on the experience of educators from the LIS Foundation and INNETICA. For each exercise, its purpose(s), instructions, how it can be used, possible modifications, and ideas for extension are provided. It is important to remember that exercises should always be tailored to the needs and expectations of the participants and the competencies of the educator.

When planning an exercise or training game, first consider the checklist:

## Before conducting the exercise:

1. Does the exercise have a specific goal/goals appropriate for the needs and expectations of the participants and the purpose of the entire meeting?
2. Do your coaching competencies allow you to perform this exercise? Do you know how to conduct it properly, summarize it, and draw conclusions?
3. During the exercise, will you, as a trainer, ensure comfort for all participants?
4. Is the exercise appropriate for the needs of people with special needs, e.g. elderly people, or people with disabilities?
5. Do you have all the necessary materials to conduct the exercise?
6. Have you planned the time well for conducting and summarizing the exercise?

## While conducting the exercise:

1. Explain the objectives of the exercise and justify its selection;
2. Arrange appropriate space and physical conditions and provide participants with the necessary materials to conduct the exercise;
3. Provide participants with the necessary instructions/data to perform the exercise;
4. Observe the participants, possibly note down observations of the process;
5. Limit your intervention but control the procedures stated at the beginning, e.g. time, conditions, and rules of the exercise;
6. In the summary, you should rely on the conclusions of the participants, and try to ensure that each person has the right to express their own opinion;
7. In the summary, include your observations and refer to theories and scientific publications;
8. Summarize the learning results and conclude the exercise allowing participants to apply the learned content in practice, e.g. in their professional, social, and personal lives.





## Training game no. 1 Exercises for introducing the participants

Objective: getting to know and integrate the participants of the meeting

### Creative ideas:

1. Provide your name and an adjective describing your personality starting with the first letter of your name
1. Provide your name and an item that describes your personality, starting with the first letter of your name
1. Introduce yourself using numbers, e.g. I am 75 years old, I have worked as a mathematics teacher for 45 years, I have lived in Barcelona for 20 years, and I have 3 children; 2 sons and 1 daughter....
1. Introduce yourself by developing 3 sentences: I am.... In my free time... After today's workshops...
1. Participants are divided into groups of 2 and create portraits of each other/create a collage from newspapers/take Polaroid photos and conduct an interview about interests, passions, motivation to participate in the workshops, etc. Then the portraits/photos are presented on the forum.



## **Training game no. 2 Finish the sentence - let's get to know each other!**

Objective: getting to know the meeting participants better, integrating the group, and creating a friendly atmosphere.

Instruction:

1. Cut out the questions so that each question is on a separate piece of paper.
2. Place cards with questions on the table and ask each participant to draw one card.
3. Each participant's task is to approach another person, introduce themselves, and then briefly complete the sentence.
4. Then each participant draws a new card and approaches the next person, introduces himself, and briefly completes the sentence.
5. Depending on the amount of time for the exercise and the purpose of the exercise: we can ask each participant to greet in this way at least 3 people, each person, or only those with whom they did not have the opportunity to talk earlier.

- IF I WERE A COLOUR...
- IF I WERE AN ANIMAL...
- IF I WERE A BOOK...
- IF I WERE SPICE...
- WHEN I'M STRESSED...
- ON SUNDAY MORNINGS I LIKE...
- IF I HAD SUPERPOWERS...
- I LIKE BEING AROUND PEOPLE WHO...
- NOT MANY PEOPLE KNOW THAT I...
- I DREAM OF TRAVELING TO...
- IT CAN'T HAVE WORKED, BUT...
- THIS MORNING...
- I HAVE ALWAYS WANTED...
- I LIKE IT WHEN I GET UP IN THE MORNING AND...
- THE ADVENTURE OF MY LIFE...
- IT IRRITATES ME WHEN...
- WHEN A STAR FALLS...
- MY HIDDEN DREAM IS...
- IN 20 YEARS...
- MY FAVORITE FOOD IS...
- MY NEW YEAR'S RESOLUTION IS...
- WHEN I WAS A LITTLE KID I...
- MY FRIENDS SAY I AM...
- I CLOSE MY EYES AND...
- I WOULD LIKE TO LIVE IN AN ERA...
- AFTER TODAY'S CLASSES...
- LATELY, I'VE BEEN WONDERING...
- WHEN I'M FAR FROM HOME...
- I DON'T THINK I'LL EVER DARE...
- IT HAS BEEN WITH ME FOR YEARS...
- WHEN I'M TRAVELLING...
- I LIKE IT IN MYSELF THAT....
- IF I WON \$1 MILLION...
- IF I HAD A CAP OF INVISIBILITY...



## Training game no. 3 My life map

Objective: increasing awareness of one's identity, getting to know the meeting participants better

### Instruction:

1. Individual work - give each person the same materials, a sheet of paper (preferably at least A3 size), coloured markers, crayons
2. Ask each person to draw a symbolic map of their life to date, from birth to the present day to mark key events, both good and more difficult: bumps, diversions, bends, stunning views, shortcuts, etc.
3. Depending on the level of trust in the group, life maps can be presented in subgroups or on a forum. It is important that each participant feels comfortable and, regardless of their drawings, can share with the other workshop participants everything they want to present or talk about.
4. Modifications: participants can draw schematically and symbolically, but also write down key phrases. Newspapers can be distributed to participants for making collages (however, too many creative materials may distract from the purpose of the task), and a second part of the map regarding the future and plans can be added.



## Training game no. 4 Bingo - let's get to know each other!

Objective: getting to know the meeting participants better, integrating the group around topics that connect the participants.

### Instruction:

1. Print as many bingo cards as there are participants in the meeting.
2. Each participant is to ask other people about the topics included in BINGO and collect signatures of those who identify with a given question.
3. The winner is the person who collects signatures the fastest under each topic included in BINGO
4. Possible modifications: if there is more time, participants can expand on the topics included in Bingo, and the trainer can give sweets as a symbolic reward for the winner. Sweets can be given to the entire group of participants. Thematic areas in Bingo can be modified depending on the level of integration of groups.

BINGO! A PERSON WHO...

<b>WENT ON AN INTERESTING JOURNEY</b>	<b>COPEd WITH A DIFFICULT SITUATION</b>
<b>FIGHTS BRAVELY DESPITE THE DIFFICULTIES</b>	<b>FULFILLED HIS/HER CHILDHOOD DREAMS</b>
<b>SURPRISED HIS/HER LOVED ONES WITH SOMETHING</b>	<b>PASSED A DIFFICULT EXAM</b>
<b>OVERCAME AN OBSTACLE OR CHALLENGE</b>	<b>HAS UNIQUE SKILLS</b>

## **Training game no. 5 Evaluation cards - summary of cooperation on the project**

Objective: evaluation of the current stages of cooperation, learning the opinions of participants, and communication within the group.

### **Instruction:**

1. Cut out the questions so that each one is on a separate sheet of paper.
2. Divide the participants into subgroups of approximately 4-6 people. Give each subgroup a card with questions and ask them to take notes while answering the questions.
3. Then each group presents a summary of the discussion on the forum.
4. The trainer can write down key phrases on the flipchart and lead a general discussion.
5. Possible modifications: if the group is small, you can skip the work in subgroups and immediately conduct a discussion on the forum, you can ask participants to present their answers in a creative form, e.g. a poster or slogans, you can give each subgroup a set of different questions.

### **The Questions:**

- How do you feel after completing today's work? How is your overall well-being?
- What have you encountered today?
- What was your collaboration like today?
- What were you engaged in today? What stages of the project have you completed?
- What has happened today that is significant for your project?
- What were the accomplishments of today?
- What concerns do you have about working on the project?
- What lies ahead for you and your project shortly?
- What do you need to cooperate?
- Are there any deficiencies or modifications you would like to make?
- Who is the person you want to appreciate today and for what reason?



## Training game no. 5 TABOO - knowledge test

[Taboo is a popular word, guessing game published by Parker Brothers in 1989 (subsequently purchased by Hasbro)]

Objective: revision of knowledge in a given field, communication of participants, creative thinking.

1. Print the Tabu and cut it to prepare separate cards.
2. Depending on their number, meeting participants can be divided into two subgroups or volunteers can present keywords for the remaining participants.
3. The coach ensures the proper course of the game and compliance with the rules:

The task is to present the keyword so that other people can guess it. However, you cannot use prohibited (taboo) words listed for a given entry; you cannot use these prohibited words in their plural form or synonyms of the mentioned entry. The Tabu game can be used for many thematic training topics, e.g. communication, management, leadership, but also for learning foreign languages.

Below is an example of a taboo prepared for the needs of the workshop entitled: Social Leader Academy



<p><b>PROJECT</b></p> <p><b>PROGRAM</b> <b>ACTION</b> <b>ARCHITECT</b></p>	<p><b>DELEGATING</b></p> <p><b>TASKS</b> <b>RESPONSIBILITIES</b> <b>CONTROL</b></p>	<p><b>PLANNING</b></p> <p><b>PLAN</b> <b>AIM</b> <b>DEVELOPMENT</b></p>	<p><b>AIM</b></p> <p><b>MISSION</b> <b>FUTURE</b> <b>SMART</b></p>
<p><b>MOTIVATION</b></p> <p><b>EAGERNESS</b> <b>ACTION</b> <b>ENGAGEMENT</b></p>	<p><b>COORDINATOR</b></p> <p><b>MANAGER</b> <b>CHIEF</b> <b>PROJECT</b></p>	<p><b>BOARD</b></p> <p><b>CHAIRMAN</b> <b>ORGANISATION</b> <b>BOSS</b></p>	<p><b>FUNDRAISER</b></p> <p><b>MONEY</b> <b>COLLECTING</b> <b>SPONSOR</b></p>
<p><b>FUTURE</b></p> <p><b>TOMORROW</b> <b>PLAN</b> <b>SOMETIME</b></p>	<p><b>MANAGEMENT</b></p> <p><b>LEADING</b> <b>BOARD</b> <b>SUPERIOR</b></p>	<p><b>ORGANISATION</b></p> <p><b>GROUP</b> <b>MEN</b> <b>NON-</b> <b>GOVERNMENTAL</b></p>	<p><b>ENGAGEMENT</b></p> <p><b>MOTIVATION</b> <b>ACTION</b> <b>EAGERNESS</b></p>
<p><b>DEVELOPMENT</b></p> <p><b>EVOLUTION</b> <b>STRATEGY</b> <b>PLAN</b></p>	<p><b>FUNDS</b></p> <p><b>MONEY</b> <b>BUDGET</b> <b>SUBSIDISING</b></p>	<p><b>VOLUNTEERING</b></p> <p><b>JOB</b> <b>UNPAID</b> <b>MEN</b></p>	<p><b>TEAM</b></p> <p><b>MEN</b> <b>JOB</b> <b>COLLECTIVELY</b></p>
<p><b>MISSION</b></p> <p><b>AIM</b> <b>FUTURE</b> <b>CALLING</b></p>	<p><b>OUTCOMES</b></p> <p><b>EFFECTS</b> <b>AIM</b> <b>ACTION</b></p>	<p><b>CONTROL</b></p> <p><b>MONITORING</b> <b>QUALITY</b> <b>CHECKING</b></p>	<p><b>PRAISE</b></p> <p><b>REWARDING</b> <b>APPRAISAL</b> <b>MEN</b></p>

## Training no. 6 Mindful Walks in Nature

Forest bathing, also known as "shinrin-yoku" in Japan, is the practice of immersing oneself in a forest environment to improve mental and physical health. It involves deeply engaging with the forest atmosphere, focusing on the senses and experiences related to nature. Research suggests that this practice can bring health benefits, including stress reduction and mood improvement.

### **Here are some key advantages of practicing forest bathing:**

#### 1. Stress Reduction:

- o Forest bathing is an effective tool for reducing cortisol levels, the stress hormone, leading to an overall improvement in emotional and mental well-being.

#### 2. Mood Enhancement:

- o Spending time in the forest is associated with increased endorphin levels, the happiness hormones, resulting in improved mood and a sense of satisfaction.

#### 3. Lowering Blood Pressure:

- o Regular forest bathing may help lower blood pressure, contributing to a positive impact on heart health.

#### 4. Improved Concentration and Creativity:

- o Contact with nature enhances concentration and creativity, aiding in problem-solving and analytical thinking.

#### 5. Strengthening the Immune System:

- o Shinrin-yoku is linked to increased activity of Natural Killer (NK) cells, contributing to the strengthening of the immune system.

#### 6. Enhanced Sleep Quality:

- o Individuals practicing forest bathing often report better sleep quality. Fresh air, tranquility, and natural sounds in the forest contribute to improved nightly relaxation.

#### 7. Blood Sugar Regulation:

- o Research suggests that spending time in the forest can help regulate blood sugar levels, which can be beneficial for individuals with diabetes or predispositions to diabetes.

#### 8. Improved Respiratory Function:

- o The clean air in the forest contains phytoncides, which may improve respiratory function and reduce the risk of respiratory-related diseases.

#### 9. Reduced Fatigue and Weariness:

- o Forest bathing aids in reducing physical and mental fatigue, supporting overall body regeneration.

#### 10. Increased Connection with Nature:

- o Shinrin-yoku promotes respect for nature, encouraging a greater commitment to environmental conservation.



It is important to note that the benefits of forest bathing are diverse and can be experienced individually. Regular practice of shinrin-yoku is an integral part of a holistic approach to a healthy lifestyle, promoting a balance between the body and mind.

**Here are some principles that guide the practice of Forest bathing:**

1. Awareness and focus: During forest bathing, it is crucial to focus attention on the surrounding nature. Mindful observation of trees, plants, sounds, and scents, as well as breathing in fresh air, is recommended.
2. Slow pace: Forest bathing encourages slowing down and immersing oneself in the forest's atmosphere. Moving at a moderate pace through the woods allows for a full experience of nature and minimizes stress.
3. No destination: Unlike traditional hikes, forest bathing has no specific goal or destination to achieve. The emphasis is on enjoying the moment and being open to what nature has to offer.
4. Engaging all senses: Forest bathing focuses on using all senses. Touching trees, listening to the rustling of leaves and birdsong, and observing the shapes and colors of plants – all contribute to strengthening the connection with nature.
5. Minimal technological interference: During forest bathing, it is recommended to limit the use of electronic devices. The goal is to ensure full concentration on nature and avoid distractions.
- 6.6. Environmental friendliness: Forest bathing underscores respect for the environment. It is essential to maintain the cleanliness of the forest and avoid harmful impacts on the flora and fauna.
7. Regular practice: While even a single forest bathing session can bring benefits, regular practice is encouraged for more lasting and noticeable effects.

## Training no. 7 Conscious and Active Participation of Seniors in Cultural Events

Ensuring conscious and active participation in cultural events for seniors requires consideration of their specific needs and limitations.

Here are some suggestions on how to achieve this:

1. **Accessibility and facilities:** Ensure that cultural events are accessible for seniors. Provide facilities such as elevators, ramps, or seating arrangements. Choose venues with senior-friendly amenities.
2. **Transportation services:** Organize transportation for seniors, especially if the event takes place in a location that is challenging to reach. Safe and comfortable transportation can encourage seniors to participate.
3. **Special sessions for seniors:** Some cultural institutions organize special sessions tailored to the needs of seniors. These might include museum tours, workshops, or performances that consider age-related limitations.
4. **Educational programs:** Host educational programs that align with seniors' interests, such as lectures, presentations, or workshops on art history, literature, or music.
5. **Discounts and concessions:** Collaborate with cultural institutions to secure discounts and concessions for seniors. This can serve as an additional incentive for their participation.
6. **Intergenerational events:** Plan events that bring together different age groups. Interaction with younger individuals can bring joy to seniors and foster a sense of social engagement.
7. **Creative workshops:** Offer seniors the opportunity to participate in creative workshops such as painting, sculpture, or writing. This not only stimulates artistic expression but also builds a sense of community.
8. **Consider diverse interests:** Consider various cultural events to cater to diverse interests among seniors. These could include concerts, exhibitions, theatrical performances, movies, or lectures.
9. **Awareness of preferences:** Gather feedback and preferences from seniors regarding cultural events. This way, you can tailor your offerings to meet their expectations.

It is essential to involve seniors in the planning and organization process to ensure their voices are heard, and events meet their needs. Active participation in cultural activities can significantly impact the mental and emotional well-being of seniors, enhancing their overall quality of life.



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