

Handmade Wellbeing

Educational model

to coach arts & crafts professionals to design and carry out crafts activities in elderly care

The relationship between the facilitator and the elderly

Being aware of your personal perception/image of the elderly

Good preparation

- Gather background information about the members of the group beforehand
- Think how you introduce yourself and the institution you represent
- Do not use names that provoke certain images
- Introduce yourself, tell something about yourself
- Make the elderly introduce themselves
- Do not be afraid of being engaged with the staff, take the advantages of their experience and knowledge
- Physical working area, equipment, group size.
- The condition of the elderly.
- Staff help-voluntaries?
- How to access to help when in emergency.
- Be prepared for the workshop itself (put all the things together).
- Be ready to have some changes!

Introducing each other, getting to know each other

- It is good to do the introduction every time, because the group can change or there are people with dementia (or something).
- To make more friendly connection between practitioner and elderly.
- To make them feel better and more open minded up to the working process.
- Maybe different kind of introduction – so called name games.

Respect the integrity of the elderly

- do not touch if they don't want – make sure it is ok
- listen to their wishes and ask about their views
- be equal, treat people in equal manner
- be aware of the hierarchical position of you and the elderly
- You need to be happy and willing to be there, to show your respect!
- We are invited to THEIR home, not the other way.
- The way you speak with them or touch, according to the elderly.

Awareness of hierarchy but being as equal as possible

- Consider them as adults, not children – they still are persons themselves and can make the decisions
- The word 'hierarchy' is a bit rough word to use

- Be aware of care home staff structure
- There is possibility that elderly are actually, intellectually in “higher” position than you.
- Sometimes it’s good to let the elderly lead themselves (and let them teach each other something they know).

Knowing good communication

- look in the eyes
- think about your voice level
- smile, encourage
- don’t push – leave them space and freedom
- be clear in your speech
- use humor (but take care!) and encourage humor
- listen, let people speak
- be flexible
- encourage them to speak and communicate with each other
- ask questions but with respect
 - they don’t need to answer if they do not want
- try to motivate in the activity but do not force > respect
- learn from their experiences yourself and let them know this
- give positive feedback
- pay attention to how you start and finish your group process
- think about how to display the ready products
 - acknowledge the work and each individual’s effort
 - use e.g. names to show who has participated
- You need to know, how your audience is “hearing” you, what kind of methods you need to use, to make everyone to understand and not making them feel unsure nor pressured.
- Preparation – it is good to make the room the way, it’s possible to make conversations easily, but at the same time they are not force to do anything they don’t want.
- To know the language...

Encourage communication between elderly

- Practitioner should have some tricks, that can make elderly to talk to each other, for example some open question, that makes them discuss about it. Example topics: daily news, food, childhood, events, etc.

Getting to know the target group: what is meant by elderly

How/where to get this information

- first of all: the elderly
- Activities coordinator or manager
- Relatives & friends
- Nursing staff & social workers
- Speak to a peer practitioner
- Work with elderly people alongside someone known to elderly people

Residents in care home or live at home

- Variety of practitioners to offer variety of experiences - opportunities for different activities
- At home: more control of environment, shrinking social circle

Awareness of personal backgrounds

Social background

- Prepare practitioner mentally for challenging information

Treating as adults

- Respect
- Name preference

Condition: medical

- Appropriate to activity & for safety of all & for benefit of elderly people
- It's good to know about some conditions, e.g. dyslexia, epilepsy, schizophrenia

The awareness of targets

Feedback

- Exhibition
- Circle discussions
- Conversation during working, praise
- Relatives

Trust & encourage the memory of the elderly (body&mind)

- Activating all senses: smell etc
- Body remembers the skills even though the mind doesn't

Empowering the participants

- To find their own targets too
- Right to choose what you want
- To reach a target can make sense to a day

Flexible targets

- You have to be ready to work in the moment
- Have a back-up
- The importance of the process, communication
- It is not important to reach the one target, more important to reach some/any target

Inner attitude; trust in learners & yourself & the target

- Teacher should be open-minded & in relationship with the target
- If you don't feel good about what you are doing, the result won't be good

The main target: to make the elderly feel good about themselves

- Wake up feeling useful
- There are no mistakes
- Positive feedback
- To do things together

Opportunity to social interaction is a target

- Interaction between the elderly and the young, + among the elderly
- Communication between generations & understanding of each other
- Old people can show or tell how things turned to be like
- Different things are important to young and old people

Opportunity to train motor skills & brains

- Use it or lose it
- To wake up your memories of the muscles how they worked when you were younger and made these things
- Singing without hearing is a possibility to communicate to other people???

The meaning of the product

- Feeling of being useful
- Proud of your own work and praise you get
- Stories of what you have made, past and present

The main target & steps to achieve it

Good practice & examples

Previous successful/not successful projects in general

- Working with senses and memories
- information from care settings is important. real life examples.
- Exploring previous projects. Important to be guided because easy to get lost. However independent research is also important.
- EXAMPLE: Projects at St. Peter
- Verbal Information from Activities EXAMPLE Daniella (Eggenberg)

Previous studies and research

- Similar to above but more theoretical. Important to understand how different disciplines present their results. Practical versus theoretical projects? Good to combine these approaches. Both needed. Different perspectives.
- EXAMPLE: Recent Art project

Learning in the process

- Keeping diaries, reflection, feedback is crucial.
- Peer group reflection.
- Always reflect, find the time.

- if new to field you might not understand the importance of this. Guidance on how to learn process for reflection. There are tools available.

Share the information

- And learn from others
- Not all information is shared. We need to share more. Better use of resource. Written or verbal. Who do we share with? Especially good to share thinking out of the box, out of your comfort zone experiences

Cross disciplinary sharing of information

- As above...no boundaries to sharing.. transferable knowledge ..working with different age groups. increasingly important. many young people do not have a connection to elderly people. There is a need to understand the language of a discipline. Easy to misread so guidance helpful and an understanding of perspectives and goals.

Previous projects in this particular place (e.g. care home)

- Talk with the staff about possibilities and limitations
- St Peter's projects
 - Exhibition
 - Food
 - dressing up

Suggestions for branch amendment

First second and last sections could perhaps be combined.

Fourth and fifth similar

The word 'good' in practice. Also highlight 'poor' practice because it does exist.

Perhaps 'Practices and examples,

The implementation of the content & Infrastructure (& economic resources)

Economic resources (new!)

- available money (for material, for tools, for salary, for exhibition)
- bookkeeping (how the money is moving)
- information from director
- to search additional project money

Content

The staff must be available

- Preferably present
- You had to get contact with director and other staff members to get permission to work in the care home/day center
- How they can be involved in the work

- First mail or call but further is best personal contact

Legal aspects

- If photos/ filming it should be written permission from elderly and/or relatives, staffmembers
- Confirm all needs with director

The number of participants per teacher

- 5-7 for 1 artist + 1 nurse?
- The number depends on the condition of participants, the room, the economic, the activity
- Very good to have two teachers
- Information from the local staff
- If possible, to observe earlier

The atmosphere of the room (decoration) (it is closely connected with cultural context)

- Music? If ok for participants
- how the physical condition are affecting the emotional part
- how to change the condition more supportive to wellbeing
- observation

Infrastructure

The working room & location

- Closed room
- Outside if the weather is nice
- Nearby the sleeping room
- A toilet nearby

The material & costs = what is possible & be creative

- Recycling
- Material for men (hard materials like wood) require more space and machinery

Not too small items etc/suitability for older people

Shared working spaces & equipment with other community members

- Young and old together

The light, temperature, furniture etc

- Good light
- Sound
- Fresh air
- Colours

Gender issues: think about breaking traditional gender roles (should go to cultural context)

Cultural context & background

General knowledge of cultural differences, how to teach students to overcome these

- It's important to know
- Cultural traditions
- E.g. soviet time vs western culture
- Country people, ciyt people
- Personal space and touching
- Rapidly changing culture within generations (e.g. technology)
- Very different people in the group. Important to listen what they talk to you
- (Using) Material that people are used to

Respect for different backgrounds

- All are different, individual
- Different time, generation, society, class, living environment
- Influences e.g. to relationship to materials and making
- Influences to relationship to art and self expression

Knowing the care home culture

- Environments and working cultures are very different
 - They could be developed also with this kind of projects if you have an option to continue working

Developing own philosophy & culture in the workshop

- Philosophy of bringing good things
- More awareness of your work as an artist or as an workshop leader
- Reflecting after a project is very important

You shouldn't be too sensitive and careful about cultural differences

Professional skills in arts & crafts

Preparation

- Overall: knowing to whom you offer and developing the whole point
- Clear, well prepared
- Short presentation
- How to prepare the group situation
- Find the place: talk to director
- How to get the group
- Thinking of an alternative plan
- Find the room
- Aesthetic preparation (of the room and the process) to support the aims in best way

Good presentation of the work and outcomes

- E.g. an exhibition

Collaboration or co-operation

This might go under targets??

- Collaboration
 - cannot show the work
 - You have the aim as an artist
 - The others contribute, help them to do the work
- Co-operation
 - Develop together the aim
 - You give an impulse and watch what they are doing

Co-creation: together with the elderly

- Find best strategies of working together with elderly
- Background is important: you show what you can do, then let's try something
 - Next time they can more freely choose as they are familiar with the techniques already
 - With really old people you need to find a technique that they are able to do, like stamping, the fabric to computer → print → develop further
 - Important for example: all colours don't have contrast enough, yellow is too light, people can't see

Knowing which materials and techniques are suitable for certain target group

- Some materials are liked more than others
 - Plastic cups were used but maybe it was not so well understood why they were used because cups are for drinking. It could be an option - or not. This was not co-operation, it was collaboration.
- Soft materials are liked
- Generations can have different opinions of materials and their usage
- Building trust through your skills
 - For example they'll check the seams and if they are ok, people start to trust you
 - Older people have knowledge and they might check if you have it too → to be on the same level

Motivating the participants & the staff

- It's complex!
- You need to know with whom you start to work with
- You need to be prepared that you will not succeed 100% always
- People are allowed to choose, you'll need to accept that, and all other things they are giving you back
- Strongly related to the atmosphere, social structure, the premises
- Touching, cultural things
- Motivating is easier if personnel is participating to the workshop

How to use your professional skills to reach the aims of the workshop

How to find interesting and creative solutions for working even if the economic resources are not good

Using (information) technology

- Some older people are up to speed using modern technology, but not all

Society, how to influence the decision makers