



SEE ME Training Toolkit

Social inclusion through Meaningful ageing
'SEE ME'

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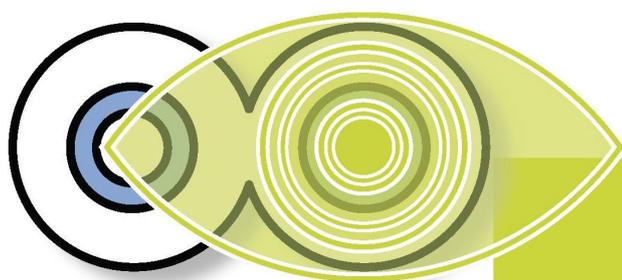
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Introduction

1. SEE ME project

The SEE ME project aims to improve quality of care and social inclusion for older people. It does this through a training toolkit that increases the skills and competences of different groups of caregivers (volunteers, informal and formal caregivers) and trainers of caregivers to provide quality care to older people. In this training toolkit, through five modules participants explore different ways to better see the social and meaning-making needs of older people.

SEE ME challenges the stereotypes of older people through training aimed at seeing the talents and strengths of the oldest citizens. Competences of caregivers should be innovated to 'SEE older people':

- SEE the older person behind the client;
- SEE care as something more than physical and medical care, and SEE social and meaningful care;
- SEE the positive talents and dreams of older people, not only their needs.

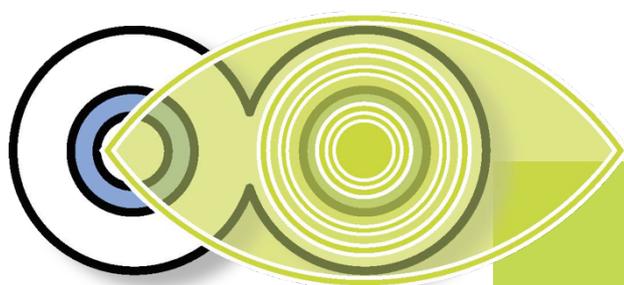
The project pays extra attention to older people with a migration background or in a poor financial situation.

The SEE ME project was funded by the European Union and developed by six international partners: Vrije Universiteit Brussel in Belgium, Foundation Active Ageing and University of Humanistic studies in the Netherlands, University of Molise in Italy, Büro für berufliche Bildungsplanung in Germany, and Matia Foundation in Spain.

The SEE ME training toolkit was developed to reach the aims of the homonymous project. This training toolkit was compiled from (1) the research report on optimising caregiving skills and competences by 'SEEing social and meaning needs, talents and ideals of older people' and (2) the 'Education for SEE ME model'.

All information, the training toolkit and materials can be found on <https://en.sarlab.be/publications/books-reports-1>.

After development, the SEE ME training toolkit was implemented, tested, evaluated and adapted during the project (from 2020 to 2023) by the six associated partners in both residential and community projects: Het SamenToujours (Belgium), Compartijn, September Care and Stichting Humanitas Rotterdam (The Netherlands), Don Carlo Pistilli (Italy), Graftschafter Diakonie (Germany) and Grandes Amigos (Spain).



2. Target group

The SEE ME training toolkit is designed for all those involved in providing care, support and services to older people and who are committed to enhancing their quality of life. This includes family and friends, volunteers, small and regional associations, and national institutions and European organisations. The toolkit is therefore not only designed for professionals from residential and community care organisations, but also for informal carers and volunteers.

Who is a professional or formal carer?

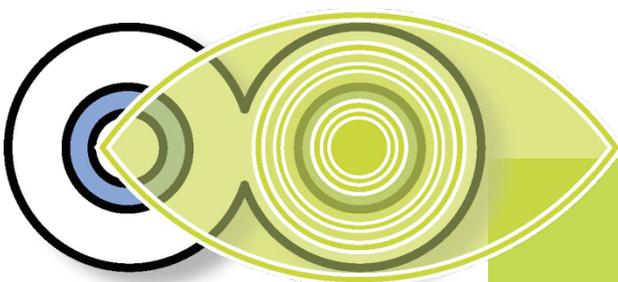
Professionals are formal caregivers, practising a profession and being paid for their services. They are required to follow specific protocols and procedures to ensure that their services are legitimate. Diplomas are required for various professional positions to prove competences and expertise, including specialist knowledge for specific problems. Professional caregivers are formally responsible for the quality of the assistance provided.

Who is an Informal carer?

Informal caregiving is the primary source of care for older people in Europe. Informal caregivers (or 'family caregivers') have a personal relationship with the person they care for. The care recipient may be a person with whom a kinship relationship exists, or a spouse, friend, neighbour.

Who is a Volunteer?

Volunteers are a highly diverse group; the reasons people decide to volunteer vary widely, as do the types of activities they engage in and the time they are willing to invest. In this report, the term 'volunteers' refers to all forms of voluntary efforts that make a valuable contribution to the care for older people, whether organised or unorganised, compulsory or non-compulsory, paid or unpaid.



3. Overview of the SEE ME training and using the SEE ME training toolkit

3.1 Overview of the SEE ME training

The training toolkit consists of five 3-hour modules, each with several compulsory exercises and several alternatives to choose from. The first module starts with an introduction, and the following three modules go increasingly deeper into recognising needs and strengthening personal competences up until the fifth module, on sustainable action and organisational change.

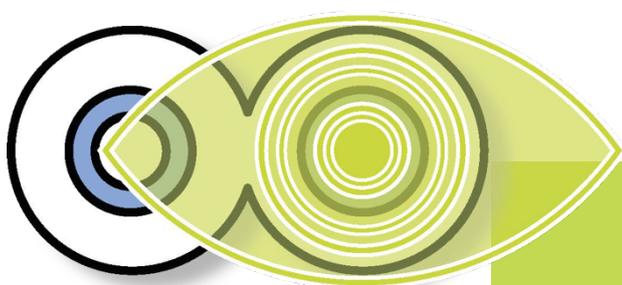
In the SEE ME training, we focus on **amplification**. We build on the competences the participants already have. To strengthen these competences, five modules comprising a variety of activities were designed. Together with participants, a facilitator can explore co-creatively which modules best fit their needs for personal change AND organisational **change**. In doing so, the facilitator and participants can make their own choices (**pick-and-mix**) between different proposed activities.

Each module consists of several steps based on scientific research. Some steps include different activities (**pick**) to increase the flexibility of the training, therefore the length and content of the overall training can be adapted to the group you are training. You can also **mix** the activities and do several or all activities of each step. In that case, the module will last longer than three hours.

A training session should include at least one activity from each of the steps given in order, but certain steps are essential in the SEE ME trajectory to achieve SEE ME optimally. These steps are therefore mandatory, and are marked with the  logo.

Throughout the five modules, participants learn to **transformatively** improve the quality of care and social inclusion of older people. Transformative learning involves:

- Critical learning or expansive learning: participants question the way they work.
- Situated learning: participants' specific competences are identified and realistic situations in which they often find themselves at work are dealt with. This knowledge can subsequently be applied in real-life situations.
- Experiential learning: learning by doing. By reflecting on the activities of the training, new insights for practice can be gained.



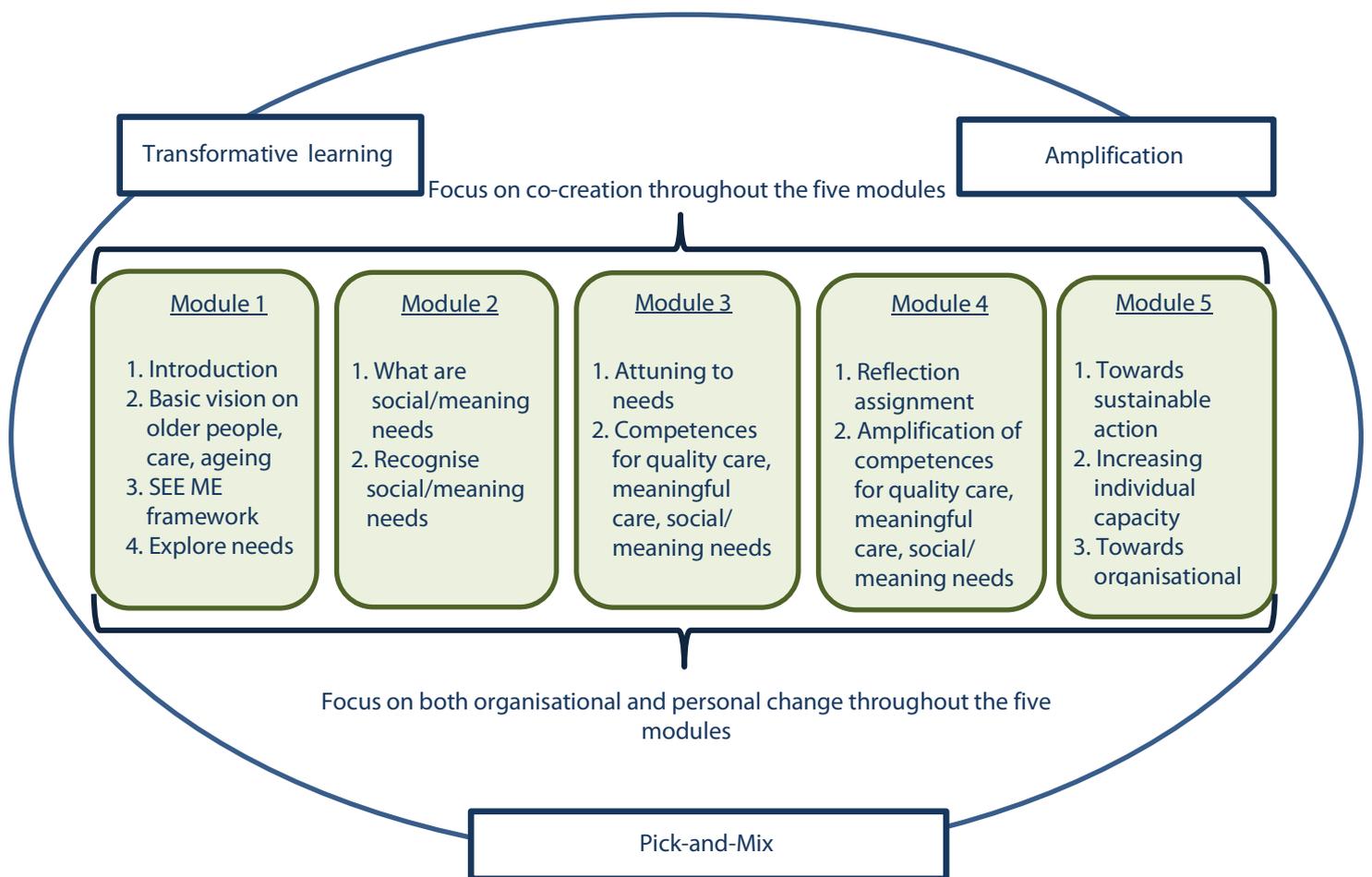
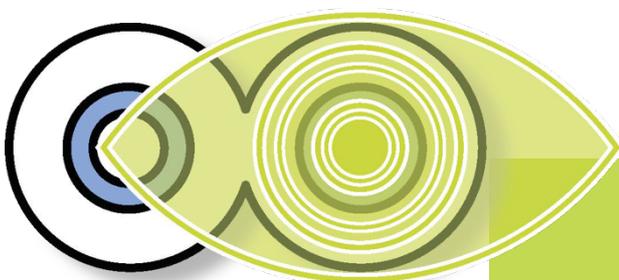


Figure 1: Overview of the five modules at a glance.

Apart from the main objective, the goal of the SEE ME training is to bring **change at the personal and the organisational level**. The SEE ME project aims to:

- Change the way participants SEE: after the training, participants see there is a lot below the surface of older people, they see more of their social and meaning needs. They see older people with an open view, without dogma and with room for interpretation. They see things differently than they were used to seeing until the training started. When faced with problems, they see out of the box.
- Making participants learn something different than they were used to: they learn to focus differently, improve, and change their focus or background. They learn to recognise other possibilities and attune to social and meaning needs instead of focusing solely on physical needs.
- Make participants feel different: during and after the training participants feel they can be changemakers in recognising and attuning to older people's social and meaning needs. They feel lifted and creative and they feel that following the training was not a waste of time.



- Change the way participants and the organisation work: during the training, participants work together in a team towards sustainable change in the organisation. After the training, participants work in an organisation that embraces the SEE ME goals.

Last, the SEE ME training is designed for different groups of carers (volunteers, informal, formal) and trainers of carers. However, many of these activities can also be done with older people who need care. As there are also training participants with previous experience in caring for an older person, they do not have to start from scratch and their experiences accumulated over the years are used throughout the training. This training is not a traditional learning process where the facilitator stands in front of a classroom and participants just listen.

3.2 Using the SEE ME training toolkit

To use the SEE ME training toolkit we advise you to work with a **facilitator**. Both external professionals and experienced full-time or voluntary staff in your institution or organisation can be chosen as a facilitator. The experiences of the pilot phase in the SEE ME training showed that the training material is largely self-explanatory, and that the facilitator can design the individual modules independently. At the same time, it became clear that the facilitator must have certain competences and that several aspects should be considered when selecting a good facilitator. For example:

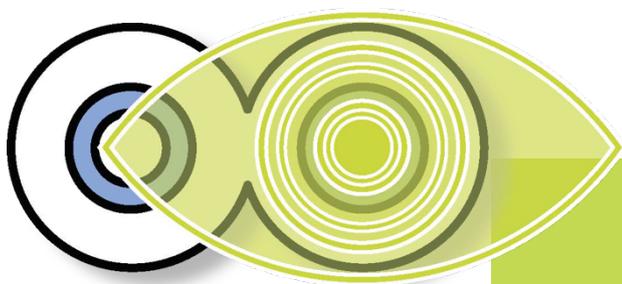
- Knowledge of and expertise and personal engagement with the basic concerns of SEE ME regarding the social and meaning needs of people in need of care and support.
- Experience working with and accompanying groups, knowledge of group dynamics.
- Knowledge of the institutional framework in terms of the opportunities and limitations in realising innovative measures and activities related to dealing with persons in need of care and support. The facilitators also play a mediating role in this sense, by ensuring that suggestions and ideas from the participants are passed on to the organisation.

As for the number of facilitators, some preferred two facilitators, but this is purely a preference and not a necessity. Working in pairs allows for mutual support, exchange of ideas, and benefitting from each other's impressions and experiences in a post-training reflection.

How do I proceed as a facilitator?

SEE ME training preparation:

Figure 2 shows some aspects that facilitators can consider in the context of a feasible training programme that suits the organisation and/or target group. Based on the basic philosophy of SEE ME and the general training objectives, the practical concept helps users answer several questions before starting the training and links the training to the challenges faced by the participants or target groups in their specific work context. The management of the residential or community care organisation oversees the development and implementation of the practical concept. Participants should be involved in the development of the training so that they can bring in their experiences, assessments and questions from the beginning; the training does not take on the character of a 'theory seminar'; and the facilitators can already include participants' specific questions and topics when preparing.



For each module:

A tip is to prepare a concrete schedule for implementation per module. This can be presented in tabular form, for example, and include notes for the facilitator in addition to information on timetable, method, materials needed and responsibility. Similarly, you can design the start of each module so that the participants can get off to a fine start and 'get into it'. Other issues include group dynamics. How can group dynamics be loosened and content enlivened? Are there objects, music, etc. that you can use which thematically support the module or activity?

Create an engaging and protected learning environment in the available space, where people can speak freely, experiment and be encouraged in their abilities, without judgement or performance evaluation.

Dialogue and communication are essential to unlocking the learning and experiential potential of the group, and to expanding opportunities to transfer the practice to everyday life and not just during activities. So in terms of time frame, breaks should be included in addition to activities. A break provides participants with an opportunity not only for relaxation but also, importantly, exchanges and interaction in an informal setting.

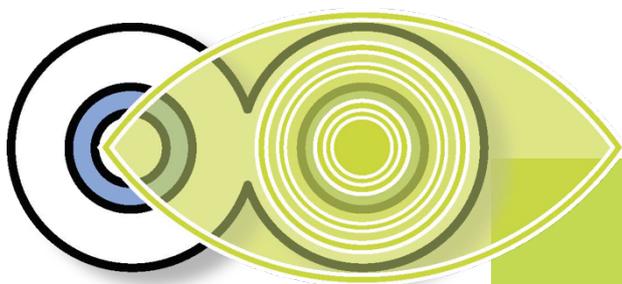
Consider how you want to create a 'central theme' throughout the different modules. For example, a flipchart can be used as a recurring element that is jointly reviewed at the beginning of the module and can be used in the final phase, after the modules, to record the results and transfer them to practice. An action plan is developed at the end of each module.

Recall as a facilitator the **daily practice** and link the knowledge learned during the training to participants' usual daily care activities and routines. Maybe the participants are volunteers who provide company or run some errands for older people, or are professional caregivers who provide care in a nursing home. The specific link to these activities will help participants visualise when and how to put this new knowledge into practice.

Completion should help participants recognise their own learning and set personal learning goals, i.e. engage with the question: What did I learn today? How can I use this tomorrow? As a facilitator, **make it clear that participants are not only consumers but also ambassadors of the SEE ME philosophy.**

After each module:

As a facilitator, reflect after the module on the way you work with the group: What worked well? What would you have liked to do differently? Then use these experiences for further implementation. For reflection on your own role, the reflection questions for facilitators at the end of the individual activities can provide support.



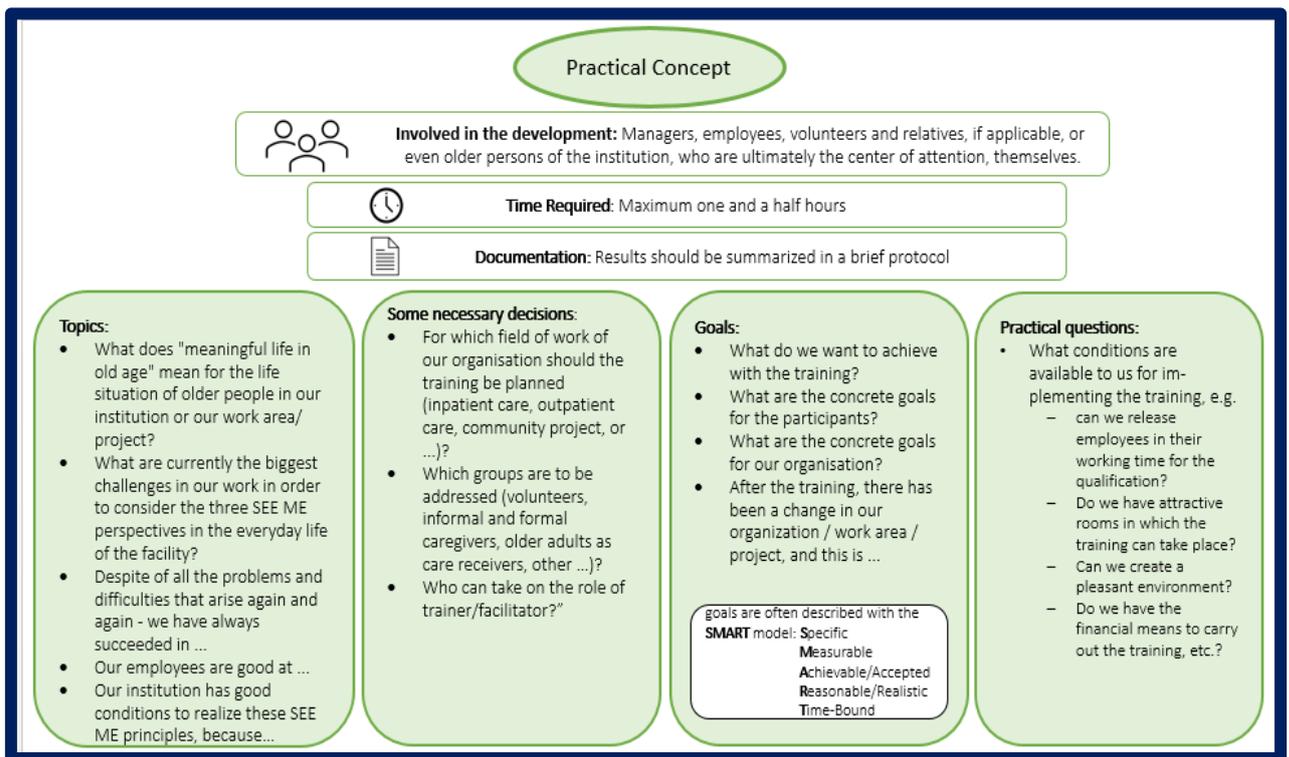


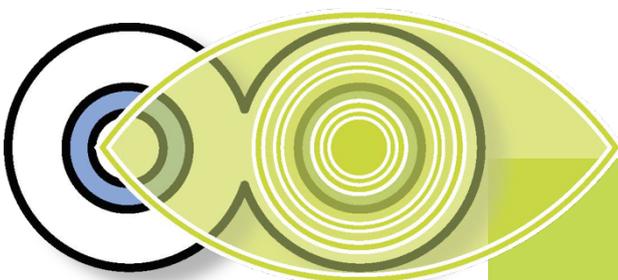
Figure 2: Practical concept of the SEE ME training

3.3 Success factors

Awareness of several success factors is important before implementing the SEE ME training in your organisation and before cocreating the training toolkit. After all, every organisation is working in a specific local context and with a specific target group, and the training toolkit can be adapted to their needs accordingly.

1. Adapt the content to the local situation

Before using the training toolkit, we recommend adapting it to the respective framework conditions of the institution or organisation where it will be used or to the training participants. Facilitators are encouraged to present the activities in a local context and link the content to local situations. Each activity and combination of activities can be adjusted to the locality and the needs of the participants or target group. Add local examples, statistics, etc. to the activities. Hence when selecting the activity, consider the target group you are working with. Ask yourself: 'What does this module mean for the practical work of the participants, and what references can be made?' 'Can the activities be adapted to regional and/or cultural particularities?'



2. Adapt to the target group

Adaptable to the target group, the training toolkit provides orientation and a framework that can be tailored individually, regionally and contextually, and can be creatively supplemented to generate references to everyday life. This framework should be used in such a way that the individual activities allow participants to process their own experiences, thoughts and feelings, and create a framework for acquiring new knowledge, consciously perceiving situations and developing possibilities for action. Activities should contribute to an exchange, to critical reflection on one's own thought and working processes, and to stimulate and promote communication. In this way, common interests can be created through focusing on the SEE ME philosophy.

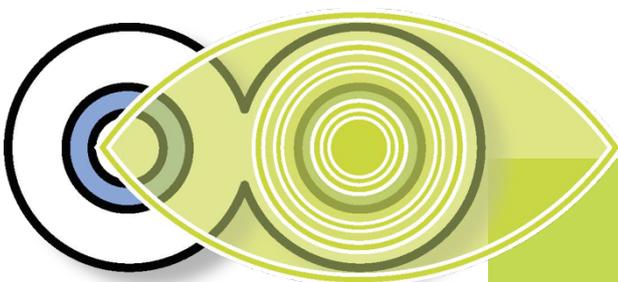
Our experience with the SEE ME training has shown that it is useful to agree within one's organisation on the issues of interest and the purposes for which one wants to use the tool before deploying it. It has proven useful to record this valuable concept in writing with keywords. The self-formulated goals form an important basis for the proposed self-assessment procedures.

3. Take time

The training toolkit provides an estimate of the time each activity may take, but if the topic is new or emotionally challenging it may take longer. Sharing testimonies and examples is an important part of the training, and it may be worth allocating some extra time to it or to further discussion. If necessary, extend the length of the activity. Adapt the training to the habits of your group: ask what kind of training participants are used to, for instance half or full days.

4. Organisation and its management

As a facilitator, it is important to have regular exchanges with management and to be supported by it. When internal facilitators are selected, it is also pivotal to discuss what time resources they can be given (outside of their day-to-day work in the organisation) and how this additional task can be valued.



4. Improving the training

Systematically evaluate and improve the training. This could be done during the training by using the learning diary, or at the end of the training using three self-evaluation tools.

4.1 Learning diary

The learning diary is an important component of the training toolkit. It:

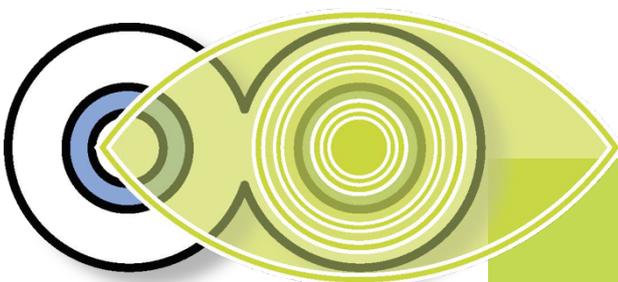
- is intended only for the personal use of the participants;
- can be used as a notebook or sketchbook;
- is the personal diary for notes, sketches, ideas, important and unimportant information, specific points to note, questions, reminders, etc.;
- is used self-responsibly;
- can support the ongoing reflection on the common learning process.

The learning diary can be a constant companion during the training and between modules. You may also use the learning diary during your working hours. All questions pre-formulated in the learning diary are suggestions and not tasks!

At the beginning of each module, a reference is made to the learning diary. The notes written by the participants provide some indications of their assessments of the course of the qualification, such as: What was new? What made me think? What was interesting? What was surprising? What was inspiring? What would I like to know more about? What is important to me? There is no obligation for participants to share the entries in their learning diaries. Nevertheless, these topics will come up during the various exercises. Perhaps as facilitator you could make some notes at the end of each module about the participants' comments, which you could then include in the final evaluation.

The learning diary is an important component of the training toolkit. In the pilot phase of the SEE ME project it became clear that many participants were very reluctant to use the learning diary, partly because they had little practice keeping a diary, partly because the learning diary was perceived as demanding and there was little time available in the normal working day. However, our experiences with learning diaries in different learning environments show that the learning diary can be an important element accompanying one's learning process. This is successful if the learning diary is presented as an offer that is explicitly based on voluntariness and personal responsibility. The question at the beginning of a module is therefore not 'Get out your learning diaries. What have you entered in your learning diary in the meantime?', but for example: 'Before we start the new module, we have time to address your questions and comments. Is there anything that has been bothering you since the last meeting? Maybe you have also written something in your learning diary that you would like to share with the other participants.'

A sample learning diary can be found on the SEE ME website with needed material for Module 1.



4.2 Self-evaluation

The training toolkit also includes a self-evaluation tool. The users of the training toolkit are offered a guideline on how they can observe and reflect on the possible effects of this qualification in their work context. This is not an evaluation according to strict scientific criteria, rather these are suggestions on how users of the training toolkit can systematically document observations and self-assessments, which can be helpful when evaluating the qualification regarding changes in everyday practice.

The self-evaluation tool includes:

- A. a questionnaire for participants at the end of the training;
- B. a questionnaire upon completion of the training for those responsible for organising and conducting the training;
- C. a proposal for a mechanism to observe and reflect on the 'effectiveness of the training' in the organisations of the training toolkit's users. In the context of self-evaluations, it is not about strictly scientific cause-and-effect findings, it is always a matter of reflecting on effects, 'of plausible justifications for the assumption of effects, especially with the participation of the addressees themselves, and thus involving professional qualification' – in our case of the different caregivers.

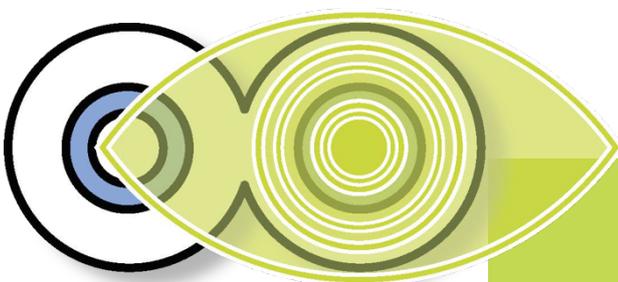
A. Questionnaire for participants at the end of the training

In the last step of module 5 of the training toolkit, you will find a suggestion for 'General evaluation of the five-module training'. Together with the participants in the training, you conduct an evaluation covering the entire course with all five modules. All participants give feedback and exchange experiences, e.g.:

- For me, it was particularly exciting that ...
- The topic X or Y did not interest me so much because ...
- I was particularly engaged in this module because I ...
- This module was especially memorable for me because it was ...

In addition, there are the participants' personal assessments, the extent to which participants have observed developments and changes for themselves as well as for their organisation. The questionnaire is a supplement to this work step. You can hand out the questionnaire to the participants at the very end of the course and ask them to answer it. The questionnaire is filled out anonymously. This allows the facilitator to get more detailed feedback from the participants.

Sometimes it is useful to ask participants for feedback when a little time has passed after the end of the training. This provides an opportunity to relate the experience gained in the training to one's everyday working life. Some things may then be seen a little differently – or more realistically – than in the special



farewell situation at the end of the course. Alternatively, you can ask participants to either send you the completed questionnaire or complete the questionnaire online two weeks after the end of the course. Experience shows, however, that at that point you cannot expect all participants to take part in the survey. On the other hand, the answers may be more interesting and impactful.

A sample questionnaire can be found on the website for generally needed materials. The proposal for the questionnaire also contains the possibility to add your questions at the end. To receive feedback on the individual goals formulated in the practical concept, it is advisable to formulate questions concerning these.

B. Questionnaire upon completion of the training for those responsible for organising and conducting the training

This is a proposal for you as a facilitator to write a reflection of the SEE ME training.

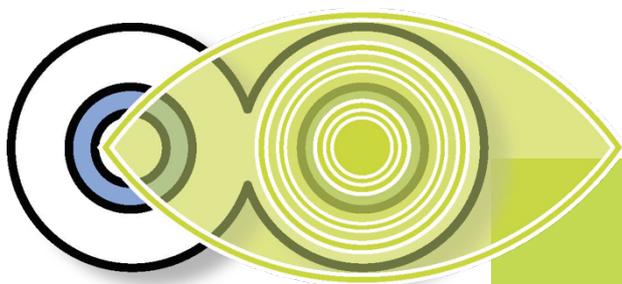
Your review of the training toolkit: How helpful, practicable and self-explanatory is the training toolkit? How useful and appropriate is the selection of content? Which activity worked well, and which activity was difficult to conduct? How well are theory and practice linked? How appropriate is the time budget for the proposed work steps? How attractive is the pick-and-mix offering? Which activity is given too much weight? What is missing?

Which feedback from participants pleased you, which surprised you, and which was difficult for you to grasp? Here you can refer to your notes after the individual modules (e.g. with individual statements of participants in connection with the learning diary), and especially the results from the 'General evaluation of the five-module training' in the last module.

Which experiences regarding the implementation of the SEE ME training in your organisation are significant for you – for example in connection with the recruitment and motivation of participants in terms of practical challenges (scheduling, available space, technology and service, work organisation, time off for employees, etc.) or of current challenges in the organisation? How does SEE ME training fit into your concept of personnel development?

Which observations have you made in your organisation that you associate with SEE ME training, such as staff attitudes, new activities and measures, discussions in the team, or perhaps also in relation with individual residents, older people in need of care in your organisation?

How can you now use the experience of conducting the SEE ME training for further work steps in your organisation?

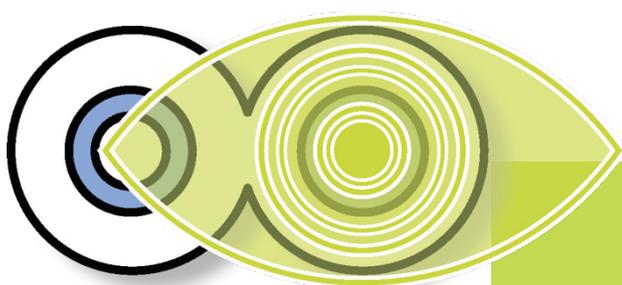


C. Mechanism to observe and reflect on the 'effectiveness of the training'

This proposal is inspired by the evaluation method 'Most Significant change' (MSC).¹ For the self-evaluation tool, the idea is to describe effects or changes associated with a specific measure (here: participation in the SEE ME training) through stories of change. Another important element in this process is the exchange among the participants on which of the collected change stories best reflects the observed effects. In this exchange, all participants have to name the criteria for why they choose this story over another. This once again brings to the table all the expectations, goals and experiences of as many participants as possible. The complete MSC evaluation process is much more complex and consists of ten steps. It is suitable for identifying significant changes in the context of a development process that is characterised by multi-layered and complex interdependencies of effects. For the SEE ME training, we use only the basic idea and propose a very simplified procedure.

For a sample of how a process for collecting and evaluating stories of change can be designed, visit the SEE ME website, under general needed materials.

¹ Originally invented by Rick Davies in the context of development cooperation programs in Bangladesh in the 1990s, it has been applied primarily in the rural development, education and health sectors. In 2005, Rick Davies and Jess Dart published a guide to the process, which is currently available only in English: <https://mande.co.uk/wp-content/uploads/2018/01/MSCGuide.pdf>

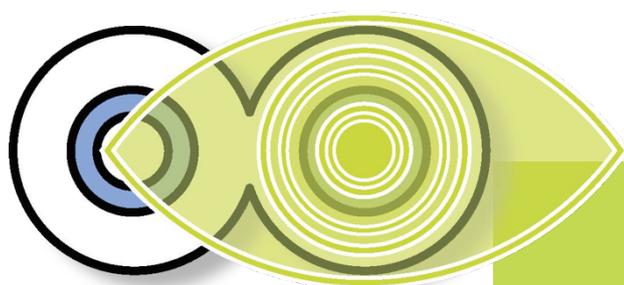


Modules

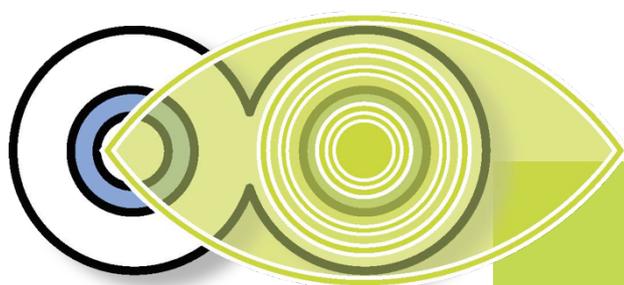
Module 1

STEP 1: Icebreaker, getting to know each other

1. Introduction (activity a)	
Learning objective:	Group members know each other and start with a comfortable feeling.
Content:	Welcome word by the facilitator.
	Group exercise 1: This is a simple introduction for participants who do not know each other yet or do not that well. Ask the participants to sit in a circle. When everyone is seated in a circle, the participants speak one by one. In the first round: each participant says their name, whether they are present through an organisation and which one it is, and what the participant is good at. As the facilitator, first, introduce yourself and then let the participants introduce themselves: "My name is ..., I work for ... and in my work, I am good at ..."
	In the second round, the participant gets to tell what they are unique in. In this way, we learn about some of the participants' talents or hobbies and perhaps discover shared interests. As a facilitator, start with an example of your own. "Hello, my name is ... and I'm the only one who ..."
	Group exercise 2: This task is slightly more difficult. Have the participants stand up and ask them to rank themselves within the group according to the themes below. However, they must remain silent during this task. All of them should work together, there is not one leader. Themes are: <ul style="list-style-type: none"> • Rank the whole group based on years of experience in the organisation. • Rank the whole group alphabetically by name.
Needed materials:	None
Suggested time:	1/2 hour

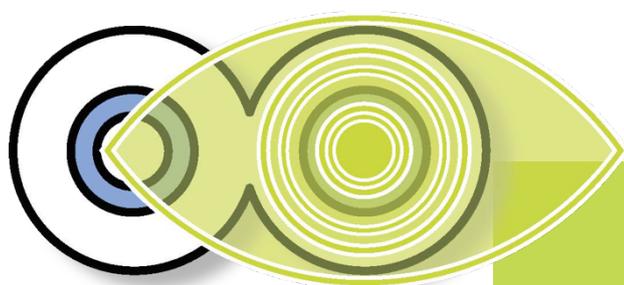


1. Introduction (activity b)	
Learning objective:	Group members know each other and start with a comfortable feeling.
Plenary lecture:	Welcome word by the facilitator.
Content:	<p>This exercise can be done by participants who know each other as well as those who do not know each other yet. Everyone walks through the room, and everyone has three cards with questions on them. While walking around, music is played. When the music stops, everyone asks a question to the person closest to them.</p> <p>It is recommended that the facilitator takes the first step and answers one of the questions themselves. In this way, a safe zone is created.</p> <ol style="list-style-type: none"> 1. What has been the best moment in your life that you would like to experience again? 2. What character trait do you possess that you are most proud of? 3. What has been your biggest blunder at work? 4. What helps you to feel better when you are not feeling well? 5. What has been engraved in your memory, but you would rather lose than have? 6. What do you find most extraordinary in the world? 7. What is the most difficult thing you have ever done? 8. What have you wanted to do for years, but still hasn't happened? 9. What do you often wonder about? 10. Have you ever experienced something that seemed bad at first but turned out to be good in the end? 11. What bad habit would you pick up if it were no longer bad? 12. What do you think is the most ideal age? 13. What do you often wonder about? 14. What did you always want as a child, but never got? 15. What gives you goosebumps?
Needed materials:	Write/print the questions on cards. These must be printed before the activity. The questions can be found on the SEE ME website in module 1. (Bluetooth)speaker connected with music.
Suggested time:	1/2 hour
Reflection for the facilitator:	These questions can be used with older people in order to know each other better and establish the basis for a caregiver relationship with makes it easier to identify the needs, talents and dreams of older people.

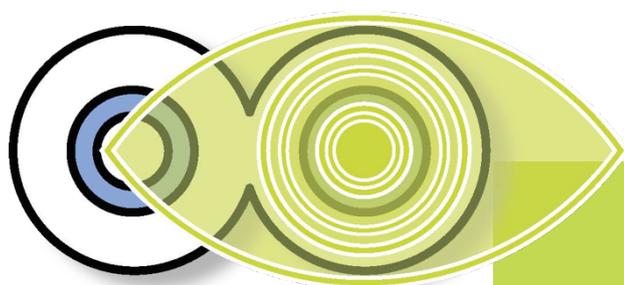


STEP 2: Vision on older people, care, and ageing

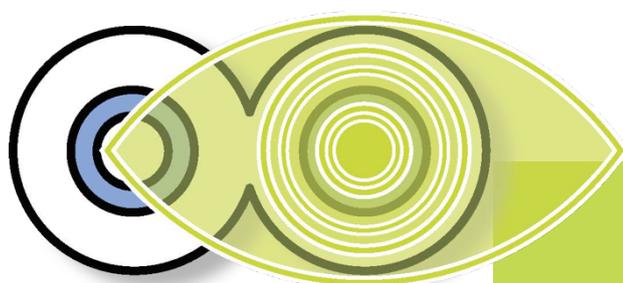
2. Vision on older people, care, and ageing (activity a)	
Learning objective:	Group members define what quality care means to them.
Group exercise:	<p>Divide the group into smaller subgroups (approximately 4 participants in each group). Give each group 10 to 20 pictures. Ask the participants to look at all of the pictures and choose three pictures within their group that represent good care to them.</p> <p>Once every group has selected 3 pictures, discuss the chosen pictures with the whole group. Which pictures have the group selected and why?</p> <p>The facilitator sticks the pictures and writes their answers as keywords on a flip chart, whiteboard or chalkboard.</p> <p>At the end of the group discussion, the facilitator asks the whole group which 5 keywords/ideas from the list best represent what quality care means to them. Emphasise these ideas.</p>
Guiding questions:	<p>Some guiding questions for the discussion are:</p> <ul style="list-style-type: none"> • Why have you chosen this picture? • Why does this picture represent good care for you? • What is quality care for you? • Which picture represents bad care for you? • What is bad care for you? • How can quality care be provided according to you?
Needed materials:	<p>A set of pictures, available via the SEE ME website, must be printed before the activity. It is recommended that these photos are printed a few times so that there are enough photos for everyone. These are available via the SEE ME website, at module 1.</p> <p>Whiteboard and markers.</p>
Variation:	<p>Why not bring your own pictures or use magazines? Each participant can be invited to bring a picture that represents good care for them. Each participant can present his picture and discuss it within the group. Show and discuss every picture with the participants instead of asking to pick just one picture.</p>
Needed materials (variation):	<p>Let the participants know in advance that they should bring a photo that represents good care for them. They can bring this photo on paper or show it on their laptop/mobile phone.</p>
Suggested time:	30 to 90 minutes



2. Basic vision on older people, care, and ageing (activity b)	
Learning objective:	<ol style="list-style-type: none"> 1. Group members define what quality care means to them. 2. Group members evaluate the quality of care in their organisation. 3. Group members differentiate various perspectives on ageing. 4. Group members value their own organisation regarding how they see the potentials of older people.
Group exercise:	<p>Show the short film SEE ME. Then have a short discussion based on one or two of the additional questions. Write down the answers in a few keywords on a flipchart or board/whiteboard.</p> <p>After the discussion, ask the group which five key words/ideas from the list best express what quality care means to them. Mark these words/ideas.</p> <p>You can use the following questions for the discussion:</p> <ul style="list-style-type: none"> - What did you think of the film? How do you feel? - Did you experience anything that happened in the film? - Would you call this good or bad care? - How do you think this film highlights quality care? - What do you understand by quality care? - What do you think is bad care? - How do you think quality care can be delivered?
Needed materials:	<ul style="list-style-type: none"> - Projector – laptop. - Flipchart or board/whiteboard. - Markers. - The film is available via the SEE ME website, at module 1.
Suggested time:	30 minutes
	It is also possible to include this activity in module 5 to evaluate the program.

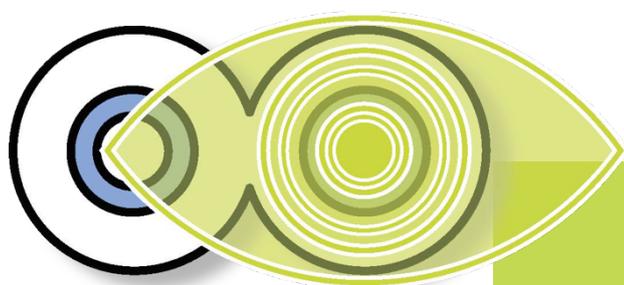


2. Basic vision on older people, care, and ageing (activity b)			
Learning objective:	<ol style="list-style-type: none"> 1. Group members define what quality care means to them. 2. Group members evaluate the quality of care in their organisation. 3. Group members differentiate various perspectives on ageing. 4. Group members value their organisation regarding how they see the potential of older people. 		
Group exercise:	<p>Organise a group discussion. The goal is to find the participants' and society's perspectives on ageing. First, ask the participants individually to answer the main question of part 1 and have their answers written down on post-its or given by spoken word to the facilitator. The main question can be completed with some additional questions. Then ask to answer the main question individually of part 2, which can also be supplemented with additional questions. The facilitator collects the post-its from the participants after each part or collects the oral answers and writes them down on a board.</p> <table border="0" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <p>Part 1.</p> <p><u>Main question:</u></p> <ol style="list-style-type: none"> 1. How does society look at older people? <p><u>Additional questions:</u></p> <ol style="list-style-type: none"> 1.1. A frequently used framework is successful ageing. What does this term mean to you? 1.2. Do you know any older people who are successfully ageing? What makes someone successful in ageing? What are the stigmas around dependence and disability? 1.3. When do you think an older person is active? When is someone no longer active? 1.4. Can someone who needs care still age successfully or actively? What care does someone need for that? </td> <td style="width: 50%; vertical-align: top;"> <p>Part 2.</p> <p><u>Main question:</u></p> <ol style="list-style-type: none"> 2. How should society look at older people? <p><u>Additional questions:</u></p> <ol style="list-style-type: none"> 2.1. How are older people mentors or educators for younger people nowadays? 2.2. How can we ensure that older people with a care requirement feel included in our society? 2.3. How can older people develop further in our society? 2.4. What barriers does society nowadays put in the way of older people being able to develop themselves further? </td> </tr> </table>	<p>Part 1.</p> <p><u>Main question:</u></p> <ol style="list-style-type: none"> 1. How does society look at older people? <p><u>Additional questions:</u></p> <ol style="list-style-type: none"> 1.1. A frequently used framework is successful ageing. What does this term mean to you? 1.2. Do you know any older people who are successfully ageing? What makes someone successful in ageing? What are the stigmas around dependence and disability? 1.3. When do you think an older person is active? When is someone no longer active? 1.4. Can someone who needs care still age successfully or actively? What care does someone need for that? 	<p>Part 2.</p> <p><u>Main question:</u></p> <ol style="list-style-type: none"> 2. How should society look at older people? <p><u>Additional questions:</u></p> <ol style="list-style-type: none"> 2.1. How are older people mentors or educators for younger people nowadays? 2.2. How can we ensure that older people with a care requirement feel included in our society? 2.3. How can older people develop further in our society? 2.4. What barriers does society nowadays put in the way of older people being able to develop themselves further?
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Needed materials:	Flip chart or white/chalkboard, marker.		
Suggested time:	1 hour		
Reflection for the facilitator:	We suggest concluding the discussion by linking the responses of the participants to the aim of the training. Ask the participants what they think is necessary to change for better social inclusion of older people.		



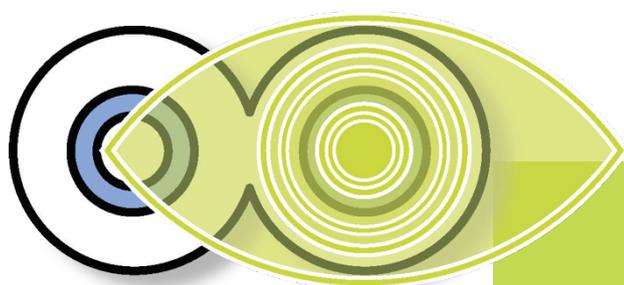
STEP 3: SEE ME framework and knowledge clip

3. Background of the SEE ME framework (one version)	
Learning objective:	Group members know the background of the SEE ME project and know that the project was promoted within the European Union
Group lecture:	Explain the SEE ME project using ready-made PowerPoint slides or show the knowledge clip that is made with the same slides.
Needed materials:	PowerPoint Presentation, laptop and and beamer. The information behind the SEE ME framework and knowledge clip is available using a two-page note and is together with the framework presentation and knowledge clip are available via the SEE ME website at module 1.
Suggested time:	15 minutes



STEP 4: Explore needs and requirements of people and the organisation: using APPRECIATIVE INQUIRY

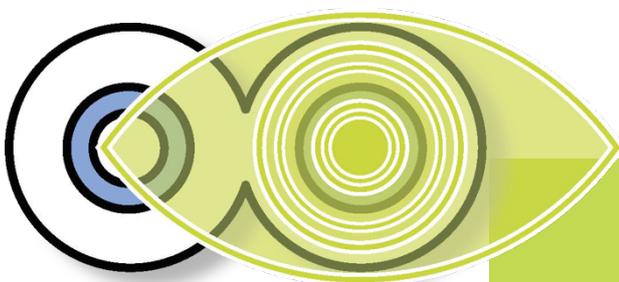
4. Explore needs and requirements (activity a) 	
Learning objective:	To know the needs and requirements of the participants, we do not start from deficits but from amplification through appreciative inquiry.
Group Exercise:	<p>Appreciative Inquiry is a strengths-based, positive approach to leadership development and organisational change. Appreciative Inquiry can be used by individuals, teams, organisations, or at the societal level; in each case, it helps people move toward a shared vision for the future by engaging others in strategic innovation.</p> <p>Appreciative inquiry exercise:</p> <p>Step 1: Divide the group into groups of 3 to 4 people. Give each group a large sheet of paper. In the first phase, we go on 'Discovery'. Here we are going to identify the strengths that are present in the participants' organisation. These can be past successes or current situations that are going well for the participant, the participant's colleagues, or the participant's organisation.</p> <p>Have the participants write down their strengths and successes. Allow enough time for the participants to talk about their experiences. Visit each group while they are working. Ask follow-up questions:</p> <ul style="list-style-type: none"> - Why did you take this example? - How did this success come about? <p>Step 2: Give each group a large sheet of paper. In the second phase, we have 'dreams'. Continue the discovery phase here. Have the participants imagine that they are in the future and that their ideal image for their work has been realised.</p> <p>Have the participants write down their dreams. Give enough time to the participants to talk about their dreams. While the participants are working in groups, visit them. Ask supplementary questions:</p> <ul style="list-style-type: none"> - What does your dream look like? - What does it entail? - What else could there be? <p>Step 3: Give each group a large sheet of paper. In the third phase, we have 'Designs'. Have the participants draw development lines between discover and dream situations.</p>



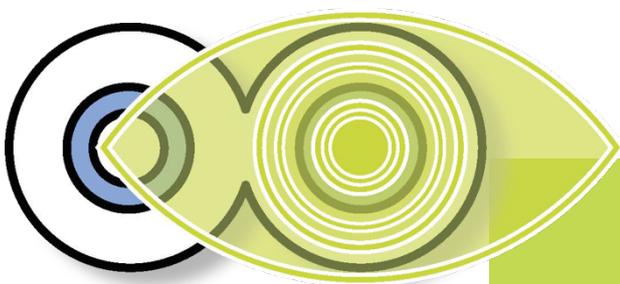
	Have the participants think about what they need to create to shape their Designs. Have the participants write down their Designs. Give enough time to the participants to talk about their Designs. Finish with a presentation of the designs in the group.
Recommended by SEE ME partners:	For this exercise, try to involve a variety of employees from your organisation, not just caregivers or individuals in management positions. The exercise can also be done without paper, just verbally. The information from this exercise can be used again later in Module 3, step 2, version 2.
Needed materials:	Flipchart (3 white pages, one page for Discovery, one for Dreams...) Markers.
Suggested time:	45 minutes
	It is also possible to include this activity in module 5 to evaluate the program.

4. Explore needs and requirements (activity b)

Learning objective:	To know the needs and requirements of the participants, we do not start from deficits but from amplification through appreciative inquiry.
Group Exercise:	<p>Appreciative Inquiry is a strengths-based, positive approach to leadership development and organisational change. Appreciative Inquiry can be used by individuals, teams, organisations, or at the societal level; in each case, it helps people move toward a shared vision for the future by engaging others in strategic innovation.</p> <p>Divide the group into groups of 3 to 4 people.</p> <p>In this version, we will use drawings or pictures instead of writing.</p> <p>Step 1: Give each group a large sheet of paper, a pair of scissors, glue or tape and magazines containing many pictures. In the first step, we go on 'Discovery'. Here we are going to identify the strengths that are present in the participants' organisation. These can be past successes or current situations that are going well for the participant, the participant's colleagues, or the participant's organisation.</p> <p>Have the participants search for pictures in the magazines that represent their strengths and successes or let them make a drawing of their strengths and successes. Allow enough time for the participants to talk about their experiences. Visit each group while they are working. Ask follow-up questions:</p> <ul style="list-style-type: none"> - Why did you take this example? - How did this success come about? <p>Step 2: Give each group a large sheet of paper, a pair of scissors, glue or tape and magazines. In the second phase, we have 'dreams'. Continue the discovery phase</p>

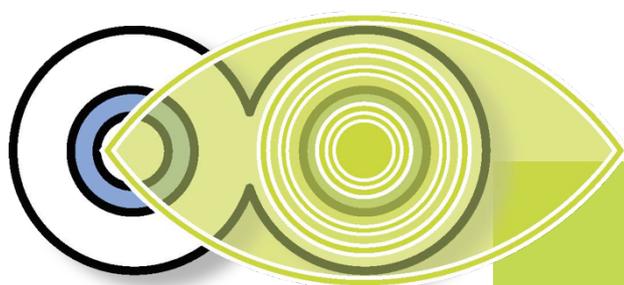


	<p>here. Have the participants imagine that they are in the future and that their ideal image for their work has been realised.</p> <p>Have the participants search for pictures in the magazines that represent their dreams or let them make a drawing of their dreams. Give enough time to the participants to talk about their dreams.</p> <p>While the participants are working in groups, visit them. Ask supplementary questions:</p> <ul style="list-style-type: none"> - What does your dream look like? - What does it entail? - What else could there be? <p>Step 3: Give each group a large sheet of paper. In the second stage, we have 'Designs'. Have the participants draw development lines between discover and dream situations. Have the participants think about what they need to create to shape their dreams.</p>
Needed materials	Flipchart (3 white pages, one page for Discovery, one for Dreams,...). Markers, pencils, glue, several pairs of scissors.
Suggested time:	45 minutes
	It is also possible to include this activity in module 5 to evaluate the program.



STEP 5: WRAP-UP, what are the lessons learned?

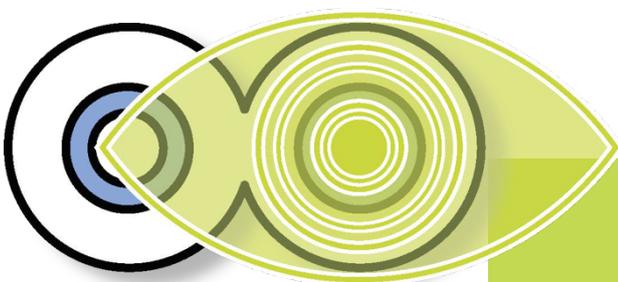
Module 1: Action plan 	
Learning objective:	In a plenary session, the group evaluates the first module.
	<p>Step 1: Evaluation of the module</p> <p>Have participants reflect on the following questions:</p> <ul style="list-style-type: none"> - what made me curious during this module? - What made me think about my daily experience? - what do I want to work on more intensively? - How did you experience the activities of this module? <p>Afterwards, discuss the questions in the group.</p> <p>Step 2: Using the learning diary</p> <p>Give the participants a blank diary. This diary will be used during the whole training period (Dieter makes an example). In this diary there are for example the following questions:</p> <ul style="list-style-type: none"> - do you have an idea what you want to do with all the information you got today between this moment and the next module? <ul style="list-style-type: none"> o I am going to talk about the content of this module with a colleague o I am going to present the information at a team meeting o ... <p>The journal also has space for memos, notes, ideas, or questions that the participant would like to ask in the following modules.</p>
Needed materials:	A blank diary which is easy to print out is available via the SEE ME website in module 1.
Obligation-free:	Install a feedback box somewhere in the organisation's building where participants can share suggestions for how to proceed with the training.
Suggested time:	15 minutes
Reflection for the facilitator:	<p>Were the exercises in this module successful?</p> <p>Did the participants know each other, and could they start with a comfortable feeling?</p> <p>Were participants able to define what quality care means to them?</p> <p>Which activity went well? Which one is less so? Can we take something from this experience and take it with us for the next module?</p>



Module 2

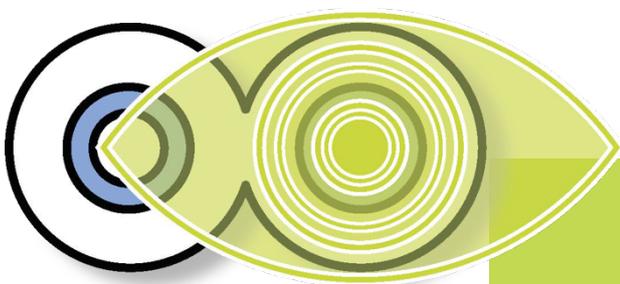
STEP 0: Preparation of the action plan

0. Preparation of the action plan (This returns every module in of the training) 	
Group exercise:	<p>We start this module with a recap of the previous module. Then we create space to record ideas for the evaluation at the end of the module.</p> <p>Step 1:</p> <p>Ask the participants to remind their daily experiences after the first module and pose them with the following questions:</p> <ul style="list-style-type: none"> - Who have you talked to about SEE ME training? What have you highlighted? - Have you put into practice something related to module 1? If yes, what have you achieved differently? If not, why? <p>Optional:</p> <p>Have the participants bring out their journals. Ask them the following questions:</p> <ul style="list-style-type: none"> - Who have you talked to about SEE ME within the organisation? - Who else have you talked to about SEE ME outside the organisation? - What ideas or memos did you write down in the journal? - Ask participants if they remember what social and meaning needs are. If necessary, refer to the knowledge clip and the two-page note. <p>Step 2:</p> <p>We will start this module with a blank piece of paper or flipchart. This flipchart should be visible to everyone throughout the module.</p> <p>Let the participants know that throughout the module they may write new ideas for their action plan on a post-it and come and hang them on the piece of paper or flipchart during the exercises. Tell them they are free to share anything that adds value to this training on a sheet of paper.</p> <p>The facilitator may need to remind participants that the white sheet may be used. Give participants a say in where this sheet of paper or flipchart should be placed.</p>
Needed materials:	<p>Large pieces of white paper or flipchart.</p> <p>Markers.</p> <p>Post-its.</p>
Suggested time:	10 minutes



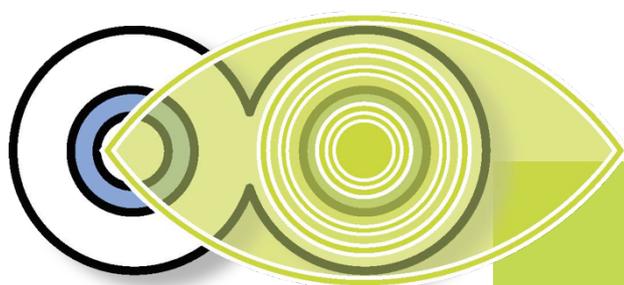
Reflection:

During the training, remind the participants about the free use of the flipchart, this will help to keep in mind the options of using this tool to keep the ideas the module inspires for changes in daily caring life.



STEP 1: Awareness of older adult's social and meaning needs

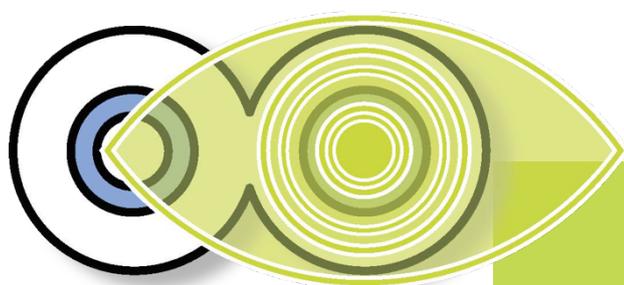
1. Awareness of older adult's social and meaning needs (activity a)	
Learning objective:	Group members know social and meaning needs.
Group exercise:	<p>Tell the participants the story about Jean. This is a fictional life story of a sixty-year-old woman with care needs. Briefly repeat the social and meaning needs that were explained in module 1. The facilitator must know well the difference between social and meaning needs. Participants should take the two-page note to hand.</p> <p>Exercise: Divide the participants into groups of two or three participants. Then ask the participants to draw Jean's social needs on a sheet of paper. Have the participants hang up their drawings on a flipchart. Then ask them to draw the meaning needs on a sheet of paper. When the drawings are finished, display them side by side (by combining several flipcharts).</p> <p>Following, when everyone has hung up their drawings, you enter a discussion with the group.</p> <p>You can use the following questions for the discussion:</p> <ul style="list-style-type: none">- How could you know if something was a social need?- How could you know if something was a meaning need?- Why do you think so?- How could you find out what the social and meaning needs are of a person with a care need? <p>As the participants might find it difficult to differentiate between social and meaning needs, the facilitator can share that in stories, some activities or routines are covering more than one type of need, such as drinking a glass of water will meet the basic physiological need of thirst but also other kinds of needs (e.g. a conversation during this moment is meeting a social need). Identifying the needs is the first step. It might be difficult to fully distinguish in a life story, but the differentiation of social and meaning needs during the training by practising can be achieved. We will have some more activities to reinforce that differentiation.</p> <p>If participants find it difficult to differentiate, we recommend including the persona activity (activity b in this module).</p> <p>Alternative exercise 1:</p>



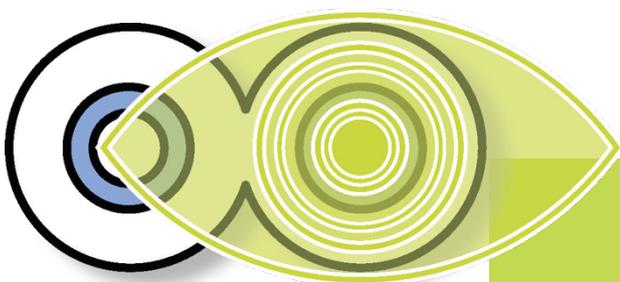
	Use the SEE ME film to find the social and meaning needs Alternative exercise 2: The facilitator tells an alternative story, fictional or non-fictional, from their own experience in the field. This allows you to adapt the case to your target audience.
Needed materials:	- Beamer and laptop. - The film is available via the SEE ME website at module 2. - Flipchart or board/whiteboard. - Markers. - The story of Jean is available via the SEE ME website in module 2. - The two-page note on SEE ME is available via the website in module 2.
Suggested time:	30 minutes

1. Awareness of older adult's social and meaning needs (activity b)

Learning objective:	Group members know social and meaning needs.
Group exercise:	<p>Thanks to the methodology of personas, the participants learn which social and meaning needs can occur in older people based on their knowledge. Personas are fictional characters of people who give us an image of different needs. The primary advantage of the persona is to enable the participants to identify with older people, communicate effectively with them and be a constant reminder to integrate their needs into their daily work.</p> <p>Step 1: First, go through the social needs of the participants. Then the meaning needs. Ask them to give an example of each from their own lives or experiences. (Tip: use the two-page note as a basis for telling the needs of older people)</p> <p>Step 2: Project the persona of Esmee (or show it on a screen). Explain that this is a completely fictional character. Show each part of the persona.</p> <p>Step 3: Divide the group into groups of 3 people. First, have the participants choose a name and draw a portrait of the fictional person. Then have them add additional information to the persona, focusing on the social and meaning needs. (Hint: social and meaning needs are listed separately in boxes in the persona, but the participants do not have to limit themselves to these boxes!) While the participants are creating the persona in smaller groups, visit them. Encourage them to add as much social and meaning needs as possible. Questions that can help are:</p>

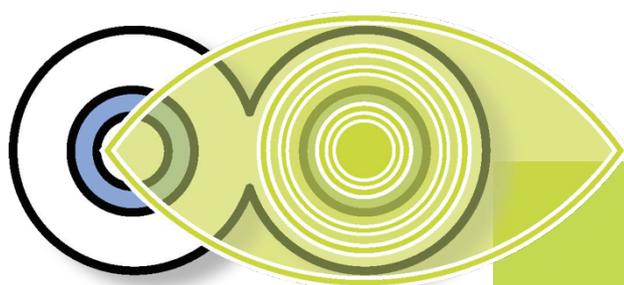


	<p>Social needs:</p> <ul style="list-style-type: none"> - What personal relationships does this person have? - How does this person feel socially integrated? - From whom does this person receive social support? <p>Meaning needs:</p> <ul style="list-style-type: none"> - What goals does this person have in life? - What values are important to this person? - How does this person maintain control over life? - What gives this person self-esteem? <p>Step 4: First, have each group present their persona. Second, make a reflection on this assignment:</p> <ul style="list-style-type: none"> a) How can I, as a caregiver or volunteer, meet the needs of this person? b) How can we, as an organisation, meet the needs of this person?
Needed materials:	<p>Beamer and laptop. For an example of a persona, see the SEE ME website at module 2.</p>
Recommended by SEE ME partners:	<p>To save time, fill in the top columns of the persona already and focus during the exercise on the talents and needs. The participants should really focus on their needs.</p>
Suggested time:	1 hour



STEP 2: How to recognise social and meaning needs

2. How to recognise social and meaning needs (one version, multiple methodologies) 	
Learning objective:	Group members recognise social and meaning needs.
Group exercise:	<p>In this exercise, the facilitator chooses two of the three activities.</p> <p>Activity 1: Talent scan</p> <p>Talent scan cards are used to map the talents of older people and to find out where they can best put these talents to use in their environment. We look at where older person likes to go, what their talents are and what they would like to do for their environment. The cards from this 'game' contain talents and wishes that the older person can identify with. The cards start simple but gradually the subjects become more difficult. Would you like to add your topics with photos to the talent scan? You can!</p> <p>Step 1: Divide the participants into groups of two or let a pair do the exercise while the others watch. One participant plays the discussion leader, the other the older person. There are 6 topics. For each topic, put all the cards of that particular topic on the table, including the introductory card. Start with topic 1. For topic 1, the participant should choose some cards that he or she thinks fit with that topic. Go through questions from topic 1 to topic 6 in this way. Each card chosen by the participant is a reason for a conversation. Try to keep asking so that you know what is under the surface.</p> <p>Step 2: Ask the person playing the older one which 3 cards stand out for him/her and ask why.</p> <p>Step 3: Hold a group discussion, what social and meaning needs could the participants identify?</p> <p>Recommended by SEE ME partners: Always keep in mind which group of participants you will be facilitating and what the purpose of the training is. Depending on the capabilities of each group, choose more or fewer topics from the talent scan to work around. You can also add some cards adapted to cultural elements (such as dancing).</p> <p>Activity 2: In-depth questions</p>



In this activity, participants attempt to identify social and meaning needs. Have the group of participants sit by two across each other at a table.

Step 1:

Give the two participants at the table a stack of cards that have questions on them. The questions on these cards are very in-depth and may not be easy to answer. Guarantee that the participants are allowed to always think about their answer and that they have the option of not answering a question if they do not wish to.

Step 2:

Place the stack of cards between the two participants. Have the participants take turns asking each other a question. Say that three questions per participant are sufficient.

1. What would you like to experience in a caring relationship, but can't?
2. What is your priority when you are caring for someone else?
3. If you suddenly became a person in need of care, what is the first thing you would say to a caregiver to take you into account?
4. What do you value most in a caring relationship?
5. What needs are you good at detecting in those who need care?
6. In ten years, how will care for older people have evolved?
7. What do you worry about in your care relationship with older people?
8. What do you think improves the care relationship you have?
9. When did you know you wanted to do something in care?
10. What are your three top values in care work?

Step 3:

Hold a group discussion, what social and meaning needs could the participants identify?

Activity 3: Biography

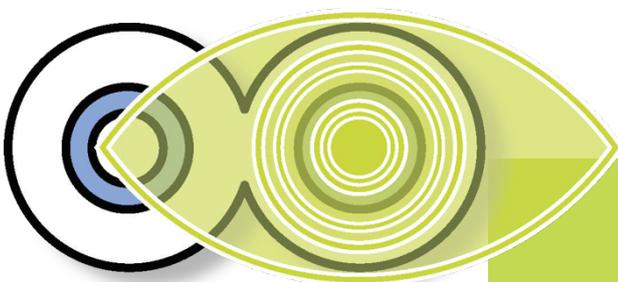
In this exercise, a biography of one of the participants is written down. In this way, we identify the social and meaning needs of that person. Have the group of participants sit by two across each other at a table.

Step 1: (Preparation)

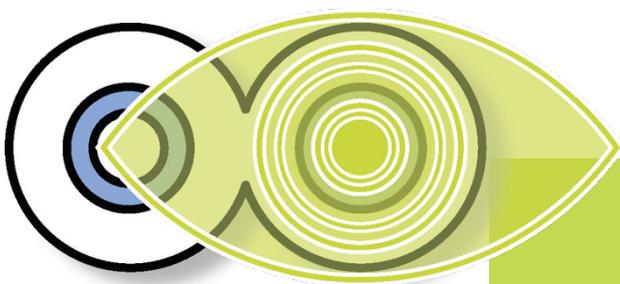
Write on a flipchart the social needs and meaning needs. Use the material from the knowledge clip for this.

Step 2:

Give the participants a sheet of paper and a pen. One participant talks while the

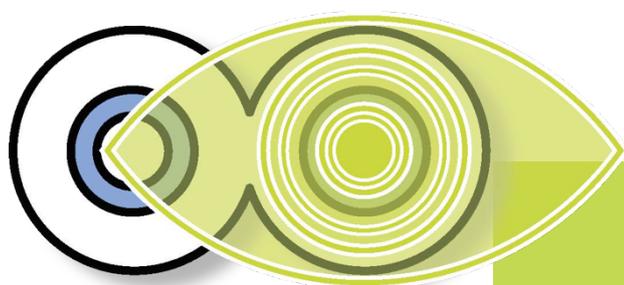


	<p>other writes down the biography. The participant who narrates has hypothetically become ill and had a request for care. The narrator talks about his life, what he has done in the past and what he would like to do in the future despite his increased need for care. The Writer takes notes and asks questions if necessary to detect social and meaning needs.</p> <p>Step 3: Hold a group discussion, what social and meaning needs could the participants identify?</p>
Needed materials:	<p>Talentscan cards are available via the SEE ME website in module 2. Print the document on which the cards are printed on A3 paper size if you want to use large cards. If you want to use the cards more often, print them on hard paper and plasticise them.</p> <p>A deck with in-depth questions is available via the SEE ME website at module 2.</p> <p>Pen and paper. Tables and chairs. Flipchart and marker.</p>
Suggested time:	90 minutes
Reflection for the facilitator:	Here we can indicate that activity 1 and 2 of this carousel can be directly used with older people. The third activity is more a reflective activity (as indicating this was a suggestion by the participants).

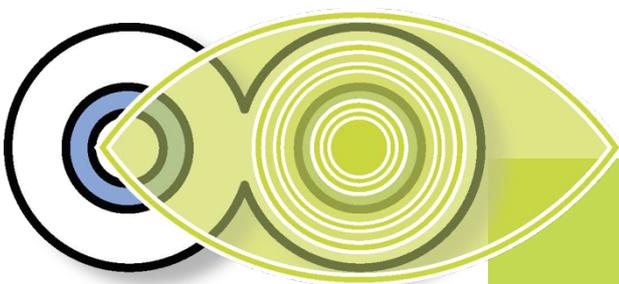


STEP 3: WRAP-UP, what do we take with us?

Module 2: Action plan 	
Learning objective:	In a plenary session, the group evaluates the second module.
	<p>Step 1: Evaluation of the module</p> <p>Have participants reflect on the following questions, you can choose one or two to reflect in the group about them:</p> <ul style="list-style-type: none"> - what made me curious during this module? - What made me think about my daily experience? - what do I want to work on more intensively? - How did you experience the activities of this module? <p>Afterwards, discuss the questions in the group.</p> <p>Step 2: Building up the action plan</p> <p>Review what ideas were noted on the large white sheet or flip chart during the module. Discuss these with the participants.</p> <p>Ask if there were any changes during the meeting:</p> <p>Did this module change anything in their knowledge of social and meaning needs? What do they take with them for themselves? What do they take with them for their organisation?</p> <ul style="list-style-type: none"> - What can you do tomorrow to make these learnings a reality for the older adult you care for? <p>Step 3: Learning diary</p> <p>Remind the participants to complete their diary again between now and the next module. Example questions are:</p> <ul style="list-style-type: none"> - do you have an idea what you want to do with all the information you got today between this moment and the next module? <ul style="list-style-type: none"> o I am going to talk about the content of this module with a colleague o I am going to present the information at a team meeting o ... <p>The journal also has space for memos, notes, ideas, or questions that the participant would like to ask in the following modules.</p>
Needed materials:	The diary was given at the end of module 1.
Suggested time:	15 minutes
Reflection for the facilitator:	Were the exercises in this module successful? Were the exercises appropriate for the target audience? For example, was it

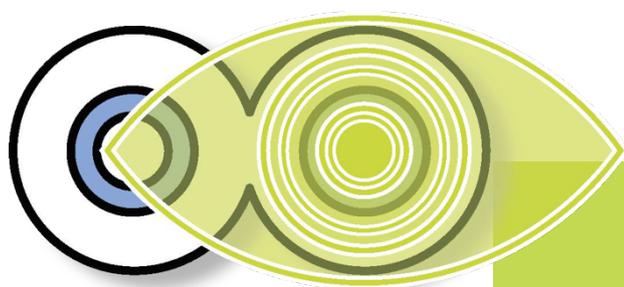


possible to create a biography?
Do participants know social and meaning needs after this module?
Can the participants recognise these needs?



ASSIGNMENT 1: Recognising social and meaning needs

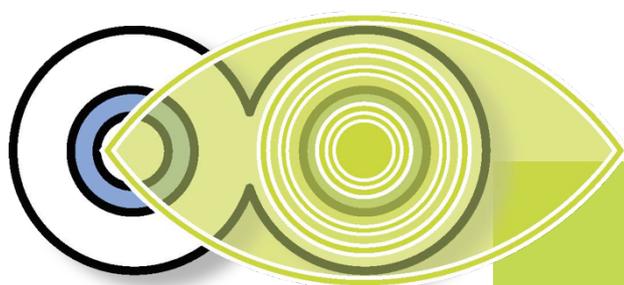
Module 2: Assignment 	
Learning objective:	Group members recognise social and meaning needs.
Individual assignment:	<p>For this assignment, participants can choose one of the three activities that were practised in this module in STEP 2: the talent scan, the in-depth questions, or the biography.</p> <p>Tell the participants that they can choose one of the activities to perform in practice with one of the older people with whom they have a caring relationship. This is to recognise and bring out the social and meaning needs of the older person.</p>
Needed materials:	Please provide the participants with the needed materials or show them how to retrieve them from the SEE ME website.
Suggested time:	30 minutes to 1 hour
Reflection:	Tell the participants that this assignment will be the first step of the next module, so they need to have this done for several reasons. First, one of the main aims of the training is to provide knowledge to attune social and meaning needs, but also talents and dreams, so that the people can experience this dimension when they are caring for someone. Second, practising will help the participants to see if they encounter any challenges when they identify social and meaning needs. Practice makes the master.



Module 3

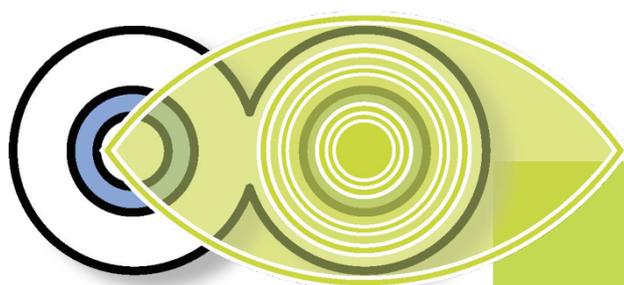
STEP 0: Preparation of the action plan

0. Preparation of the action plan 	
Group exercise:	<p>We start this module with a recap of the previous module. Then we create space to record ideas for the evaluation at the end of the module.</p> <p>Step 1:</p> <p>Have the participants bring out their diaries. Ask them the following questions and promote the group discussion about the topics:</p> <ul style="list-style-type: none"> - Who have you talked to about SEE ME training? What have you highlighted? - Have you put into practice something related to module 2? If so, what have you achieved differently? If not, why? - Who have you talked to about SEE ME within the organisation? - Who else have you talked to about SEE ME outside the organisation? - What ideas or memos did you write down in the journal? <p>Step 2:</p> <p>We will start this module again with a blank piece of paper or flipchart. This flipchart should be visible to everyone throughout the module.</p> <p>Let the participants know that throughout the module they may write new ideas for their action plan on a post-it and come and hang them on the piece of paper or flipchart during the exercises. Tell them they are free to share anything that adds value to this training on a sheet of paper.</p> <p>Remind them from time to time that the flipchart is theirs and they can use it at their convenience.</p>
Needed materials:	<p>Large pieces of white paper or flipchart.</p> <p>Markers.</p> <p>Post-its.</p>
Suggested time:	10 minutes

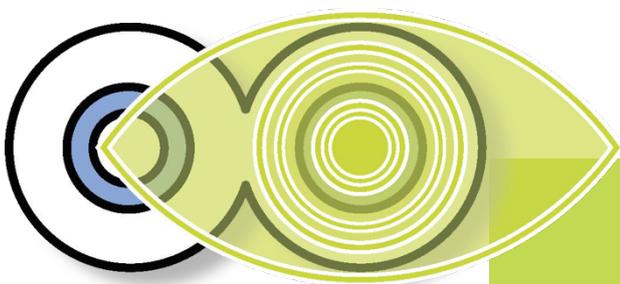


STEP 1: Discussion of assignment

1. Discussion of the assignment (detection of social and meaning needs). 	
Group exercise:	Everyone gets the opportunity to share his or her experience with the assignment. The first part evaluates the assignment with the older person, and in the second part, we reflect on the used methodology.
	<p>Part 1: Discussion of the assignment</p> <p>Step 1: Take a flipchart to record participants' experiences. Have the participants sit together in a circle on a chair around a table. First, ask who applied which methodology. Then discuss each methodology's experiences as suggested in step 2.</p> <p>Step 2: Ask participants the following questions and record their answers in keywords on the flipchart:</p> <ul style="list-style-type: none"> - How did you experience the methodology with the older person? - Were you satisfied with the older person's response? Why? - Did you learn anything about the older person's social or meaning needs? Which ones came up that you didn't already know? Which ones did you already know? - Do you feel anything has changed in your care relationship? - What did you learn during this assignment that you didn't learn during the training? <p>After listening to all the experiences, try to make links between answers and interconnect experiences of participants. What have they in common? What can they learn from each other? What do we need to do to make the changes part of our caregiving experience?</p> <p>Step 3: The facilitator collects the most common social and meaning needs on a flipchart.</p>
	<p>Part 2: Reflection on the methodology</p> <p>Step 1: Take a flipchart to record participants' experiences. First, ask who applied which methodology. Then discuss each methodology's experiences as suggested in step 2.</p> <p>Step 2: Ask participants the following questions and record their answers in keywords on the flipchart:</p>

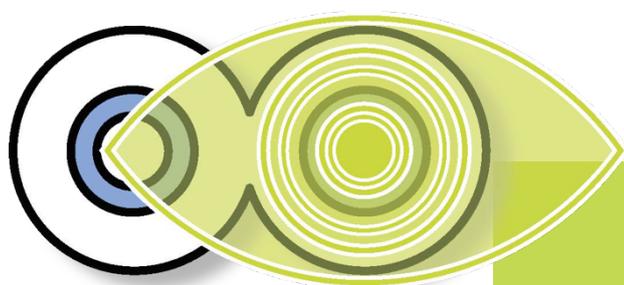


	<ul style="list-style-type: none"> - Were you able to create time in your work for this exercise? - What were the advantages and disadvantages? Which method went well, and which did not? How did that happen? - What did the older person think of the method? - What did you hope to reach when you chose this method? - How can you use this method in your daily practice?
Needed materials:	Tables and chairs. Flipchart and marker.
Suggested time:	One to one and a half hour
Reflection for the facilitator:	If participants did not complete the assignment, an alternative activity is available at the SEE ME website at module 3.

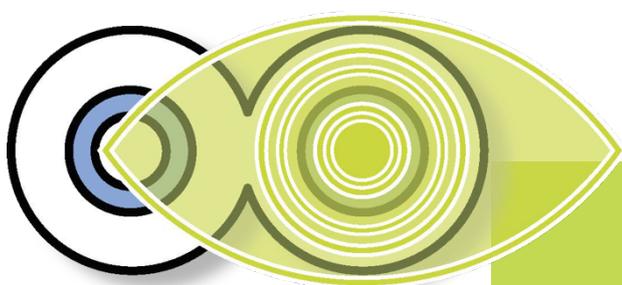


STEP 2: Attuning to needs

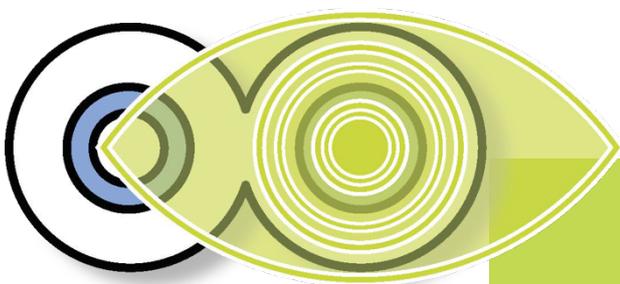
2. Attuning to social and meaning needs (activity a) 	
Group exercise:	<p>This exercise is called: It's (not) possible.</p> <p>First, tell the story of Luke (The story can be accessed through the info in the needed materials section). This is an example of a story where something was made possible that at first seemed impossible because, in theory, it was beyond the scope of the social worker's duties.</p> <p>After the story, the participants in this exercise will look for their own stories where something was made possible for a care seeker that at first seemed impossible.</p> <p>Step 1: Divide the group into groups of four participants. Have them find an example from their practice where they have said to a caregiver: this is not possible. Meanwhile, draw a box on the flipchart. Note here later what is impossible (in the box)</p> <p>Step 2: Ask the group how we can turn this around in the future. Ask them how they can answer more often that something is possible after all. How often do they think outside the box? Now write this down on the flipchart outside the box. Ask participants to think about answers that go beyond 'asking more time' or 'more money is needed'. Also, tell them that small daily actions can already make a difference.</p> <p>Step 3: In this final step, we focus on how the participants were already thinking out of the box before doing this exercise. Have the participant sit again in a large circle. Ask them in what ways they once made something possible that was first thought to be impossible. Write the answers on the flipchart as well.</p> <p>If participants experience difficulty finding answers that are out-of-the-box, have them brainstorm for 10 minutes on the situations they cited in step 1. Remind that quantity enhances quality and that the moment to filter the ideas will happen after the brainstorming. The only words they can't say are 'no' or 'impossible'. Encourage them to provide ideas about how to implement solutions apart from organisational structures.</p> <p>After the brainstorm, they select one idea they can put into practice during the next week, and we encourage them to make it possible and share pictures during the next module.</p>
Additional	In this exercise, we are going to search for Mangomoments.



exercise:	<p>Belgian journalist Annemie Struyf once made a documentary in an intensive care unit. During a conversation with a patient, she heard that this person, after a long stay, really wanted a mango. The journalist brought a mango which delighted the patient. Thus, was born the term mango moment.</p> <p>A Mangomoment is a micro-moment of positive resonance. The concept was introduced in 2018 and was defined as 'small, unexpected' acts or gestures, which are of great value in the care experience of patients, residents, families and healthcare professionals.</p> <p>They take place during normal care activities and require nearly no additional resources, time or energy.</p> <p>Step 1: Giving a mango Give every participant one mango or another type of fruit. Tell the example of the breast cancer patient.</p> <p>Step 2: Individual exercise Ask everyone to think about mangomoments that they could offer to older people. Ask them to write down or illustrate this moment.</p> <p>Step 3: Group discussion Have each participant recount their mangomoment. While the participant is speaking, the other participants write down on post-its how the social and meaning needs of the older person were met. Tell the participants to take the mango home and remember the exercise when eating the fruit. Collect the post-its and hang them on a flipchart.</p>
Recommended by SEE ME partners:	The information from the appreciative inquiry exercise (module 1) can be used in this exercise.
Needed materials:	The story of Luke is available via the SEE ME website in module 3. Short story mango moment is available via the SEE ME website in module 3. One mango or other types of fruit for each participant. Flipchart and markers.
Suggested time:	One hour

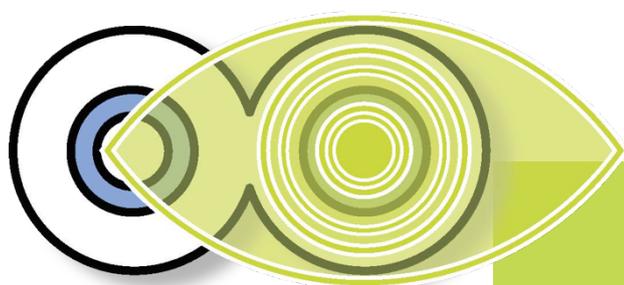


2. Attuning to social and meaning needs (activity b) 	
Group exercise:	<p>In this exercise, the facilitator illustrates a moral dilemma: Someone of 82 arrives in a nursing home and does not want to live anymore. The person does not have relatives and it is too difficult for the former neighbors to visit.</p> <p>Step 1: Divide the group into three smaller groups. Ask each group how they can ideally meet the social needs of this person.</p> <p>Step 2: Start a group discussion. Ask each group how they would handle this situation. Meanwhile, note on a flip chart how participants would attune to social and meaning needs in their situation. After the discussion, ask what the participants learned from each other. Did they agree with the others' answers? Why or why not?</p>
Needed materials:	Flipchart and markers.
Suggested time:	One hour



STEP 3: WRAP-UP, what do we take with us?

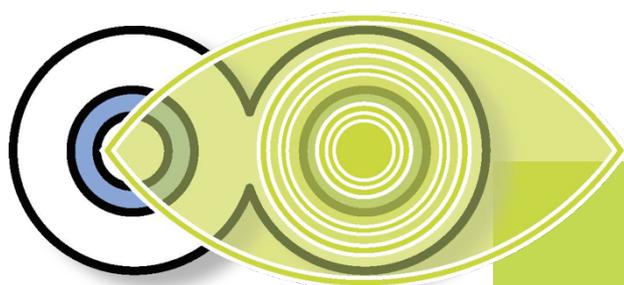
Module 3: Action plan 	
Learning objective:	In a plenary session, the group evaluates the second module.
Group exercise:	<p>Step 1: Evaluation of the module</p> <p>Have participants reflect on the following questions:</p> <ul style="list-style-type: none"> - what made me curious during this module? - What made me think? - what do I want to work on more intensively? - How did you experience the activities of this module? <p>Afterwards, discuss the questions in the group.</p> <p>Step 2: Building up the action plan</p> <p>Review what ideas were noted on the large white sheet or flip chart during the module. Discuss these with the participants.</p> <p>Ask if there were any changes during the meeting:</p> <p>Did this module change anything in their knowledge of competences for caregivers? What do they take with them for themselves? What do they take with them for their organisation?</p> <p>Step 3: Learning diary</p> <p>Ask the participants to complete their diary again between now and the next module. Example questions are:</p> <ul style="list-style-type: none"> - do you have an idea what you want to do with all the information you got today between this moment and the next module? <ul style="list-style-type: none"> o I am going to talk about the content of this module with a colleague o I am going to present the information at a team meeting o ... <p>The journal also has space for memos, notes, ideas, or questions that the participant would like to ask in the following modules.</p>
Needed materials:	The diary was given at the end of module 1.
Suggested time:	15 minutes
Reflection for the facilitator:	<p>Were participants able to do the homework assignment?</p> <p>Were participants able to align their work with social and meaning needs?</p> <p>Was it possible to think out of the box? Did participants find it easy or rather difficult to discuss a moral dilemma?</p>



Module 4

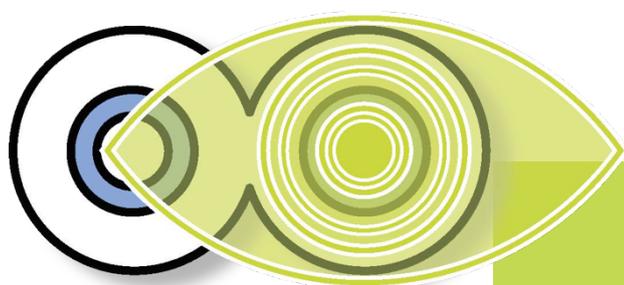
STEP 0: Preparation of the action plan

0. Preparation of the action plan 	
Group exercise:	<p>We start this module with a recap of the previous module. Then we create space to record ideas for the evaluation at the end of the module.</p> <p>Step 1:</p> <p>Have the participants bring out their diaries. Ask them the following questions:</p> <ul style="list-style-type: none">- Who have you talked to about SEE ME within the organisation?- Who else have you talked to about SEE ME outside the organisation?- What ideas or memos did you write down in the journal? <p>Step 2:</p> <p>We will start this module again with a blank piece of paper or flipchart. This flipchart should be visible to everyone throughout the module. Let the participants know that throughout the module they may write new ideas for their action plan on a post-it and come and hang them on the piece of paper or flipchart during the exercises. Tell them they are free to share anything that adds value to this training on a sheet of paper.</p>
Needed materials:	Large pieces of white paper or flipchart. Markers. Post-its.
Suggested time:	10 minutes

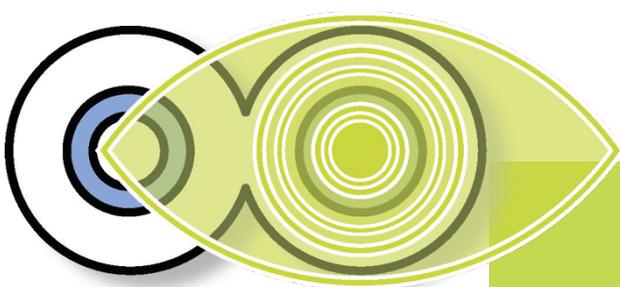


STEP 1: Competences

1. Awareness of competences (one version)	
Learning objective:	Group members know what competences are needed to realise quality care, meaningful care, social and meaning needs.
Explanation of competencies:	<p>Give each participant the one-page note about the competencies. Tell them that each of them has several of these competencies. Some competencies will be better developed than others. Emphasise that not everyone has to have every competency, but that there are always growth opportunities for competencies not previously acquired. With this training we want the participants to become especially aware of their already existing competencies and how they can develop them further.</p> <p>Go through all the competencies together with the participants. Does everyone know what competencies there are? Good! Then start with the group exercise.</p>
Group exercise:	<p>Spider web exercise: Participants are all given a sheet of paper on which they will draw a spider web about their competencies. They may choose up to five competencies that they will talk about with another person. A blank spider web is available through the SEE ME website.</p> <p>Step 1: As a starter, complete a spider web exercise with one of the participants. Afterwards, show the participants the example of the completed spider web exercise.</p> <p>Step 2: Have participants write a competence on the five endpoints in advance.</p> <p>Ask them to score themselves on these competencies on a scale of 0 to 4. Emphasise enough that this exercise is aimed at awareness, not at evaluating oneself or others. You don't have to be good at everything. However, participants may discover new competencies in which they want to grow thanks to this exercise. They can then indicate this as well.</p> <p>To answer the questions, participants can use handy response cards (also available on the website): 0 = The competence is absent. 1 = The competence is present but not yet sufficiently developed. There are opportunities for growth. 2 = The competence is present and with some instructions, the participant can make him/herself stronger in it.</p>

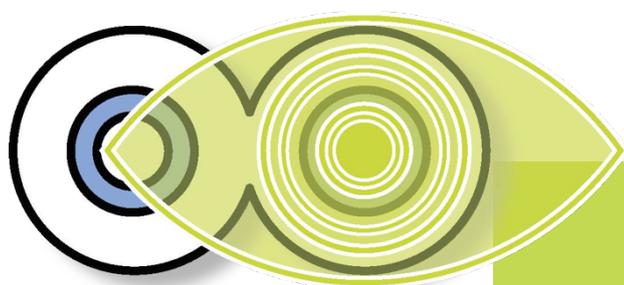


	<p>3 = The competence is fully acquired. 4 = The participant is an expert in this competence.</p> <p>Step 3: Connect the dots to create a spider web. Evaluate the spider webs of all participants in the group.</p> <p>Step 4: Tell the participants that they are going to talk to another person about the chosen competencies. This person can be a family member or a colleague. Have the other person indicate on a scale of 0 to 4 the extent to which the participant has acquired a competency. Is the spider web different from the one created by the participant? Let them bring both spiderwebs to the next module.</p> <p>Variation: Instead of drawing a spider web on paper, why not make a lifelike large spider web with a rope? The participant can take a place in the web and find out where they stand in relation to their peers.</p>
Needed materials:	A blank version of the spider web is available via the SEE ME website at module 4. The response card is also available via the SEE ME website.
Suggested time:	1 hour

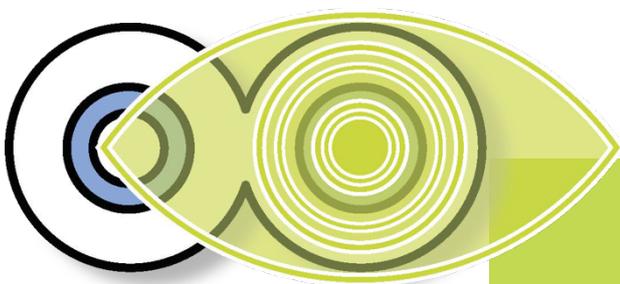


STEP 2: Amplification of competences

2. Amplification of the mapped competences (one version) 	
Learning objective:	<ol style="list-style-type: none"> 1. Participants differentiate on various competences to care for older people. 2. Participants use existing ideas to create new ideas. 3. Participants reflect on their competences and recognise their strengths and weaknesses.
Group exercise:	<p>Simulation of practical situation</p> <p>Many people find role-playing or simulations thrilling. Not all participants are open to doing this in front of an audience. Because people learn best when they are comfortable, the facilitator must make it clear to the participants that this is an exercise they will learn from and that mistakes are allowed. (Duration, approx. 5 minutes).</p> <p>Step 1: Divide the participants into two groups. Give them enough time to think about a real-life situation where one of their competencies was evident. One person re-enacts a client in a difficult but recognisable situation. The other persons have a role in this simulation as caregivers, each responding to the client's situation from a different competence. Sometimes participants have difficulty coming up with their situations. In that case, propose a situation of your own and make it as realistic as possible. (Duration, approx. 20 minutes and each performance should be no longer than 3 minutes).</p> <p>Step 2: The situation is presented to the group. Have the participants sit at a table and rehearse the situation. As the facilitator, make sure that the participants remain comfortable. Allow them to take a break or receive feedback during the simulation. (Duration, approx. 15 minutes for all performances).</p> <p>Step 3: Before moving on to the next simulation, acknowledge the work of all players: Have each spectator list the players' strengths on a flipchart. Ask where the competencies came out most clearly. (Duration, approx. 25 minutes for the discussions in total).</p>
Variation:	Why not invite an older adult for the simulation?
Needed materials:	Table and chairs. Flipchart.
Suggested time:	One hour
Extra material:	For carers and volunteers who would like to broaden their overall view of the

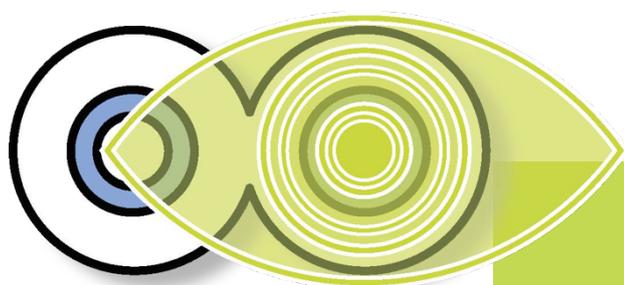


needs of older people in need of care, we would like to refer to a special paper on the SEE ME website. In this paper, we focus on seven aspects of life that need more attention from carers to get a better picture of that particular person. The seven aspects are (1) rhythm of life, (2) Sexuality, (3) Psychological functioning, (4) Expressive functioning, (5) Living environment/social context functioning, (6) Personal relationships and (7) Ideological functioning.



STEP 3: WRAP-UP, what do we take with us?

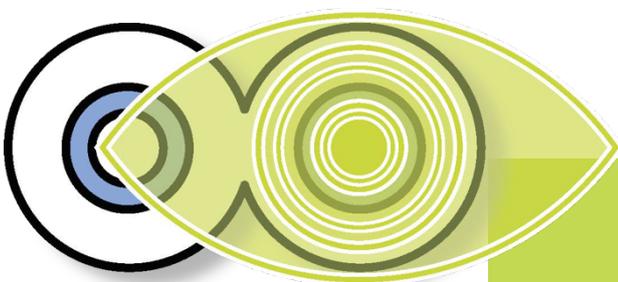
Module 4: Action plan 	
Learning objective:	In a plenary session, the group evaluates the fourth module.
	<p>Step 1: Evaluation of the module</p> <p>Have participants reflect on the following questions:</p> <ul style="list-style-type: none"> - what made me curious during this module? - What made me think? - what do I want to work on more intensively? - How did you experience the activities of this module? <p>Afterwards, discuss the questions in the group.</p> <p>Step 2: Building up the action plan</p> <p>Review what ideas were noted on the large white sheet or flip chart during the module. Discuss these with the participants.</p> <p>Ask if there were any changes during the meeting:</p> <p>Did this module change anything on attuning their competences for caregivers? What do they take with them for themselves? What do they take with them for their organisation?</p> <p>Step 3: Learning diary</p> <p>Ask the participants to complete their diary again between now and the next module. Example questions are:</p> <ul style="list-style-type: none"> - do you have an idea what you want to do with all the information you got today between this moment and the next module? <ul style="list-style-type: none"> o I am going to talk about the content of this module with a colleague o I am going to present the information at a team meeting o ... <p>The journal also has space for memos, notes, ideas, or questions that the participant would like to ask in the following modules.</p>
Needed materials:	The diary was given at the end of module 1.
Suggested time:	15 minutes
Reflection for the facilitator:	<p>Do participants know the competencies needed to provide quality and meaningful care?</p> <p>Did participants recognise the different competencies needed to provide care to older people, did they manage to create new ideas?</p>



Module 5

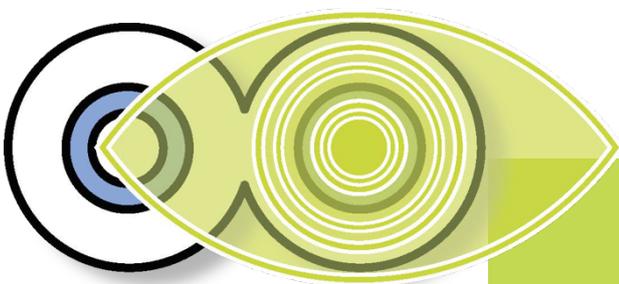
STEP 0: Preparation of the action plan

0. Preparation of the action plan. 	
Group exercise:	<p>We start this module with a recap of the previous module.</p> <p>Have the participants bring out their diaries. Ask them the following questions:</p> <ul style="list-style-type: none">- Who have you talked to about SEE ME within the organisation?- Who else have you talked to about SEE ME outside the organisation?- What ideas or memos did you write down in the journal?
Needed materials:	None
Suggested time:	10 minutes



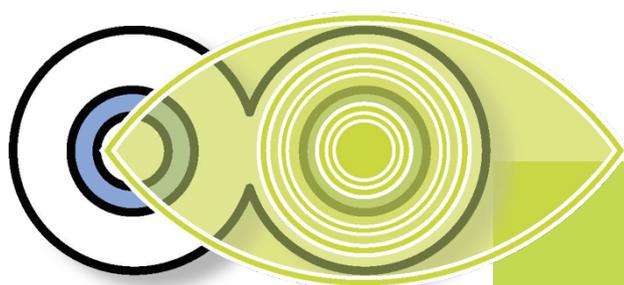
STEP 1: 4-MODULE WRAP-UP, what do we take with us? What can I do?

1. how to implement the training toolkit in the organisation – personal change. 	
Learning objectives:	Participants SEE their personal change.
Group exercise:	Have the participants sit together in a circle. Each participant takes out their journal. On a whiteboard or flipchart write consecutively the topics Social Needs, Meaning Needs, Attuning to Needs and Competences. Ask the participants how they have perceived change in themselves on each of these topics.
Needed materials:	Tables and chairs. Flipchart/whiteboard and markers.
Suggested time:	20 minutes

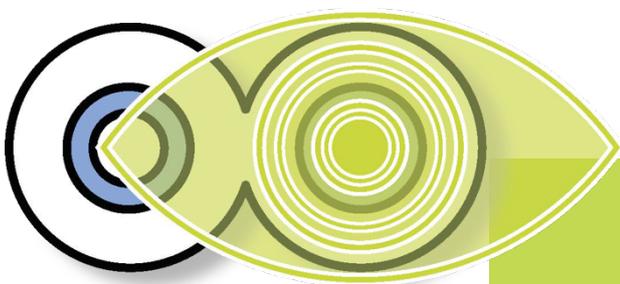


STEP 2: 4-MODULE WRAP-UP, what do we take with us? What can the organisation do?

2. how to implement the training toolkit in the organisation – organisational change. 	
Learning objective:	The participants design a strategy to implement the training toolkit.
Group exercise:	<p>In this exercise, we will evaluate our work with the 'six thinking hats technique'.</p> <p>Six thinking hats is a way to understand and explore different types of thinking.</p> <p>Step 1: Become familiar with the six thinking hats technique</p> <p>Participants are asked to imagine how the training toolkit will be applied in practice in the organisation. Each participant is given a hat of a certain color. The hat can be a picture in a certain color. The color represents a certain way of thinking (see below for the different representations per color).</p> <p>Step 2: Preparation for the exercise</p> <p>Divide the participants into groups of two to a maximum of three people. There should be a total of six groups.</p> <p>Present or draw the six different thinking hats on a whiteboard or flipchart.</p> <p>Assign a color to each group:</p> <ul style="list-style-type: none"> - Blue - Green - Red - Yellow - Black - White <p>Step 3: Group exercise</p> <p>Ask each group the main question:</p> <ul style="list-style-type: none"> - What can we do with the organisation to become (even) more 'SEE ME'? <p>Each group has to respond to this question from the point of view that the thinking hat represents. Even if a group wants to answer optimistically, if this group wears the judge's black hat, for example, it will still have to give a critical judgment.</p> <p>If possible, also ask the additional questions:</p> <ul style="list-style-type: none"> - How are we going to take into account time restrictions? - How are we going to take into account emotions of users? - How are we going to take into account openness to this new way of working? <p>Step 4: Action plan</p>

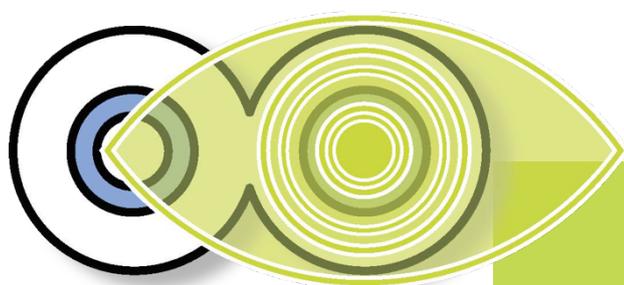


	<p>Organise a group discussion. On a whiteboard or flipchart, write the following topics.</p> <ul style="list-style-type: none"> - What do we want to tackle right away? - What do we want to tackle quickly? - What do we want to tackle in the long term? <p>In the first round, ask participants to respond to the question according to their hat colour. In a second round, ask how they plan to take action. Have participants write down their action plans in their diaries.</p>
Needed materials:	<p>Flipchart or whiteboard and markers</p> <p>A presentation with the six thinking hats is available via the SEE ME website at module 5.</p>
Suggested time:	One hour

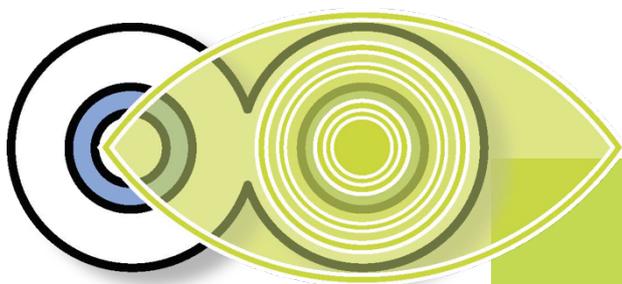


STEP 3: General evaluation of the five-module training

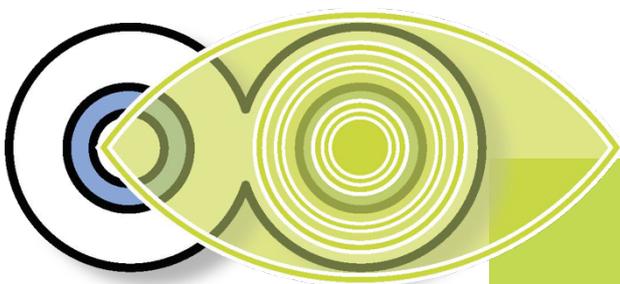
3. What moved me? What has moved my organisation? (one version) 	
Learning objective:	Participants evaluate the five modules.
Group exercise 1: The walk	<p>Step 1: Preparation and explanation</p> <p>Place a long rope on the floor in the room where the training will take place. Place some dates of the training at certain points on the string. At those points, place some sheets of paper with thematic keywords at certain positions, for example:</p> <ul style="list-style-type: none"> • Day 1. Basic vision of older people/care • Day 1. Appreciative Inquiry • Day 2. Social and meaning needs • Day 3. exercise It is (not) possible • Day 4. Roleplay <p>Have the participants place themselves at one of the ends of the rope. Tell the participants that they will step along the rope with the facilitator. Tell them that the rope is a metaphor for the process they went through during the training.</p> <p>Step 2: Course Review – a walk</p> <p>Walk with the group along the rope. Stop at each point where there is a sheet. At each stop, participants will have the opportunity to briefly give feedback. Direct this with the following examples if necessary:</p> <ul style="list-style-type: none"> • For me, it was particularly exciting that... • The topic X or Y did not interest me so much because... • On this date, I was particularly engaged because I... • I remember this date especially because there was in the group... <p>In this way, a shared picture is formed together of the series of events of the course till the end. Make sure to the participants that during the walk, no one is forced to say anything, but there are always invitations to do so, and enough time is given at each point.</p>
Variation:	<p>This is a variation on step 2 of this exercise:</p> <p>The rope and the sheets with keywords are already ready ('on the way'). The participants can first walk the path on their own and record their comments on the sheets. It would also be possible to use the learning diary for this purpose. In this way, everyone can reflect on the modules for themselves first, which, depending on the participants, could break down barriers to saying something about it later in the large group. After 15 minutes or so, we could then set off together and participants could present their feedback and also add to what they have written.</p>



<p>Group exercise 2: The 4 corners:</p>	<p>Step 1: Preparation and explanation Mark four corners in the room where the training takes place. Mark the corners with the four objectives of the SEE ME training</p> <ol style="list-style-type: none"> 1. SEE: We see there is a lot below the surface of older people: We see more of their social and meaning needs. We see older people with an open view, without dogma and with room for interpretation. We see different things: We see out of the box. 2. LEARN: We learn about opportunities to recognise and attune to social and meaning needs. We learn to focus differently, improve, and change of focus/background. 3. FEEL: We feel we can be changemakers in recognising and attuning to social and meaning needs. We feel lifted and creative. We feel this training is not a waste of time. 4. WORK: We work together in a team towards sustainable change in the organisation. We work in an organisation that embraces the SEE ME goals. <p>Step 2: Line-up Go over the objectives again with the participants. Ask the participants to choose one corner that suits them best and have them stand in that corner. Then have the participants complete one of the following sentences:</p> <ul style="list-style-type: none"> • I am standing here because in this course I... • This was possible because we already had a good experience with ... • It was challenging/difficult for me/the organisation because...
<p>Group exercise 3: Line-up</p>	<p>Step 1: Preparation and explanation Place a long rope on the floor in the room where the training will take place. Mark one end of the rope with:</p> <ul style="list-style-type: none"> • Start: Beginning of the course. <p>Mark the other end with</p> <ul style="list-style-type: none"> • In our organisation, we achieved to: "We SEE the older adult behind the client, We SEE care as something more than physical and medical care, We SEE social and meaningful care, and We SEE the positive talents and dreams of older people, not only their needs." <p>Step 2: My / Our organisation in motion Ask all participants to position themselves at the spot on the rope where they think their organisation is. Tell them how closer to the end, and how closer to the target point. Then have the participants complete both of the following sentences:</p> <ul style="list-style-type: none"> • I am standing here because in our organisation... In addition, I believe that was possible because... • The following story occurs to me with it...



Needed materials:	The 4 objectives of the training are available via the SEE ME website at module 5. A room that is big enough to do this exercise. A rope of at least twenty meters. You can take a ball of wool with a nice colour or an old climbing rope for this.
Suggested time:	One hour to one and a half hour



Step 4: closing exercise (optional)

4. SEE your colleague? (one version)	
Learning objective:	The participants leave the training with a nice feeling.
Group exercise:	<p>In the very first exercise of Module 1, participants introduced themselves and told what they were good at. In this exercise, we SEE what our teammates are good at and compliment each other.</p> <p>Step 1: Give each participant some post-its. Ask participants to write down a compliment for their teammates. On the small paper, have them name this person's talents and why they think so.</p> <p>Step 2: Ask the participants to take their compliments to the other participants and have them read the compliments aloud. Then glue all the compliments onto a large white sheet.</p>
Needed materials:	Post-its and pens. Large piece of white paper.
Suggested time:	20 minutes or longer

