



**creative care**

# Training Resources



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PROJECT:

**CREATIVE CARE – PARTICIPATORY ARTS PROGRAMMES  
FOR OLDER PEOPLE IN HEALTHCARE SETTINGS**

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# 1

## Introduction to the Intergenerational Art Practices

Welcome to the Intergenerational Art Practices, an innovative guide for VET trainers and providers active in the field of elderly care, designed to support the integration of creative arts into their practice. Developed as part of Creative Care, an Erasmus+ project dedicated to enhancing the capacity of professionals working directly with older people in healthcare settings, these resources are the culmination of an in-depth research process conducted across partner countries—Austria, Greece, Romania. This process included focused group discussions, extensive online surveys, and co-design workshops, offering valuable insights into the practical realities and transformative potential of incorporating creative arts into elder care.

By drawing on this collaborative research, we have identified key trends, challenges, and opportunities in implementing artistic practices within health and social care services. The training materials also reflect the outcomes of workshops co-designed to emphasise intergenerational approaches, socially engaged practices, and participatory arts in the context of care for older persons.

The resources are structured into thematic chapters, each addressing a crucial aspect of this multidisciplinary approach:

1. **Value, Needs, Benefits:** Understand the fundamental value of integrating creative arts into elderly care, focusing on the needs of individuals and the broader benefits for communities.
2. **Specific Training Modules through Visual Arts:** Learn how to use visual arts as a medium for inspiring creativity, building connections, and supporting emotional expression.
3. **Specific Training Modules through Drama, Theatre, and Music:** Explore how drama, theatre, and music can foster storytelling, self-expression, and social connections among elderly participants.
4. **Specific Training Modules through Movement/Dance:** Discover how movement and dance can promote physical health, mental wellbeing, and a sense of empowerment in older persons.
5. **Communication and Interdisciplinary Collaboration:** Develop strategies to improve communication and interdisciplinary collaboration between caregivers, artists, and health professionals.
6. **Funding:** Gain insights into the financial landscape, including how to identify funding opportunities and create sustainable models for integrating arts into elderly care.

These resources aim to inspire and equip VET trainers and providers with practical tools and knowledge, empowering them to harness the transformative power of creative arts. Additionally, these resources are integrated into an innovative platform located on the website of the project: <https://www.creativecare-project.eu/designed> to offer the developed training materials in an accessible and user-friendly manner. The e-learning modules provide trainers, educators and carers with a comprehensive set of digital tools to support their teaching and learning and enhance their impact.

By reimagining care through an artistic lens, we can enhance the lives of older people, strengthen intergenerational bonds, and foster a more inclusive and compassionate society.



# 1. The Needs of Beneficiaries, Value, and Benefits of Using Intergenerational Art Practices

Intergenerational art practices offer a unique and valuable approach to improving the lives of older adults in care settings. By fostering connections across generations, these practices address the social, cognitive, and emotional needs of elderly participants while benefiting younger generations and the broader community. Through the integration of art, these activities provide a holistic way of enhancing wellbeing, reducing isolation, and improving cognitive function. This chapter explores the needs of elderly beneficiaries, the value of intergenerational art practices, and the practical insights and challenges revealed through research conducted in Romania, Austria, and Greece.

### **The Needs of Beneficiaries**

Older adults, particularly those in care settings, face a range of challenges that intergenerational art practices can help address:

1. **Social Isolation and Loneliness:** As individuals age, they often experience diminished social interactions, leading to feelings of loneliness (Ageucate, 2023). Intergenerational art activities provide meaningful opportunities for socialisation, reducing isolation and fostering a sense of belonging (Ageucate, 2023).
2. **Cognitive and Physical Decline:** Cognitive decline and physical limitations are common in older adults (Oxford Academic, 2022). Art practices that engage the mind and body can stimulate cognitive functions, improving mental health and offering a sense of achievement (Oxford Academic, 2022).
3. **Loss of Identity and Purpose:** Transitioning to a care environment can lead to feelings of losing one's identity (Friendship Centers, 2023). Creative activities allow elderly participants to express themselves, preserving their individuality and purpose (Friendship Centers, 2023).

### **Cognitive and Developmental Theories**

The value of intergenerational art practices can be understood through the lens of various cognitive and developmental theories:

1. **Socio-Cultural Theory (Vygotsky, 1978):** According to Vygotsky, learning occurs through social interaction, and this is particularly significant in intergenerational settings. Through art, elders can share their experiences and wisdom with younger people, fostering a mutually beneficial exchange.
2. **Cognitive Reserve Theory (Stern, 2002):** This theory suggests that engaging in mentally stimulating activities can help delay cognitive decline. Art activities, especially those that involve problem-solving and creativity, stimulate the brain and enhance cognitive flexibility.
3. **Self-Determination Theory (Ryan & Deci, 2000):** Self-determination theory highlights the importance of autonomy, competence, and relatedness in promoting motivation and wellbeing. Intergenerational art practices allow older adults to express their creativity, make choices, and interact with others, which aligns with these psychological needs.
4. **Erikson's Psychosocial Development Theory (Erikson, 1950):** Erikson's theory suggests that older adults need to reflect on their lives with a sense of fulfilment. Intergenerational art practices enable elders to share their stories, fostering feelings of accomplishment and legacy.

## Practical Insights from Research

Data collected from workshops and surveys in Austria, Greece and Romania reveals key insights into the implementation of intergenerational art practices.

1. **Customisation of Activities:** Tailoring activities to the cognitive and physical abilities of individual participants is critical for ensuring effective engagement. The Artit National Report (2024) highlights the need for adaptable programmes that accommodate a range of abilities, ensuring inclusivity for all elderly participants. Activities should be designed to be flexible, with the option to adjust based on the specific needs and limitations of the participants.
2. **Flexible Training and Resources:** Research underscores the value of providing flexible, accessible training for care staff. The Consolidated Report (2024) suggests that modular training resources, such as case studies, video tutorials, and adaptable activity templates, allow staff to develop skills at their own pace. This ensures that caregivers can respond to the diverse needs of elderly residents, delivering more personalised and effective creative care.
3. **Community Partnerships:** Successful programmes often rely on collaborations with local artists, schools, and volunteers. These partnerships provide necessary resources and expertise that enrich the creative process. Involving local communities also helps bridge generational gaps, allowing younger participants to engage meaningfully with elderly care residents.

## Challenges and Recommendations

Despite the evident benefits of intergenerational art practices, several challenges need to be addressed for their broader implementation:

1. **Funding Constraints:** Many care facilities face financial limitations that hinder the sustainability of creative art programmes. Developing long-term funding models, including partnerships with local businesses, government grants, and community sponsorships, is essential for overcoming this barrier (see chapter 7 for more details).
2. **Lack of Training:** A significant gap in training exists, with many care staff lacking the specialised skills necessary to design, implement, and evaluate art-based interventions. To address this, specialised training should be provided, focusing on both facilitation skills and the therapeutic potential of art practices.
3. **Limited Institutional Support:** In many care facilities, art programmes are viewed as supplementary rather than essential, which limits their integration into institutional care frameworks. A cultural shift is needed, emphasising the importance of art as a central element of care services. Embedding art activities into strategic planning and resource allocation will ensure that they become an integral part of elderly care provision.

## Recommendations for Overcoming Challenges

Based on the research findings, several strategies can be implemented to address the challenges identified:

- **Securing Financial Support:** Long-term financial stability for intergenerational art programmes should be a priority. Care facilities should explore diverse funding opportunities, such as grants, local partnerships, and corporate sponsorships.
- **Investing in Training:** Comprehensive, specialised training for caregivers should be prioritised, equipping staff with the knowledge and skills needed to facilitate intergenerational art activities effectively.
- **Embedding Practices into Care Frameworks:** To ensure sustainability, art activities should be integrated into care facility practices. This involves shifting the perception of these activities from occasional add-ons to essential components of the care model, addressing both the cognitive and emotional needs of elderly participants.



3

Stimulation through  
visual arts

Stimulation through visual arts in intergenerational activities within healthcare settings is about the use of artistic engagement—such as painting, drawing, sculpture, or digital media—to foster interaction between different age groups (e.g., elderly people and younger participants). This approach has several benefits:

In healthcare settings like nursing homes, hospitals, or community centers, intergenerational art activities can create a positive environment that benefits both physical and mental health for all participants.

### General objectives:

At the end of the training, participants will:

1. acquire the necessary knowledge to carry out the activities, including specific attitudes of working with beneficiaries
2. have knowledge of how to evaluate the work sessions and self-evaluation

### Learning objectives

OBJECTIVE	DETAILS
1. Knowledge-Based Objectives	<p><b>Understanding Intergenerational Engagement:</b></p> <p>Participants will gain knowledge of the benefits of intergenerational activities, particularly through the lens of visual arts, in fostering connection, reducing ageism, and promoting well-being.</p> <p><b>Exploring Artistic Mediums:</b></p> <p>Participants will learn about various visual art forms (e.g., painting, drawing, sculpture, photography) and their potential to engage both older and younger generations.</p> <p><b>Art and Neurocognitive Stimulation:</b></p> <p>Participants will understand the role of visual arts in stimulating memory, cognitive function, and emotional expression across age groups.</p>

**2. Skill-Based Objectives**

**Facilitating Art Activities:**

Participants will develop skills to design and lead accessible and inclusive visual arts activities that engage individuals of varying abilities and ages.

**Adapting Techniques for Diverse Needs:**

Participants will learn how to modify art techniques or materials to cater to different physical, cognitive, and sensory abilities.

**Encouraging Collaboration:**

Participants will acquire methods to foster teamwork and collaboration through joint art projects, emphasizing shared creativity and mutual learning.

**Creating a Safe Space:**

Participants will learn to create an environment that encourages open expression, respect, and participation from both older and younger generations.

**Fostering Creativity and Empathy:**

Participants will develop an appreciation for the power of visual arts in building empathy and understanding between generations.

**3. Attitude-Based Objectives**

**Promoting Inclusivity:**

Participants will cultivate a commitment to ensuring that visual arts activities are inclusive, respecting diversity in age, culture, and abilities.

**Celebrating Individual and Group Contributions:**

Participants will value both individual artistic expression and the collective outcomes of intergenerational collaborations.

**Training Units**

- **Unit 1:** Introduction to Intergenerational Learning through Art
- **Unit 2:** Visual Arts Techniques
- **Unit 3:** Facilitating Emotional and Cognitive Stimulation

Each unit will last 2 hours (1 hour theory, 1 hour practice)



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## Unit 1: Introduction to Intergenerational Learning through Art

### Objectives

By the end of this unit, participants will be able to:

**1. Define Intergenerational Learning:**

Clearly articulate what intergenerational learning is and describe its importance in fostering mutual understanding, reducing age-based stereotypes, and promoting social cohesion.

**2. Explain the Role of Visual Arts:**

Understand and describe how visual arts act as a universal language to connect individuals from different generations, regardless of cultural or educational background.

**3. Identify the Benefits of Intergenerational Visual Arts Activities:**

List specific psychosocial, emotional, and cognitive benefits for both older and younger participants, such as improved well-being, enhanced empathy, and creative expression.

**4. Recognize Barriers and Solutions:**

Identify common challenges (e.g., generational differences, physical limitations, varying artistic confidence) and propose strategies to overcome these in intergenerational visual arts activities.

**5. Apply Basic Concepts in Practice:**

Begin conceptualizing how to use visual arts as a tool to foster intergenerational engagement in their own professional or community settings.

## Thematic content

### **Definition and Benefits of Intergenerational Learning:**

Overview of intergenerational learning and its significance in promoting mutual understanding, reducing stereotypes, and fostering social cohesion.

Emphasis on how visual arts uniquely stimulate dialogue and connection across generations.

### **The Role of Visual Arts in Intergenerational Engagement:**

How art serves as a universal language that bridges generational gaps.

Examples of successful intergenerational art projects (e.g., community murals, storytelling through painting, collaborative exhibitions).

### **Psychosocial and Cognitive Benefits:**

Exploring how engaging in visual arts benefits older adults (e.g., improved cognitive function, reduced isolation) and youth (e.g., enhanced empathy, creative thinking).

How art can facilitate the sharing of personal and collective histories, cultural heritage, and values.

### **Challenges and Considerations:**

Addressing potential barriers such as generational differences, physical and cognitive limitations, and varying levels of artistic confidence.

### **Formative Evaluation (During the Session)**

**For a detailed evaluation model please refer to the template available as annex.**

#### Observation:

The facilitator observes participants' engagement during discussions, group activities, and the collaborative art exercise. Indicators include participation rates, enthusiasm, and interaction between participants of varying professional backgrounds.

#### Quick Check-Ins:

Use open-ended questions during the session to gauge understanding (e.g., "What resonates most with you so far?" or "How do you see this applying to your work?").

#### Live Polling or Hand Signals:

Gauge understanding through live polls or simple signals (e.g., thumbs up/down) to quickly assess participants' confidence with concepts being taught.

## Outcomes

By the end of this unit, participants will:

- Understand the foundational principles of intergenerational learning and its societal impact.
- Recognize the value of visual arts as a tool for fostering intergenerational connections.
- Appreciate the diverse benefits of intergenerational art activities for both older and younger participants.
- Identify potential challenges in using visual arts for intergenerational engagement and explore ways to address them.

## Methods/ Types of activity

### **Interactive Lecture:**

Present key concepts using multimedia, including case studies and images of intergenerational art projects.

### **Icebreaker Activity: "Art and Memory":**

Participants pair up or form small groups to share a memorable art-related experience from their past, fostering reflection on the universal nature of art.

### **Group Brainstorming:**

Explore and list ways in which visual arts can connect generations, encouraging participants to share ideas based on their experiences or expectations.

### **Discussion on Case Studies:**

Analyse real-world examples of intergenerational visual arts projects. Discuss what made them successful and how challenges were addressed.

### **Short Collaborative Art Exercise:**

Create a simple "shared artwork" in mixed groups (e.g., a collaborative drawing or design) to demonstrate how visual arts can naturally stimulate teamwork and dialogue.

### **Reflection and Feedback:**

Conclude the session with individual reflections on what they learned and how they envision applying these insights in their context.

## Unit 2: Visual Arts Techniques

### Objectives

By the end of this unit, participants will be able to:

**1. Recognize a Variety of Visual Arts Techniques:**

Identify and understand different visual arts methods (e.g., drawing, painting, collage, sculpture) suitable for intergenerational activities.

**2. Adapt Techniques for limited Accessibility:**

Modify visual arts techniques to accommodate diverse physical, cognitive, and sensory abilities, ensuring inclusivity.

**3. Select Appropriate Materials and Tools:**

Choose and utilize affordable, safe, and accessible materials and tools tailored to the needs of participants of all ages and abilities.

**4. Incorporate Technology:**

Integrate digital tools, such as tablets or apps, into visual arts activities to enhance accessibility and engagement for participants with physical limitations or visual impairments.

**5. Identify Barriers and Solutions:**

Analyze potential challenges (e.g., limited mobility, sensory impairments, lack of confidence) and apply practical solutions to foster full participation.

**6. Encourage Creative Expression for All:**

Foster an environment where participants, regardless of ability, feel confident in expressing themselves through visual arts.

**7. Apply Principles of Sustainability:**

Incorporate recyclable and eco-friendly materials in art projects to make activities both cost-effective and environmentally responsible.

**8. Promote Confidence and Inclusion:**

Empower participants to feel capable of leading or participating in visual arts activities that accommodate diverse needs and foster inclusivity.

## Thematic content

### **Overview of Visual Arts Techniques:**

Introduction to a range of visual arts methods, including drawing, painting, collage, sculpture, printmaking, and digital art.

Focus on simple and adaptable techniques suitable for varying skill levels and abilities.

### **Principles of Accessibility in Visual Arts:**

Ensuring inclusivity by adapting materials and processes for people with diverse physical, cognitive, and sensory abilities.

Strategies for facilitating participation: large tools for motor difficulties, contrasting colors for visual impairments, etc.

### **Engagement Across Generations:**

Identifying age-specific strengths and challenges in visual arts participation.

Using techniques that encourage collaboration and mutual support between younger and older participants.

### **Using Affordable and Recyclable Materials:**

Ideas for creating art with cost-effective and sustainable materials to ensure accessibility for all socioeconomic backgrounds.

### **Incorporating Technology in Visual Arts:**

Exploring how digital tools (tablets, apps) can make art creation easier and more engaging, especially for participants with physical limitations.

## Outcomes

By the end of this unit, participants will be able to:

- Identify and apply a variety of visual arts techniques appropriate for intergenerational activities.
- Adapt art activities to ensure accessibility for participants with diverse abilities and needs.
- Select materials and tools that enhance inclusivity and foster engagement across generations.
- Integrate simple technological tools into visual arts activities to improve accessibility.
- Facilitate collaborative art projects that balance the needs and skills of all participants.

## Methods/ Types of activity

**Demonstration of Techniques:** Facilitators demonstrate simple techniques like stenciling, collage-making, and clay modeling to show how these can be adapted for different abilities.

**Interactive Workshop:** Participants practice techniques using materials provided, such as:

- Drawing: Experimenting with different tools (e.g., charcoal, pastels) for tactile engagement.
- Collage: Using pre-cut shapes or templates for ease of participation.

**Digital Art:** Using simple apps or software to create collaborative digital pieces.

**Accessibility Brainstorming:** In small groups, participants brainstorm potential barriers to accessibility in specific visual arts activities and propose practical solutions.

**Hands-On Problem-Solving:** Participants modify an existing art activity to make it more accessible (e.g., using adaptive tools or simplifying the steps).

**Case Study Analysis:** Review real-world examples of inclusive art projects, discussing what worked well and what could be improved.

**Reflection and Group Sharing:** Participants share their experiences from the activities and how they envision applying accessible art techniques in their work or communities.

### Materials Needed

- Basic art supplies: paper, pencils, paint, brushes, clay, scissors, glue.
- Adaptive tools: large-grip brushes, stencils, pre-cut shapes, magnifiers.
- Digital tools: tablets, drawing apps, or simple design software.
- Recyclable materials: cardboard, fabric scraps, bottle caps, etc.

## Unit 3: Facilitating Emotional and Cognitive Stimulation

### Objectives

By the end of this unit, participants will be able to:

**1. Understand the Link Between Art and Emotional Well-Being:**

Explain how visual arts can foster emotional expression, reduce stress, and enhance emotional resilience.

**2. Recognize Cognitive Benefits of Art-Making:**

Describe how visual arts stimulate memory, focus, problem-solving skills, and neuroplasticity in participants across generations.

**3. Design Emotionally and Cognitively Stimulating Activities:**

Create and facilitate art activities that promote emotional expression and cognitive engagement tailored to the needs of intergenerational groups.

**4. Use Art as a Tool for Storytelling:**

Facilitate storytelling and dialogue between participants using personal or collaborative art as a catalyst for sharing memories and experiences.

**5. Build Empathy Through Art:**

Foster understanding and emotional connections between generations by using art to explore shared themes, values, and experiences.

**6. Address Challenges in Facilitation:**

Identify and manage potential challenges during art activities, such as emotional distress or cognitive frustration, with sensitivity and inclusivity.

**7. Create a Safe and Supportive Environment:**

Establish a non-judgmental, open space where participants feel comfortable expressing themselves through art.

## Thematic content

### **The Role of Visual Arts in Emotional and Cognitive Engagement:**

How art stimulates memory, emotion, problem-solving, and creativity across age groups. Understanding the therapeutic effects of visual arts on emotional well-being and cognitive health, especially in older adults.

### **Art as a Tool for Emotional Expression:**

Using visual arts to help participants express feelings, memories, and ideas they may struggle to articulate verbally. Exploring the role of art in fostering empathy and emotional connections between generations.

### **Cognitive Benefits of Art-Making:**

Enhancing attention, focus, and problem-solving skills through creative activities. The impact of engaging in art on neuroplasticity, particularly in older adults experiencing cognitive decline.

### **Facilitating Meaningful Conversations Through Art:**

Using artworks to inspire dialogue and storytelling between younger and older participants. Techniques for active listening and interpretation to build connections.

## Outcomes

By the end of this module, participants will be able to:

1. Understand how visual arts stimulate emotional and cognitive engagement across generations.
2. Use art activities to foster emotional expression and empathy between participants.
3. Design art-based activities tailored to stimulate memory, creativity, and problem-solving skills.
4. Create a supportive environment that respects emotional and cognitive differences among participants.

## Methods/ Types of activity

### Accessibility Brainstorming:

In small groups, participants brainstorm potential barriers to accessibility in specific visual arts activities and propose practical solutions.

### Hands-On Problem-Solving:

Participants modify an existing art activity to make it more accessible (e.g., using adaptive tools or simplifying the steps).

### Case Study Analysis:

Review real-world examples of inclusive art projects, discussing what worked well and what could be improved.

### Reflection and Group Sharing:

Participants share their experiences from the activities and how they envision applying accessible art techniques in their work or communities.

### Materials Needed

- Basic art supplies: paper, pencils, paint, brushes, clay, scissors, glue.
- Adaptive tools: large-grip brushes, stencils, pre-cut shapes, magnifiers.
- Digital tools: tablets, drawing apps, or simple design software.
- Recyclable materials: cardboard, fabric scraps, bottle caps, etc.



## Examples of Visual Arts for Intergenerational Activities

Visual arts are versatile and inclusive, providing opportunities for expression, dialogue, and collaboration across generations. By choosing projects that suit participants' interests and abilities, intergenerational activities become meaningful and enjoyable for all.

Here are a variety of visual arts forms that can be incorporated into intergenerational activities. Each example includes its potential use in fostering connection and engagement across generations:

### 1. Drawing and Sketching

- **Activity Ideas:**
  - Collaborative sketching: Participants create parts of a shared artwork, such as a family tree or a community-themed mural.
  - Portrait drawing: Youth and older adults draw each other, encouraging dialogue and observation.
- **Benefits:** Simple and accessible for all skill levels, promoting personal expression.



### 2. Painting

- **Activity Ideas:**
  - Group canvas painting: Participants contribute to a single large artwork, symbolizing unity.
  - Storytelling through watercolors: Create paintings inspired by shared stories or memories.
- **Benefits:** Provides opportunities for creativity and exploration of emotions through color and texture.

### 3. Collage and Mixed Media

- **Activity Ideas:**
  - Memory collages: Combine photos, magazine clippings, and mementos to reflect personal or shared histories.
  - Vision boards: Collaboratively create boards expressing hopes or goals for the community.
- **Benefits:** Encourages sharing of personal experiences and creative collaboration.



### 4. Sculpture

- **Activity Ideas:**
  - Clay modeling: Participants mold small figures or objects representing themes like friendship or heritage.
  - Recycled art: Create sculptures using everyday materials like cardboard, plastic bottles, or fabric scraps.
- **Benefits:** Offers a tactile and hands-on experience that engages participants with varying abilities.



## 5. Photography

- **Activity Ideas:**
  - Photo storytelling: Participants capture images representing their daily lives or meaningful places.
  - Historical photo project: Pair older and younger participants to document local history through photos.
- **Benefits:** Encourages perspective sharing and fosters discussions about personal and cultural history.

## 6. Mural Creation

- **Activity Ideas:**
  - Design and paint a wall mural in a community space, incorporating ideas from both generations.
  - Use stencils and patterns to allow everyone to contribute regardless of skill level.
- **Benefits:** Builds a sense of accomplishment and creates a lasting legacy for the community.



## 7. Textile Arts

- **Activity Ideas:**
  - Tapestries making: Combine fabric pieces contributed by different participants to tell a shared story.
  - Embroidery or weaving: Create simple patterns together, exploring traditional techniques.
- **Benefits:** Provides a calming activity and facilitates storytelling about past traditions.

## 8. Digital Arts

- **Activity Ideas:**
  - Digital drawing: Use apps or tablets to create art collaboratively.
  - Video art projects: Participants film and edit short creative videos about shared topics.
- **Benefits:** Introduces older generations to technology while engaging youth in creative leadership.

## 9. Mosaic Art

- **Activity Ideas:**
  - Assemble a mosaic using tiles, glass, or other materials to represent a community or family theme.
- **Benefits:** Encourages teamwork and results in a visually impactful piece.

## 10. Community Installations

- **Activity Ideas:**
  - Create installations with found objects or natural materials, displayed in public spaces.
- **Benefits:** Inspires shared ownership and pride in public art projects.

## 11. Puppet and Mask Making

- **Activity Ideas:**
  - Create masks or puppets that represent personal or shared identities and use them in a storytelling activity.
- **Benefits:** Combines craftsmanship with performance, making it engaging and interactive.



## Workshop Proposal: Stimulation Through Visual Arts

**Title:** Intergenerational Engagement Through Visual Arts

**Duration:** 6 hours (Three 2-hour modules)

**Target Audience:** Educators, caregivers, community organisers, artists, and volunteers interested in using visual arts for intergenerational engagement.

**General Objectives:** By the end of the workshop, participants will:

- Gain knowledge on using visual arts for intergenerational engagement.
- Develop skills to facilitate inclusive and accessible art activities.
- Learn how to evaluate art sessions and reflect on their own facilitation techniques.

## Workshop Breakdown

### Unit 1: Introduction to Intergenerational Learning through Art

#### Objective:

- Define intergenerational learning and its role in fostering mutual understanding.
- Explain how visual arts serve as a universal language for connection.
- Identify the benefits and challenges of intergenerational art activities.

#### Activities:

1. **Icebreaker: "Art and Memory"** – Participants share personal art-related memories to highlight the universality of artistic expression.
2. **Discussion on Case Studies** – Review and analyse successful intergenerational art projects, highlighting best practices and lessons learned.
3. **Collaborative Art Exercise** – Small groups create a shared artwork using a variety of materials, fostering teamwork and discussion.
4. **Reflection and Feedback** – Participants reflect on how intergenerational art can be applied in their context through guided questions and group sharing.

#### Supplies Needed:

- Large sheets of paper or canvases
- Acrylic paints, watercolours, coloured pencils
- Paintbrushes, sponges, and rollers
- Magazines and newspapers for collage-making
- Glue sticks, scissors, and masking tape
- Comfortable seating and tables arranged for group work

## Unit 2: Visual Arts Techniques for Intergenerational Engagement

### Objective:

- Introduce various visual arts techniques suitable for all ages and abilities.
- Teach strategies for adapting art activities to diverse needs.
- Encourage the use of sustainable and digital art tools.

### Activities:

1. **Demonstration of Techniques** – Facilitators showcase techniques such as drawing, collage, painting, and sculpture, with live demonstrations.
2. **Interactive Workshop** – Participants practise creating art using different tools, including digital media, guided by facilitators.
3. **Accessibility Brainstorming** – Groups analyse and modify activities to accommodate physical and cognitive challenges, proposing alternative approaches.
4. **Hands-On Problem Solving** – Participants adapt a traditional art exercise for inclusivity, experimenting with tools and methods.
5. **Reflection and Group Sharing** – Discussion on how to implement these techniques in community settings, including success stories and challenges.

### Supplies Needed:

- Basic art supplies: sketchbooks, watercolour sets, acrylics, pastels
- Adaptive tools: large-grip brushes, textured paper, stencils, magnifiers
- Digital tools: tablets with drawing apps, styluses
- Recyclable materials: cardboard, fabric scraps, natural elements like leaves and twigs
- Protective aprons and disposable gloves
- Printed handouts with step-by-step technique guides

## Unit 3: Facilitating Emotional and Cognitive Stimulation Through Art

### Objective:

- Understand how visual arts can enhance emotional expression and cognitive function.
- Learn to design art activities that encourage storytelling and empathy.
- Create a safe and supportive environment for artistic expression.

### Activities:

1. **Art and Emotion Exercise** – Participants create artwork reflecting their emotions using colour and form, followed by a guided group discussion.
2. **Storytelling Through Art** – Facilitators guide participants in using visual elements to tell personal or cultural stories, integrating mixed media.
3. **Case Study Analysis** – Review real-world examples of art used for cognitive stimulation, including dementia-friendly projects.
4. **Collaborative Project** – Participants co-create a piece that symbolises intergenerational connection, using shared experiences as inspiration.
5. **Final Reflection & Feedback** – Each participant shares their biggest takeaway and an action plan for applying their learning in their communities.

### Supplies Needed:

- Mixed media materials: charcoal, ink, textured paper
- Journals for personal reflection and idea development
- Large canvases for collaborative work
- Reference images and visual storytelling prompts
- Soft music for a relaxed creative atmosphere
- Comfortable seating and ample workspace

## Workshop Outcomes

By the end of the workshop, participants will:

- Understand the role of visual arts in fostering intergenerational relationships.
- Have hands-on experience with diverse art techniques adaptable for different abilities.
- Be equipped with strategies for overcoming challenges in intergenerational art facilitation.
- Feel confident in designing and leading inclusive, collaborative art projects in their communities.

### Evaluation Methods:

- Observation of engagement and participation.
- Group discussions and peer feedback.
- Self-reflection exercises.
- Post-workshop survey on learning outcomes.





Stimulation  
through music,  
drama, theatre

Stimulation through music, drama, and theatre through intergenerational activities within healthcare settings involves using expressive arts to engage different age groups, particularly older adults and younger participants, to promote cognitive, emotional, and social well-being.

These activities create meaningful interactions that promote well-being, cognitive health, and emotional fulfillment for the older people.

### **General objectives:**

At the end of the training, participants will:

1. acquire the necessary knowledge to carry out the activities, including specific attitudes of working with beneficiaries
2. have knowledge of how to evaluate the work sessions and self-evaluation

### **Learning objectives:**

OBJECTIVE	DETAILS
1. <b>Understand the Role of Music, Drama, and Theatre in Intergenerational Engagement:</b>	Recognize the therapeutic and cognitive benefits of using music, drama, and theatre to stimulate emotional, social, and cognitive growth across generations.
2. <b>Design Intergenerational Activities Incorporating Music:</b>	Develop music-based activities (e.g., rhythm exercises, sing-alongs, musical storytelling) that foster collaboration and engagement between participants of different ages.
3. <b>Utilize Drama and Theatre for Cognitive and Emotional Stimulation:</b>	Use drama exercises (e.g., role-playing, improvisation, storytelling) to enhance memory, creativity, and communication, while promoting emotional expression and empathy.

### **Training Units: Stimulation Through Music, Drama, and Theatre in Intergenerational Activities**

**Unit 1:** Introduction to the Benefits of Music, Drama, and Theatre in Intergenerational Activities

**Unit 2:** Music-Based Activities for Intergenerational Engagement

**Unit 3:** Drama and Theatre for Emotional and Social Stimulation

Each unit will last 2 hours (1 hour theory, 1 hour practice)

## Unit 1: Introduction to the Benefits of Music, Drama, and Theatre in Intergenerational Activities

### Objectives

By the end of this unit, participants will be able to:

1. **Recognize the Cognitive, Emotional, and Social Benefits:**
  - Identify the key cognitive, emotional, and social benefits that music, drama, and theatre offer to participants of different ages, particularly in an intergenerational context.
2. **Understand How Music, Drama, and Theatre Foster Intergenerational Connections:**
  - Explain how these art forms bridge generational gaps and promote collaboration, empathy, and understanding between younger and older participants.
3. **Explore the Impact of Drama and Theatre on Communication and Empathy:**
  - Demonstrate an understanding of how drama activities (e.g., role-playing, improvisation, storytelling) promote creativity, problem-solving, and emotional expression.
4. **Discuss the Social Value of Collaborative Music and Theatre:**
  - Recognize how group-based music and theatre activities contribute to social engagement, reduce isolation, and foster a sense of community among participants of different generations.
5. **Identify Potential Challenges and Solutions:**
  - Identify potential challenges when using music, drama, and theatre in intergenerational settings (e.g., differing levels of participation, cognitive abilities, or physical limitations) and propose solutions to overcome these challenges.
6. **Connect Theory to Practice:**
  - Develop an understanding of how theoretical knowledge of music, drama, and theatre can be applied in practice to create meaningful intergenerational activities.

## Thematic content

### **Overview of the Benefits:**

Cognitive, emotional, and social benefits of music, drama, and theatre for different age groups.

Exploring how these art forms bridge generations and foster intergenerational connections.

Music improves memory, language skills, and problem-solving abilities.

Drama and role-playing encourage creative thinking, empathy, and social cognition.

Theatre engages multiple brain regions, improving focus, attention, and executive function.

Music evokes emotions and strengthens connections.

Theatre provides a safe space for self-expression and emotional exploration.

Intergenerational participation reduces social isolation and promotes mutual understanding.

### **The Role of Music, Drama, and Theatre in Cognitive and Emotional Stimulation:**

Discuss how music can stimulate memory, language, and emotional expression.

The impact of theatre and drama in enhancing creativity, empathy, and problem-solving skills.

How these activities can help build social skills, reduce isolation, and promote community spirit.

Music as a Tool for Cognitive and Emotional Stimulation

Music has a profound effect on the brain, influencing memory, language development, and emotional well-being.

Music activates multiple brain regions, particularly those associated with memory and recall.

Listening to familiar songs can trigger long-forgotten memories, especially in older adults (e.g., music therapy for individuals with dementia).

Singing lyrics or playing instruments engages the brain in recalling words and patterns, strengthening neural connections.

Musical rhythm and melody help improve speech processing and comprehension.

Singing encourages articulation, pronunciation, and fluency.

Studies show that individuals recovering from strokes or brain injuries can regain speech through melodic intonation therapy (using singing to retrain speech).

Music provides a non-verbal outlet for emotions, helping individuals process feelings they may struggle to express through words.

Playing or listening to music can reduce stress, anxiety, and depression.

Intergenerational singing sessions create a shared emotional experience, fostering bonding and empathy.

## Outcomes

By the end of this unit, participants will:

- Recognize the cognitive, emotional, and social benefits of music, drama, and theatre in intergenerational activities.
- Understand how these art forms promote intergenerational bonding and mutual learning.

## Methods/ Types of activity

- Group discussions about the benefits of music, drama, and theatre.
- Case studies of successful intergenerational music or theatre projects.
- Brainstorming session on potential activities to implement.



## Unit 2: Music-Based Activities for Intergenerational Engagement

### Objectives

**1. Design and Facilitate Music-Based Activities:**

Create a range of music-based activities (e.g., sing-alongs, rhythmic exercises, musical storytelling) that engage both younger and older participants in an intergenerational setting.

**2. Understand the Cognitive and Emotional Benefits of Music:**

Explain how music can stimulate memory, emotional expression, and cognitive function, particularly for older adults, while also engaging younger participants in a meaningful way.

**3. Adapt Music Activities for Participants with Diverse Abilities:**

Modify music activities to be inclusive and accessible for participants with different levels of physical, sensory, or cognitive abilities (e.g., using adaptive instruments or adjusting the tempo of songs).

**4. Promote Active Participation:**

Encourage all participants, regardless of age, to actively participate in music activities, fostering an environment of inclusivity, fun, and engagement.

## Thematic content

Intergenerational music activities create opportunities for meaningful connection between older and younger generations. These activities stimulate cognitive function, enhance emotional well-being, and foster social bonding. The key is to ensure accessibility, inclusivity, and mutual participation, allowing both age groups to contribute and learn from each other.

### **Introduction to Music as a Tool for Stimulation:**

The role of music in memory activation, emotional well-being, and cognitive stimulation.

Understanding different types of music activities (e.g., singing, rhythm exercises, music listening, music-making).

### **Designing Music-Based Activities:**

Practical activities like sing-alongs, musical games, rhythmic exercises, and songwriting.

Music appreciation and listening exercises that involve participants from different generations.

### **Adapting Music Activities for Diverse Abilities:**

Adjusting activities to cater to different sensory and motor abilities (e.g., using percussion instruments, simplified songs, or adaptive tools).

## Outcomes

By the end of this unit, participants will:

- Be able to design and facilitate music-based activities that engage both younger and older participants.
- Learn how to modify music activities to suit diverse needs and abilities.

## Methods/ Types of activity

- Group activity: Designing and participating in a sing-along.
- Creative music-making session using simple instruments (e.g., maracas, tambourines).
- Reflection: Discussing ways to adapt activities for different cognitive and physical abilities.

## Unit 3: Drama and Theatre for Emotional and Social Simulation

### Objectives

By the end of this unit, participants will be able to:

**1. Understand the Role of Drama and Theatre in Emotional and Social Development:**

Explain how drama and theatre activities promote emotional expression, empathy, and social skills development for both younger and older participants.

**2. Design and Facilitate Drama Activities for Intergenerational Engagement:**

Create and lead drama activities such as role-playing, improvisation, storytelling, and small performances that engage participants of all ages.

**3. Encourage Collaborative Creation of Drama Projects:**

Guide participants to work together in creating short performances or skits that combine ideas and contributions from both generations, strengthening teamwork and mutual respect.

**4. Adapt Drama Activities for Diverse Needs and Abilities:**

Modify drama activities to suit the physical, cognitive, and emotional needs of participants, ensuring that all individuals can engage and contribute meaningfully.

**5. Build Intergenerational Empathy Through Theatre:**

Facilitate activities that promote understanding and empathy between generations, using drama as a vehicle to explore common themes, challenges, and experiences.

Thematic content



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## Thematic Content:

### **Drama as a Tool for Emotional Expression:**

Using drama exercises (e.g., role-play, improvisation, and storytelling) to promote emotional expression and empathy.

The use of body language, voice, and imagination to connect with others.

### **The Benefits of Theatre in Cognitive Stimulation:**

How drama enhances cognitive functions like memory, concentration, and creativity.

Using theatre games to improve communication skills and boost self-confidence.

### **Facilitating Collaborative Theatre Projects:**

Planning and executing simple intergenerational theatre performances or skits.

Encouraging collaborative storytelling and creative expression.

## Outcomes

By the end of this unit, participants will:

- Understand how drama and theatre can promote emotional and social stimulation.
- Be able to design and lead drama activities that encourage self-expression, teamwork, and cognitive engagement.

## Methods/ Types of activity

- Icebreaker drama games to encourage emotional expression and collaboration.
- Story-building activity, creating short skits together in mixed-age groups.
- Role-playing exercises to demonstrate how drama fosters empathy and communication.

## Examples of activities using music, drama, and theatre for stimulating intergenerational engagement, focusing on emotional, cognitive, and social stimulation

These activities are designed to engage both younger and older participants in creative ways, promoting cognitive, emotional, and social development through the arts. By integrating music, drama, and theatre into intergenerational settings, these activities help bridge generational gaps, encourage collaboration, and foster meaningful relationships.



## Music-Based Activities

### 1. Sing-Alongs

- **Objective:** Foster emotional expression and social bonding through music.
- **Description:** Choose songs that resonate with both older and younger participants (e.g., classic songs, folk music, or popular songs from different eras). Encourage participants to sing together, either in a group or in smaller circles. This activity stimulates memory, emotional connection, and participation.
- **Benefit:** Improves memory, builds confidence, and encourages shared memories.

### 2. Rhythm and Percussion Games

- **Objective:** Enhance coordination, focus, and social interaction.
- **Description:** Use simple percussion instruments like tambourines, maracas, or drums. Lead participants through rhythmic patterns, encouraging them to mimic or follow each other's lead. The activity can progress from simple rhythms to more complex group compositions.
- **Benefit:** Promotes fine motor skills, auditory processing, and social synchronization.

### 3. Musical Storytelling

- **Objective:** Enhance creativity, cognitive stimulation, and emotional engagement.
- **Description:** Pair music with storytelling, where participants take turns contributing parts of a story or performing actions based on a musical theme. For example, play instrumental music and let participants act out a scene, adding to the narrative.
- **Benefit:** Stimulates imagination, enhances memory, and promotes intergenerational interaction through shared creative expression.

### 4. Memory Song Sharing

- **Objective:** Stimulate memory recall and emotional connections.
- **Description:** Ask participants to choose a song from their past that has special meaning and share the story behind it with the group. Play the song and encourage everyone to join in or reflect on their own memories related to music.
- **Benefit:** Activates long-term memory, fosters emotional connection, and promotes intergenerational storytelling.



## Drama-Based Activities

### 1. Role-Playing Games

- **Objective:** Develop empathy, communication skills, and creative thinking.
- **Description:** Choose simple scenarios that allow participants to take on different roles, such as family members, teachers, or animals. For example, create a skit about a family dinner or a visit to the park. Participants improvise their parts, reacting to one another in real time.
- **Benefit:** Enhances problem-solving, emotional expression, and social interaction.

### 2. Tableau (Freeze Frames)

- **Objective:** Encourage creativity, collaboration, and body awareness.
- **Description:** Ask participants to create “living pictures” by striking a pose that represents a scene, theme, or emotion. For example, create a tableau of a family gathering, an emotional event, or a joyful celebration. The rest of the group guesses the theme.
- **Benefit:** Builds teamwork, non-verbal communication, and creative expression.

### 3. Forum theatre (Improv)

- **Objective:** Encourage spontaneity, cognitive flexibility, and collaboration.
- **Description:** Introduce a story where participants are given a random prompt (e.g., “You are on a treasure hunt!” or “A magical creature appears”). Participants must improvise their lines and actions based on the prompt. No rehearsals, just real-time creativity.
- **Benefit:** Enhances communication, adaptability, and cognitive agility.

### 4. Storytelling with Props

- **Objective:** Stimulate creativity, memory, and communication.
- **Description:** Provide a collection of props (e.g., hats, scarves, toys) and ask participants to create a short story or performance using the props. Encourage them to work together to weave a narrative that involves all the props.
- **Benefit:** Enhances imagination, memory recall, and group collaboration.



## Theatre-Based Activities

### 1. Intergenerational Skits or Plays

- **Objective:** Foster collaboration, communication, and creative expression.
- **Description:** Work with participants of different ages to create a short skit or play, either from an existing script or as a group creation. The activity can involve everyone in learning their lines, creating costumes, and performing the play.
- **Benefit:** Promotes teamwork, boosts confidence, and enhances cognitive and memory skills through rehearsing and performing.



### 2. Character Creation and Costume Design

- **Objective:** Stimulate imagination, creativity, and role-play.
- **Description:** Participants create their own characters, designing costumes and developing backstories. This could be followed by a group performance where everyone portrays their character.
- **Benefit:** Enhances creativity, storytelling, and teamwork while providing a sense of pride in one's creative work.

### 3. Theatre of the Oppressed (Forum Theatre)

- **Objective:** Encourage social reflection and problem-solving.
- **Description:** In this participatory form of theatre, participants act out a scenario that portrays a challenge or issue they face. After performing, the audience (other participants) is invited to step into the performance to suggest and enact different solutions or perspectives.
- **Benefit:** Stimulates critical thinking, social dialogue, and collective problem-solving, while promoting empathy and understanding.



### 4. Emotion Charades

- **Objective:** Explore emotional expression and non-verbal communication.
- **Description:** Create a list of emotions (e.g., joy, surprise, frustration, sadness) and have participants act them out without speaking. The other participants must guess the emotion being expressed.
- **Benefit:** Enhances emotional literacy, non-verbal communication, and empathy between generations.

## Workshop Proposal: Stimulation Through Music, Drama, and Theatre

Title: Intergenerational Engagement Through Music, Drama, and Theatre

Duration: 6 hours (Three 2-hour modules)

Target Audience: Educators, caregivers, community organisers, artists, and volunteers interested in using music, drama, and theatre to foster intergenerational connections.

General Objectives: By the end of the workshop, participants will:

- Acquire the necessary knowledge to conduct intergenerational music, drama, and theatre activities, including specific facilitation techniques.
- Develop skills in evaluating session effectiveness and self-reflection on their facilitation techniques.

## Workshop Breakdown

### Unit 1: Introduction to the Benefits of Music, Drama, and Theatre in Intergenerational Activities

#### Objectives:

- Recognise the cognitive, emotional, and social benefits of music, drama, and theatre for intergenerational engagement.
- Explore how these art forms foster collaboration, empathy, and communication.
- Identify potential challenges and solutions in intergenerational arts activities.

#### Activities:

1. Icebreaker: "Sound and Movement" – Participants engage in rhythmic clapping or simple vocal exercises to establish a shared creative space.
2. Case Study Discussion – Analyse real-world projects demonstrating the impact of music, drama, and theatre on intergenerational relationships.
3. Theatrical Warm-Up – Simple drama exercises to promote expression and teamwork.
4. Reflective Discussion – Participants share insights on how to adapt activities for diverse groups.

#### Materials Needed:

- Musical instruments: tambourines, maracas, small drums.
- Open space for movement exercises.
- Audio equipment for playing music.
- Visual materials showcasing successful case studies.

## Unit 2: Music-Based Activities for Intergenerational Engagement

### Objectives:

- Design and facilitate music-based activities that engage both younger and older participants.
- Understand how music enhances cognitive and emotional well-being.
- Adapt musical exercises for participants with different abilities.

### Activities:

1. Sing-Along Session – Group singing using familiar and cross-generational songs.
2. Rhythm and Percussion Games – Participants create collaborative rhythmic patterns using percussion instruments.
3. Musical Storytelling – Narrating stories through music and movement.
4. Memory Song Sharing – Participants share songs that hold personal significance, fostering shared memories.
5. Accessibility Adaptation Workshop – Adjusting tempo, using adaptive instruments, and ensuring inclusivity.

### Materials Needed:

- Songbooks with lyrics from different eras.
- Percussion instruments (hand drums, egg shakers, bells).
- Digital audio tools (tablet or laptop for playing and recording music).
- Chairs and seating for accessibility.

## Unit 3: Drama and Theatre for Emotional and Social Stimulation

### Objectives:

- Facilitate drama and theatre activities that promote self-expression and empathy.
- Use drama as a tool for cognitive engagement and emotional exploration.
- Adapt theatre activities for different abilities and comfort levels.

### Activities:

1. Role-Playing and Improvisation – Participants enact short improvisational scenarios to encourage spontaneity and empathy.
2. Tableau (Freeze Frames) – Creating frozen images of emotional or social themes to develop storytelling skills.
3. Storytelling with Props – Encouraging imagination by using props to build a collective narrative.
4. Intergenerational Skits – Creating and performing short plays focusing on shared experiences.
5. Emotion Charades – Acting out emotions without words to build non-verbal communication skills.

### Materials Needed:

- Props: scarves, hats, small objects for storytelling.
- Cue cards with scenario prompts.
- Large open space for movement activities.
- Simple costumes for role-playing exercises.

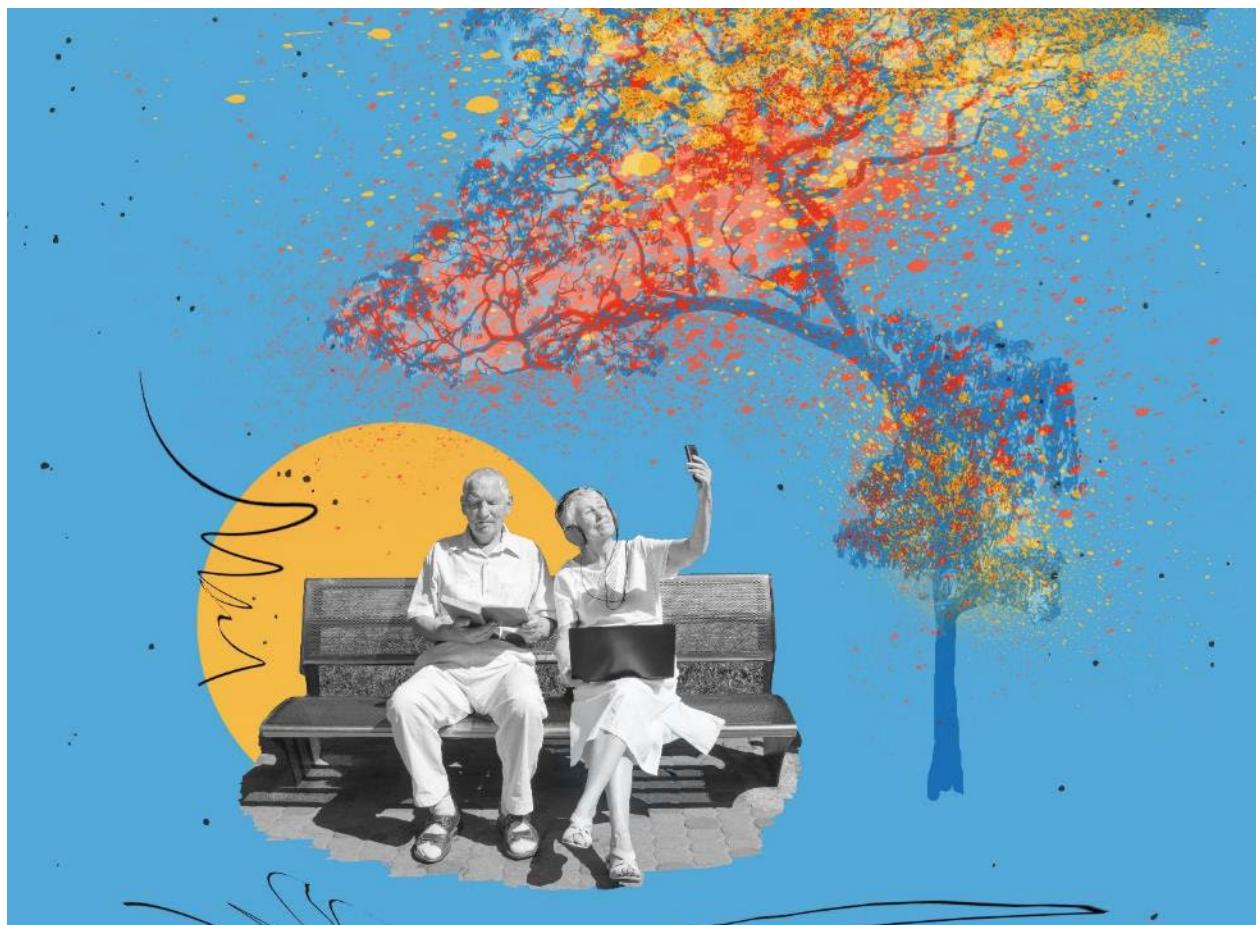
## Workshop Outcomes

By the end of the workshop, participants will:

- Have a strong understanding of how music, drama, and theatre foster intergenerational connections.
- Possess hands-on experience designing and leading inclusive arts-based activities.
- Develop confidence in adapting activities to meet diverse needs.
- Be equipped with strategies for evaluating their facilitation techniques and improving future sessions.

### Evaluation Methods:

- Observation of engagement and participation.
- Group discussions and peer feedback.
- Self-reflection exercises.
- Post-workshop survey on learning outcomes.





## Stimulation through movement and dance

Movement and dance play a powerful role in stimulating physical, cognitive, emotional, and social well-being in healthcare settings, particularly when bringing together different generations. These activities create opportunities for expression, connection, and therapy, benefiting both older and younger participants. These activities create a joyful, engaging, and therapeutic environment, benefiting both physical and mental health while fostering deep intergenerational connections.

### **General objectives:**

At the end of the training, participants will:

1. acquire the necessary knowledge to carry out the activities, including specific attitudes of working with beneficiaries
2. have knowledge of how to evaluate the work sessions and self-evaluation

### **Learning Objectives**

By the end of this training program, participants will be able to:

<b>OBJECTIVE</b>	<b>DETAILS</b>
<b>1. Understand the Benefits of Movement and Dance in Intergenerational Engagement:</b>	<ul style="list-style-type: none"> <li>· Explain how movement and dance enhance physical, emotional, and social well-being across generations.</li> <li>· Recognize the role of movement in building intergenerational connections and promoting inclusivity.</li> </ul>
<b>2. Incorporate Movement into Intergenerational Activities:</b>	<ul style="list-style-type: none"> <li>o Identify and utilize movement techniques and dance styles that resonate with participants from different age groups and cultural backgrounds.</li> <li>o Adapt movement activities to align with the preferences and capabilities of diverse participants.</li> </ul>
<b>3. Facilitate Inclusive and Accessible Movement Activities:</b>	<ul style="list-style-type: none"> <li>o Demonstrate the ability to adapt movement and dance activities to accommodate participants with varying physical and cognitive abilities.</li> <li>o Foster an inclusive environment that encourages participation and self-expression.</li> </ul>

## Unit 1: Introduction to Movement and Dance in Intergenerational Activities

### Objectives

- **Recognize the Role of Movement and Dance in Intergenerational Engagement:**
  - Understand how movement and dance can enhance physical, emotional, and social connections between generations.
- **Identify the Benefits of Dance Across Generations:**
  - Explain the physical, cognitive, and emotional benefits of incorporating movement and dance into intergenerational activities for participants of all ages.
- **Explore Cultural and Generational Relevance in Dance:**
  - Learn how to select and adapt dance and movement activities that align with the cultural and generational preferences of diverse participants.

### Thematic content

The role of movement and dance in promoting physical health and emotional well-being.

- Overview of intergenerational engagement through dance.
- Understanding the cultural and social significance of dance across generations.

### Outcomes

Participants understand the benefits of movement and dance for individuals of all ages.

Participants gain awareness of how movement can foster intergenerational connections.

### Methods/ Types of activity

- Lecture on the importance of movement and dance in intergenerational engagement.
- Group discussion on cultural and generational preferences in dance.
- Icebreaker movement exercises

## Unit 2: Exploring Movement Techniques for All Abilities

### Objectives

- **Adapt Movement Activities for Participants with Diverse Abilities:**

Develop the skills to modify movement techniques to accommodate varying physical and cognitive abilities, ensuring inclusivity and accessibility.

- **Facilitate Participation for All Skill Levels:**

Learn strategies to encourage active involvement and engagement from participants regardless of their mobility or skill level.

- **Promote Creativity and Confidence Through Adaptive Movement:**

Enable participants to express themselves creatively and confidently by tailoring movement activities to their unique abilities and needs.

### Thematic content

Introduction to movement techniques suitable for diverse physical abilities.

When incorporating movement into intergenerational activities, it is essential to create an inclusive environment where all participants, regardless of physical ability, feel comfortable and engaged. Movement can be expressive, rhythmic, and adaptive to accommodate a range of mobility levels, from fully ambulatory individuals to those with limited mobility or who use wheelchairs.

Adapting activities to accommodate participants with mobility challenges.

Movement should be approached with flexibility, ensuring that every participant can contribute in a way that is comfortable for them. Below are some key movement techniques that cater to diverse physical abilities:

#### A. Gentle and Adaptive Movements

Focuses on small, controlled motions rather than large, high-energy movements.

Includes arm sways, wrist rotations, gentle head nods, and seated leg lifts.

Can be performed standing, seated, or with the support of mobility aids.

## B. Expressive Movement & Gesture-Based Motion

Encourages the use of facial expressions, hand gestures, and body language to communicate emotion.

Incorporates storytelling through movement, such as mimicking nature (e.g., moving like waves, growing like a tree).

Ideal for participants who may have difficulty with large motor movements.

### Adapting Activities for Participants with Mobility Challenges

#### Seated Dance & Movement Adaptations

For participants using wheelchairs or those with limited mobility, movements can be adapted as follows:

- ✓ Upper Body Focus – Use arm waves, wrist twirls, shoulder rolls, and head movements.
- ✓ Instrumental Engagement – Utilize scarves, ribbons, or handheld percussion instruments.
- ✓ Rhythmic Foot Taps or Knee Movements – Encourage subtle lower-body movement where possible.

## Outcomes

Participants learn techniques for adapting movement activities to suit various physical abilities.

Participants gain confidence in facilitating inclusive movement exercises.

## Methods/ Types of activity

Demonstration and practice of adaptive dance movements.

Case studies on accessibility in dance activities.

Partner exercises to explore movement modification strategies.

## Unit 3: Designing and Facilitating Movement and Dance Activities

### Objectives

- **Plan Inclusive Movement and Dance Sessions:**

Develop the ability to design engaging and adaptable movement and dance activities that cater to diverse intergenerational groups, ensuring inclusivity and accessibility.

- **Apply Effective Facilitation Techniques:**

Learn and practice strategies for leading movement and dance activities, fostering collaboration, participation, and enjoyment among participants of all ages.

- **Ensure Safety and Comfort During Activities:**

Implement best practices to create a safe and supportive environment, prioritizing participants' physical well-being and emotional comfort throughout the sessions.

### Thematic content

#### Planning Structured & Unstructured Movement Activities for Intergenerational Engagement

When designing movement activities for intergenerational settings, a balance between structure and flexibility is essential. Some participants may thrive in well-organized routines, while others prefer spontaneous and creative movement. By incorporating both structured and unstructured activities, you can cater to diverse preferences, energy levels, and mobility abilities.

##### 1. Structured vs. Unstructured Movement Activities

###### A. Structured Movement Activities

Involve clear guidelines, set routines, and often follow a leader or instructor.

Are helpful for participants who prefer predictable movement patterns or need assistance.

Encourage confidence, coordination, and rhythm in a guided way.

Examples:



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- ✓ Simple Choreographed Dances – Basic step routines adapted for all levels.
- ✓ Chair Yoga or Seated Movement Sequences – Gentle stretching and breathwork.
- ✓ Follow-the-Leader Dance – One person demonstrates a movement, and others mirror it.

#### B. Unstructured Movement Activities

Allow participants to express themselves freely through spontaneous movement.

Foster creativity, social interaction, and emotional connection.

Can be as simple as free dancing to music or responding to prompts.

Examples:

- ✓ Music Interpretation Dance – Participants move in response to different musical genres.
- ✓ Emotion-Based Movement – "Move like a leaf in the wind" or "express happiness through movement."
- ✓ Group Improvisation – Participants take turns adding movements to a collective dance sequence.

### 2. Strategies for Encouraging Participation & Collaboration Across Generations

#### A. Inclusive & Accessible Movement

Offer Modifications – Provide seated and standing versions of activities.

Use Props – Scarves, ribbons, and lightweight instruments make movement engaging.

Encourage Personal Expression – Allow participants to interpret movements in their own way.

#### B. Partner & Group-Based Activities

Pair Up Across Generations – Have older and younger participants collaborate on movement sequences.

Create a Story with Movement – Each generation adds a movement to a collective routine.

Intergenerational Circle Dance – Simple, repetitive steps everyone can follow together.

#### C. Encouragement & Positive Reinforcement

Celebrate All Participation – Whether big or small, all movement efforts are valued.

Make It Fun – Use music that resonates with both age groups.

Minimize Pressure – Allow participants to move at their own pace without strict rules.

### 3. Balancing Physical Activity with Safety & Enjoyment

#### A. Safety Considerations

- ✓ Warm-Up & Cool-Down – Start with gentle stretches and end with relaxation.
- ✓ Check the Environment – Ensure non-slip floors, adequate space, and accessible seating.
- ✓ Encourage Hydration & Rest Breaks – Allow participants to pause when needed.
- ✓ Respect Mobility Differences – Adapt movements for different abilities and comfort levels.

#### B. Keeping It Enjoyable & Engaging

- ✓ Use Familiar Music – A mix of nostalgic and modern tunes can engage all ages.
- ✓ Vary the Activities – Combine different styles, speeds, and levels of movement.
- ✓ Focus on Connection Over Performance – The goal is shared experience, not perfection.

## Outcomes

Participants can design movement-based activities that are engaging and safe for all participants.

Participants develop skills to facilitate group movement exercises effectively.

## Methods/ Types of activity

A successful intergenerational movement session should be inclusive, engaging, and adaptable to all participants. Whether structured or freeform, movement activities should foster joy, creativity, and connection across generations.

Collaborative activity planning in small groups.

Recommendations for Successful Intergenerational Dance Activities

- Choose Accessible Movements – Ensure movements can be modified for all mobility levels.
- Select Familiar & Enjoyable Music – Mix nostalgic songs with modern tunes to engage all participants.
- Encourage Creativity & Expression – Allow participants to contribute their own moves and styles.
- Keep It Social & Fun – Focus on enjoyment and connection rather than technical perfection

facilitators in mock intergenerational sessions.

## Examples of Activities Using Movement and Dance

### 1. Mirror Movement

- **Description:** Participants pair up (one younger and one older) and take turns leading and mimicking each other's movements as if they were looking in a mirror.
- **Objective:** Build coordination, trust, and connection between participants.
- **Benefits:** Enhances motor skills, concentration, and non-verbal communication.

### 2. Intergenerational Line Dancing

- **Description:** Teach participants simple line dances (e.g., electric slide, salsa line dance) with easy-to-follow steps.
- **Objective:** Foster collaboration and rhythm through shared movement sequences.
- **Benefits:** Encourages teamwork, improves rhythm, and promotes physical activity.



### 3. Storytelling Through Movement

- **Description:** Create a story as a group and use movement to act out scenes. For example, participants might depict a day at the beach by miming swimming, building sandcastles, or watching the waves.
- **Objective:** Encourage creativity and emotional expression through physical storytelling.
- **Benefits:** Stimulates imagination, memory, and group bonding.

### 4. Rhythm Circles

- **Description:** Participants sit or stand in a circle and clap or stomp to create a group rhythm. Add layers by having individuals introduce different movements like tapping shoulders or waving arms.
- **Objective:** Develop rhythm and a sense of unity among participants.
- **Benefits:** Improves coordination and teamwork while fostering a fun atmosphere.





## 5. Cultural Dance Exchange

- **Description:** Introduce traditional dances from various cultures. Participants learn and perform together, taking turns sharing cultural insights.
- **Objective:** Promote cultural awareness and intergenerational learning.
- **Benefits:** Enhances understanding of cultural diversity and builds mutual respect.

## 6. Movement Games (e.g., Freeze Dance)

- **Description:** Play music and ask participants to dance freely. When the music stops, everyone must freeze in place. Add challenges like freezing in a specific pose or shape.
- **Objective:** Encourage playfulness and quick reflexes.
- **Benefits:** Increases energy, improves focus, and brings joy to the group.





## 7. Adaptive Chair Dancing

- **Description:** For participants with limited mobility, lead a session of seated dancing, focusing on arm movements, clapping, and torso sways. Use upbeat music for engagement.
- **Objective:** Ensure inclusivity while encouraging physical activity.
- **Benefits:** Stimulates physical activity, improves coordination, and builds confidence.



## 8. Dance Improvisation

- **Description:** Provide scarves, ribbons, or small balls and let participants create movements that incorporate these props.
- **Objective:** Stimulate creativity and self-expression through dance.
- **Benefits:** Encourages improvisation, enhances creativity, and fosters a playful spirit.

## 9. Generational Dance Swap

- **Description:** Younger participants teach older participants a popular contemporary dance, while older participants teach younger participants a dance from their era.
- **Objective:** Share and learn dance styles across generations.
- **Benefits:** Builds mutual respect, cultural exchange, and connection.

## 10. Group Circle Dance

- **Description:** Everyone holds hands in a circle and moves together in simple, repetitive steps to music. This could include folk dances like the Greek Sirtaki or a simplified waltz in a circle.
- **Objective:** Foster unity and physical engagement through collective movement.
- **Benefits:** Promotes synchronization, teamwork, and a sense of community.

## 11. Emotion-Based Movement Exploration

- **Description:** Play different types of music (e.g., joyful, calm, dramatic) and ask participants to move in a way that reflects the emotions conveyed by the music.
- **Objective:** Develop emotional expression and creativity through dance.
- **Benefits:** Enhances emotional awareness and encourages free expression.





## 12. Movement-Based Story Recall

- **Description:** Share a simple story with the group and have participants create movements to represent key parts of the narrative (e.g., miming animals, weather, or activities in the story).
- **Objective:** Enhance memory and creativity through physical storytelling.
- **Benefits:** Stimulates cognitive function and promotes active listening.

## 13. Intergenerational Flash Mob

- **Description:** Teach a fun, simple dance routine to the group and perform it together as a surprise for other community members or family.
- **Objective:** Build confidence and camaraderie through a shared performance goal.
- **Benefits:** Boosts morale, teamwork, and sense of accomplishment.



## Workshop Agenda

### Day 1

#### Session 1: Introduction to Movement and Dance in Intergenerational Activities (60 min)

**Objective:** Understand the role of movement and dance in fostering intergenerational connections.

##### Step 1: Welcome and Icebreaker (15 min)

- **Activity:** "Name & Movement" – Each participant introduces themselves with a simple movement, and the group repeats it.
- **Purpose:** Encourages engagement and sets a comfortable atmosphere.

##### Step 2: Mini Lecture on the Benefits of Movement and Dance (20 min)

- Discuss physical, emotional, and social benefits.
- Highlight the role of dance in promoting inclusivity and cultural expression.

##### Step 3: Group Discussion (15 min)

- **Prompt:** "What role does movement play in your daily life and community?"
- Encourage participants to share personal experiences.

##### Step 4: Movement Warm-Up (10 min)

- Light stretching and rhythmic movements to prepare for the next session.

#### Session 2: Exploring Movement Techniques for All Abilities (90 min)

**Objective:** Learn how to adapt movement activities for participants with diverse physical and cognitive abilities.

##### Step 1: Demonstration of Adaptive Dance Techniques (20 min)

- Showcase examples of seated dance, expressive hand gestures, and gentle adaptive movements.

##### Step 2: Hands-On Practice (30 min)

- **Activity:** Participants pair up and practice leading each other in adaptive movements.
- Focus on modifying movements based on ability levels.

##### Step 3: Discussion on Accessibility (20 min)

- How to create inclusive movement spaces.



- Adapting activities for participants with limited mobility.

#### **Step 4: Group Exercise – "Seated Dance Routine" (20 min)**

- Facilitator leads a short seated dance sequence to music.
- Participants follow along and discuss modifications.

### **Day 2**

#### **Session 3: Designing and Facilitating Movement and Dance Activities (120 min)**

**Objective:** Learn how to plan and lead engaging intergenerational movement sessions.

#### **Step 1: Overview of Structured & Unstructured Activities (20 min)**

- Explain the difference between structured dance routines and freeform movement games.

#### **Step 2: Activity Planning in Small Groups (40 min)**

- Groups design a short movement session using the framework provided.
- Consider inclusivity, age appropriateness, and cultural diversity.

#### **Step 3: Mock Facilitation – Practice Leading a Session (40 min)**

- Each group leads their designed movement session.
- Peer feedback provided on clarity, adaptability, and engagement.

#### **Step 4: Reflection and Q&A (20 min)**

- Discuss challenges, insights, and takeaways from the facilitation experience.

Bonus Activities: Examples of Movement & Dance Activities

If time permits, facilitators can include these interactive movement exercises:

1. **Mirror Movement:** One person leads a movement; the partner mirrors it.
2. **Storytelling Through Dance:** Act out a simple story using gestures and movement.
3. **Intergenerational Line Dancing:** Teach a simple dance with repetitive steps.
4. **Emotion-Based Movement Exploration:** Move based on different music moods.
5. **Adaptive Chair Dancing:** A fully seated dance session using props.
6. **Rhythm Circles:** Participants clap, tap, or move to create collective rhythm



# Communication and Interdisciplinary Collaboration

## Introduction

Communication and collaboration between the care staff, artists, and family carers are essential in the process of implementation of intergenerational participative arts programs in care settings, having as core target the wellbeing of the older persons. For this reason, the approach that would ensure an efficient communication and planning of these programs is the person-centered care approach, which takes into consideration the individualized needs and particular characteristics of the person, with their unique personality, and involved in the care process and in the care decisions also the person, who is most capable of knowing what is best for themselves. This chapter describes how the communication and collaboration could be improved in the practice of the intergenerational participative arts in the care institutions, having in mind the benefits of the implementation of such programs not only for the older persons, but also for the care staff and the community as a whole.

## The Communication between stakeholders within the Intergenerational Participative Arts Programs

Communication is the process of exchanging information through messages, but an efficient communication also means to understand the emotions and the intentions which are transmitted along with the information. An efficient communication between stakeholders within the Intergenerational Participative Arts Programs creates trust between the involved persons, sets the ground for a common work approach, offers the same understanding on the needs of beneficiaries and on the process to undertake further, enhances mutual respect and learning, for obtaining the foreseen outcomes.

Communication and interdisciplinary collaboration in this context are a necessary path and tool for:

- Changing the practices and embracing creativity in the care process
- Exploring new and innovative ways of working and expressing in residential settings for older persons, through arts
- Creating and strengthening relationships between residents, and also between residents and the care staff, family members and the larger community
- Allowing artists to be part of the organizational culture of the institutions and enhancing their care practices through new approaches
- Developing empathy at all levels
- Exploring attitudes towards the care process and towards the use of arts in this process for all stakeholders involved and for residents themselves
- Allowing time to create bonds between the members of the team involved in these programs
- Involving older residents in all stages of the implementation of the arts programs in the institutions, based on the same principles of the person-centered care approach, which will allow older persons to make their own decisions and to participate at their own pace
- Intergenerational understanding as it opens up the way for trust and friendship between younger and older people in the context of creation and discussion of arts

## Strategies for improving the Communication between stakeholders within the Intergenerational Participative Arts Programs

The Intergenerational Participative Arts Programs have several stages of activities, such as: planning, implementation and evaluation phases. In all these stages, communication is essential for ensuring a successful application of the program and for involving all stakeholders in the process. Communication could be enhanced in each of these stages, taking into consideration the following:

- In the **planning phase** of the program, it is essential to keep an ongoing consultation and dialogue between all persons involved, such as older people from the nursing home, care staff, artists who will be involved in the arts program, and potential family members who will be involved. This will be done by exploring first the needs and expectations of the target group, and discussions on how these needs will be met and which will be the roles of each stakeholder involved. It is also essential to set up the objectives of the arts program in a clear manner, and to present it to all persons involved. This will enhance their collaboration and the chances of achieving the goals of the activities foreseen. If the residents and staff have no artistic skills or previous experiences in this field, it will be the artists' role to introduce this notion, and this can be done through an introductory artistic workshop which will explore the interests and abilities of participants and will offer them a glimpse on what art could mean in these settings. In this initial phase, it is compulsory to take into account the different cultures of the people involved, their life experience, the older people characteristics in terms of cognitive abilities and sensorial impairments, and to ensure that feedback is offered by all participants. The older people experience, skills and abilities are an asset to build upon in these arts programs implementation, their contribution being essential for mutual learning in an intergenerational manner.
- In the **implementation stage**, the key element for facilitation of the communication between stakeholders will be building trust. trust will be developed in a progressive manner, through interactions that will take place in time between the members of the team, artists and residents. Older people will need to get familiar with the persons who will participate in the program in order to immerse themselves into the creative process and allow their emotions and personal experiences to come to surface and be expressed. The care staff, family members and artists will need to develop a safe environment, based on clear and non-judgmental communication, allowing older residents to express without fears or doubts, and taking into account always the preservation of dignity. Developing relationships also between residents themselves is a good way for enhancing the success of the program. The artists who facilitate the program will have to develop their empathy skills for being able to put themselves in the 'shoes' of the older person and understand what they feel or think. In this way, artists will be more able to facilitate the process of artistic expression in the older residents, as they may challenge their beliefs regarding age and ageing and overpassing their own personal limits in artistic expressions for themselves. The artists and the care staff will have the responsibility to offer to the older residents the possibility to reflect on their own

experiences and artistic work, to discover new sense and to experience the creative program at the level they wish and have the freedom to choose how they will experience this. The artistic experiences facilitated in residential settings could trigger new fulfilment and change of perspective, which will also improve the quality of life of older people.

- During the **evaluation stage** of the arts program, it is essential to understand each participant's feedback and input regarding the outcomes and the implementation of the arts program, as this will allow the improvements for future work. Communication is the key player also in this phase, as it allows all participants to express themselves without criticism and in a constructive manner. Evaluation meetings could be organized, involving all participants to the participative arts program, or separate meetings with older residents, care staff, artists and family members. These group discussions can be a very effective way for understanding the impact of the program on the target group and on all participants and for planning new paths for moving forward in other activities. The communication between stakeholders in the evaluation phase will have to focus on the strengths of the program and positive impact on target group and participants, and also on the challenges and difficulties encountered during the process, and ideas for improvements. A smooth communication process will enhance the collaboration between stakeholders and will allow future possibilities of collaboration and work in the artistic field applied in care contexts.

## Conclusion

Communication is the central process to be used in the application of the intergenerational art practices in residential settings, involving all stakeholders and enhancing the collaboration between them. Communication will be essential in all stages of the intergenerational participative arts programs, such as planning, implementation and evaluation. Communication will be enhanced taking into account the personal needs, life experiences, biography, skills and abilities of the target group – older residents, and of the other participants – care team, family members and artists themselves. This is an ongoing process of creating trust in a progressive manner and co-creation of new perspectives, for the benefit of older people and for opening up new perspectives in old age care, embedding transdisciplinary collaboration and insights.



# **Funding and Resources for Creative Care**

Through extensive research conducted across partner countries within the Creative Care project, it has been demonstrated that artistic activities significantly enhance the wellbeing and quality of life of older adults. However, a critical challenge has been identified: the procurement of adequate funding for such programmes in care homes, for volunteers, and care workers. As a trainer implementing these valuable activities, you'll need to navigate various funding opportunities to sustain your work. This chapter will guide you through the process, from local initiatives to European Union programmes, helping you build a sustainable foundation for your creative care activities.

## 7.1. Understanding the Funding Landscape

Before you begin seeking funding, it's important to understand how different funding mechanisms have been established. The Creative Care project's research has shown that successful programmes often combine multiple funding sources, creating a robust financial foundation. As you read through this chapter, you'll discover how you can adapt these strategies for your own work.

### 7.1.1. Local Funding Opportunities: Your Starting Point

While EU-level funding opportunities are substantial, your journey to secure resources will most effectively begin in your local community. Local funding sources have been designed to be more accessible, and you'll find their application processes are typically less complex than national or EU programmes.

As a creative care trainer, you can approach several local funding sources outlined below.

#### **Community Arts Councils**

These organisations have been established specifically to support initiatives like yours. When you approach them, focus on explaining how your work bridges artistic expression with social care. Their intimate understanding of local needs makes them particularly valuable partners for your work.

#### **Community Foundations**

These organisations have developed deep connections within your local area. When you present your project to them, emphasise how your creative activities enhance community welfare. You'll find they're particularly interested in programmes that:

- Bridge generations through creative activities
- Bring artistic experiences into elderly care facilities
- Create lasting community connections

### Municipal Support

Local government structures have often established departments dedicated to cultural affairs or senior services. As you explore these opportunities, you'll discover that even if specific grant programmes haven't been created, you might secure valuable in-kind support such as:

- Access to venues for your activities
- Assistance with promotion
- Help with participant recruitment
- Administrative support

### Building Your Local Partnership Network

While formal funding opportunities have been established through various channels, your success will often depend on the partnerships you build. Here's how you can approach different potential partners:

#### Care Facilities

Many care facilities have allocated budgets for resident activities. When you approach facility managers, present your programme as an enhancement to their existing services. You'll need to demonstrate:

- Clear benefits for residents
- Professional delivery methods
- Cost-effective implementation
- Measurable outcomes

#### Local Businesses

Commercial partnerships have been shown to provide valuable support for creative care programmes.

You can approach:

- Art supply stores for materials
- Local printers for documentation materials
- Transport companies for participant access
- Community centres for venue space

### 7.1.2. European Union Funding Opportunities

The European Union has established several substantial funding streams that you can access for your creative care activities. While these applications will require more detailed preparation than local funding requests, they can provide significant resources for well-designed programmes.

#### Erasmus+ Framework

Beyond student exchanges, Erasmus+ funds:

- Professional Development: Support for training and workshops to enhance your skills in creative care.
- Exchange of Practices: Opportunities to collaborate with European colleagues and share innovative methods.
- Innovative Methods: Funding for the development and testing of new approaches in elderly care.
- Training Materials: Support for creating resources that facilitate the adoption of creative care practices.

[Learn more at: Erasmus+ Programme Guide](#)

#### Creative Europe Programme

With a budget of €2.44 billion for 2021-2027, Creative Europe supports cultural and creative sectors.

When applying:

- Cultural Diversity: Emphasise how your project celebrates and integrates diverse cultural expressions.
- Intergenerational Understanding: Highlight activities that connect different age groups, fostering mutual learning and empathy.
- Alignment with EU Goals: Showcase how your project contributes to broader European cultural and social priorities.
- Specific Needs in Elderly Care: Detail how your work enhances the quality of life for elderly participants.

[Learn more at: Creative Europe Programme](#)

#### Horizon Europe

Horizon Europe focuses on research and innovation, offering funding for projects that develop new methodologies or study the impact of creative activities. Relevant areas include:

- Methodology Development: Explore innovative techniques for artistic engagement.
- Impact Studies: Research benefits on mental health, social connections, and overall wellbeing.
- Collaborative Projects: Partner with researchers and institutions to strengthen your project's scope and credibility.

[Learn more at: Horizon Europe](#)

## 7.2. Practical Application Guidance

When you're ready to apply for funding, you'll need to present your programme effectively. Here's how you can structure your applications:

### For Local Funding

Present your case clearly and concisely. You'll need to include:

- Specific benefits for participants
- Detailed cost breakdowns
- Implementation timeline
- Evaluation methods

### For EU Funding

These applications have been designed to be more comprehensive. You'll need to demonstrate:

- Broader European value
- Partnership structures
- Sustainability plans
- Detailed budgets
- Impact measurement methods

### 7.2.1. Managing Your Resources

Once funding has been secured, effective management becomes crucial. You will need to:

- Keep detailed records of all expenditure
- Document your activities regularly
- Maintain clear communication with funders
- Collect participant feedback
- Measure and report outcomes

## 7.3. Looking Forward

As you develop your creative care activities, remember that funding landscapes evolve continuously. Stay informed about new opportunities through:

- Professional networks
- Cultural organisations
- EU information portals
- Local authority newsletters

While securing funding requires careful planning and persistent effort, remember that your work brings valuable benefits to elderly participants. The structures and opportunities described in this chapter have been established to support meaningful initiatives like yours. As you begin your funding journey, focus on building strong local foundations while preparing for larger funding opportunities.

**Your next steps should be to:**

- Assess your programme's specific funding needs
- Identify potential local partners
- Prepare basic programme documentation
- Begin building relationships with potential funders

*Remember, successful funding often comes from combining multiple sources, and each small success builds toward larger opportunities!*

## CASE STUDIES

### CASE STUDIES: FUNDATIA DE SPRIJN COMUNITAR, ROMANIA

SESSION:	STIMULATION THROUGH MOVEMENT AND DANCE
SESSION TITLE:	"Moving Together: A Joyful Journey Through Dance"
LOCATION:	Day Centre for Seniors The place was adapted, all chairs and tables placed in circle
NUMBER OF BENEFICIARIES:	25 seniors
FACILITATORS:	<ul style="list-style-type: none"> <li>• 1 Combined arts worker, 1 person</li> <li>• 1 psychologist</li> <li>• 1 physiotherapist</li> </ul>
YOUTH GROUP:	5 teenagers, ages 15-17
DURATION:	1 hour
MATERIALS NEEDED:	Elastics, scarves, ribbons, hoola hoops, plastic cups, straws
OBJECTIVES OF THE SESSION:	The goal is to foster connection, stimulate body and mind, and ensure accessibility and joy for all participants.

#### Session Structure:

##### 1. Welcome Circle & Warm-Up (10 minutes)

- **Led by:** Psychologist + Physiotherapist
- **Goals:** Establish connection, create a safe space, prepare bodies gently
- **Activity:**
  - Seated or standing circle
  - Name game with gestures (say your name and do a movement, others repeat)
  - Gentle joint warm-ups: neck rolls, shoulder shrugs, ankle circles
  - Deep breathing with arm movements to relax

## 2. Themed Movement Exploration (20 minutes)

- **Led by:** Art Worker + Physiotherapist
- **Theme:** "A Walk Through the Seasons"
- **Activity:**
  - Music-based guided improvisation using imagery (e.g. brushing away autumn leaves, floating like snowflakes, blooming like spring flowers, dancing in summer rain)
  - Young people pair with seniors or small mixed-age groups
  - Use of scarves or ribbons to enhance movement expression

**Accessibility Note:** Movements are adaptable—can be done seated or standing, with varying range of motion.

## 3. Partner and Group Dance (15 minutes)

- **Led by:** Art Worker
- **Activity:**
  - Simple repetitive dance (circle or line dance) based on folk or popular music
  - Intergenerational pairs (young person + senior) mirror each other's moves
  - Option to rotate partners and make eye contact to enhance connection
- **Focus:** Playfulness, rhythm, coordination, non-verbal communication

## 4. Cool Down & Emotional Reflection (10 minutes)

- **Led by:** Psychologist + Physiotherapist
- **Activity:**
  - Slow, flowing stretches to relaxing music
  - Guided visualization or body scan
  - Brief group sharing: "What movement felt best to you today?"
  - Use of colored emotion cards or simple words for non-verbal sharing

## 5. Closing Ritual (5 minutes)

- **Led by:** All Facilitators
- **Activity:**
  - Collective gesture or group chant (e.g. raising hands together and saying "thank you")
  - Expressing gratitude
  - Optional: small token exchange (like a ribbon) between generations

## Optional Adaptations:

- Use chairs for seated movement if mobility is limited
- Adjust tempo and complexity of dance to fit physical capabilities
- Include live music if available (e.g. drum or acoustic guitar)

## Key Outcomes:

- Enhanced mood and cognitive stimulation
- Strengthened intergenerational bonds
- Gentle physical activation
- Creative expression and fun

## IMAGES FROM THE PRACTICAL SESSION

*all beneficiaries signed GDPR agreements.*





creative care

CREATIVE CARE  
PARTICIPATORY ARTS PROGRAMMES FOR OLDER PEOPLE  
IN HEALTHCARE SETTINGS



## EVALUATION

The evaluation was made by the facilitators based on: reflective prompts, observational checklists, and space for collaborative feedback between the **art worker, psychologist, and physiotherapist**.



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## 1. Overall Reflection (All Facilitators)

*An overall description on how the session felt from the perspective of the facilitators. What stood out the most (positively or as a challenge)?*

- **Art Worker:**

*e.g., "Participants responded well to imagery in the seasonal movement section..."*

- **Psychologist:**

*e.g., "There was noticeable emotional uplift during the group dance portion..."*

- **Physiotherapist:**

*e.g., "Movements were well adapted; participants maintained safe engagement..."*

## 2. Observation Checklist

**(Each facilitator scored individually or collectively)**

Observation Point	Yes	Somewhat	No	Notes
Participants were engaged throughout				
Movements were accessible to all ability levels				
Positive intergenerational interaction occurred				
Instructions were clear and well-paced				
Emotional safety and comfort were maintained				
Participants expressed joy or satisfaction				
Facilitators collaborated smoothly				

### 3. Role-Specific Reflections: each facilitator made notes that were introduced in the personal individual plans

#### **Art Worker:**

- How did participants respond to creative movement prompts?
- Were the materials (music, props) effective and engaging?
- Suggestions for enhancing expressive flow?

#### **Psychologist:**

- Did participants show signs of emotional stimulation or social connection?
- Were any emotional needs unmet or unrecognized?
- How did the reflection and closing rituals support psychological wellbeing?

#### **Physiotherapist:**

- Did participants stay within safe physical limits?
- Was the warm-up and cool-down sufficient?
- Any observed physical strain or mobility issues to note for next time?

### 4. Adjustments for Future Sessions

*Based on today's observations, what would we keep, improve, or change next time?*

- What to **Keep**:
- What to **Change**:
- What to **Add**:

### 5. Participant Feedback Summary

The facilitators summarized the verbal comments or feedback cards if collected

- “I haven’t danced in years, this brought back memories.”
- “I liked moving with the volunteer, we had fun.”

#### **Final Notes:**

*Any logistical considerations (space, sound, timing)?*



## CASE STUDIES: COMMUNICATION

### Case Study no. 1: “The Colors of Silence” – When Communication Is Missing, Participation Becomes Formal

At the “Flower” Residential Centre, a group of volunteer visual artists proposed organizing a participatory art program focused on painting, dedicated to the seniors living there. The center’s management quickly accepted the initiative, viewing it as an excellent opportunity to diversify activities. However, the initial enthusiasm was not followed by a phase of consultation or in-depth planning. There was no prior dialogue with the residents or the care team, and the artists did not receive relevant information about the specific needs of the target group.

The workshops were scheduled once a week for four weeks, held in a spacious activity room equipped with high-quality painting materials. The artists brought creative proposals inspired by their own visual universe—abstract themes, free compositions, expressive colors. But difficulties have appeared from the very first session.

Among the participants was Mr. John, a 71-year-old resident who had been passionate about painting in his youth but he was now suffering from a neurological condition that caused severe hand tremors. Although happy to reconnect with art, he felt frustrated by the lack of adaptation of the activity to his physical limitations. He tried to paint, but each dropped brush deepened his sense of helplessness. He left after the first session, saying, “It’s worse to feel like you can’t do it than not being there at all.”

Mrs. Sofia, aged 80, had severe hearing difficulties and did not wear a hearing aid. The artists, unaware of this, addressed her with verbal instructions without looking directly at her or checking if she understood. Sofia remained withdrawn, politely smiling, but without actively participating. The whole experience was confusing and exhausting for her.

Another participant, Mr. George, aged 89, suffered from macular degeneration that seriously affected his vision. He was eager to be involved and loved colors, but he couldn’t distinguish the shapes and outlines used in the exercises. The artists did not adapt the materials—the paper lacked texture, the shades were too similar in tone, and there was no additional tactile or verbal support. His frustration also grew a lot.

The care staff was not present during the workshops, considering that “it is not their job,” and the art team made no attempt to build a bridge of communication with them. In the absence of a safe and familiar atmosphere, the residents felt more like passive guests than active partners in the creative process. At the end, there was no joint reflection session, no space for participants to express their experiences, impressions, challenges and feelings. The program ended formally, without a real evaluation.

Only two residents consistently attended all four sessions. The others gradually dropped out, feeling that the activity wasn't meant for them, that it was designed for someone else. The artists left disappointed, concluding that "seniors are not receptive enough to art"—a hasty judgment born from a lack of communication, empathy, and adaptation

**Reflective questions for professionals:**

1. What was missing in the planning stage?
2. Was there a consultation with the residents? Was their availability or cognitive/sensory status assessed?
3. Were the artists prepared to work with older people?
4. How could communication be adapted during the workshops?
5. What methods would have helped residents with disabilities (e.g. visual communication, demonstrations, translation into simplified language)?
6. What role could the nursing staff have?
7. What should an effective evaluation have looked like?

## Case Study no.2: “The First Day” – Maria in the Memory Workshop

Maria stepped into the “Light of life” Day Centre for the first time, carrying an emotion she couldn’t quite hide. She had recently moved to a new city, and her daughter hoped that the activities offered here would help her to feel part of a community again. That morning, participatory arts workshop titled “Memory Collage” was scheduled, part of a larger project focused on intergenerational exploration of memory through images.

At the reception, Maria was welcomed by a care worker who quickly said, “You need to go straight to the big room if you want to take part. Leave your coat on the rack. It’s the photo and memories seminar – I hope you came prepared.”

Maria wasn’t sure what “prepared” meant. She hadn’t received any prior information about the workshop, what participation entailed, or whether there were specific requirements. Worried she might be late; she left her coat and walked in.

In the large room, the chairs were arranged in a circle. The other participants—clearly familiar with the setting—were chatting and flipping through their photo albums. The facilitator, a young artist, glanced around the room and began the session with a symbolic gesture—a sign made with two fingers in the air, followed by a touch to the chest. All the participants mirrored the movement. Not knowing the meaning, Mara remained motionless. She suddenly felt like a stranger.

The workshop moved on quickly. “Today each of you will present a photograph of your childhood place and create a collage that reflects a meaningful memory. We’ll start with Mrs. Violet and then move clockwise.” When it was Maria’s turn, she said softly, “I didn’t know we needed to bring a photo... It’s my first day.”

The facilitator smiled, slightly awkwardly, and replied, “Well... usually, without the materials, it’s hard to contribute. You could have asked or let us know. Maybe next time.” Then she moved on to the next participant.

Maria remained silent for the rest of the session. No one offered her an alternative. No one asked her what she would enjoy creating or sharing. She wasn’t encouraged to participate at her own pace or express herself in another way. There was no moment of introduction or familiarization with the group, no effort to help her connect with the others or with the activity itself. As she left, she felt that the workshop—which was meant to be a space for expression and connection—had turned into an experience of exclusion and misunderstanding.

That evening, her daughter asked, “How was it today?”

Maria hesitated for a moment. “It was nice... for the others. Maybe it’s not the right place for me.”

**Reflective questions for professionals:**

1. What was missing in the planning phase of the program that could have ensured effective communication and a person-centered approach in Maria's case?
2. How could the gradual inclusion and participation of a new person in an already formed group have been supported, while respecting her pace, experiences and the past?
3. What communication tools could have been used to reduce the risk of exclusion or embarrassment?
4. In what ways could interdisciplinary collaboration (between care staff, artists, and family) have better prepared Maria's integration into the activity?
5. How can introductory workshops be used to assess needs, explore abilities, and build connections before launching an arts program?
6. How can team reflection be encouraged after an experience like this to adapt future programs implementation and facilitate the connection of participants?

## TEMPLATES

### TEMPLATE 1

#### HOW TO ORGANIZE A SESSION WITH THE BENEFICIARIES

Type of beneficiaries:	a group of 15 elderly people living in long care facility, 5 with limited mobility, 5 young people
Duration:	30 minutes
Setting:	<ul style="list-style-type: none"> <li>Open, safe space with chairs arranged in a semi-circle or circle to encourage interaction</li> <li>It would be nice to have mirrors</li> <li><b>Pre-Check Space:</b> Remove tripping hazards, ensure chairs are stable and placed with space between.</li> </ul>
Facilitators:	2 persons (social carer/psychologist/occupational therapist/etc.)
Assign Helpers:	If possible, have 1–2 volunteers to assist participants with mobility needs.

#### Session Plan: 30 Minutes (Intergenerational Movement & Dance)

**Participants:** 15 total (10 mobile, 5 with limited mobility)

##### Establish the Session Goals:

The session will balance **inclusivity, creativity, safety, and engagement.**

- Stimulate physical activity in a safe, inclusive manner
- Foster intergenerational connection and collaboration
- Encourage creativity and emotional expression through movement

##### Establish the type of activity:

*EXAMPLE: "Rhythm and Movement with Scarves"*

##### Prepare the Materials needed:

- Colorful scarves or lightweight fabric, elastics
- Music device, playlist



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## 1. Welcome & Warm-Up (5 Minutes)

**Purpose:** Loosen muscles, increase circulation, and create a welcoming atmosphere.

**How:**

- Everyone seated or standing behind chairs.
- Lead a gentle warm-up using upper body stretches, shoulder rolls, wrist circles, neck movements, and light foot taps.
- Use calm, familiar music.

**Inclusive Tip:** Ensure that all warm-up moves can be done seated. Mirror movements to make it easy to follow.

## 2. Structured Movement Activity (10 Minutes)

**Purpose:** Provide a fun, coordinated activity for all abilities.

**Instructions:**

- Guide participants through slow, rhythmic movements using scarves (e.g., swaying, figure-eights, tossing and catching).
- Match the movement to familiar music (like "You Are My Sunshine" or a classic Motown track).
- Call out visual cues: "Paint the sky!" "Wave hello!" "Draw a rainbow!"

**Inclusive Tip:** Everyone can participate with just one hand if needed. Those with limited mobility can focus on hand and arm gestures, facial expressions, and small torso movements.

## 3. Unstructured Creative Movement (8 Minutes)

**Purpose:** Foster expression, playfulness, and intergenerational bonding.

*Activity: "Movement Storytelling in Pairs"*

**Instructions:**

- Pair older and younger participants (3 to 1 ratio)
- Play instrumental music (or simply drum louder) and give a prompt (e.g., "Tell the story of a butterfly" or "A day at the park")
- Each pair takes turns leading a small sequence of gestures or movements to express the theme.
- Optional: Groups can show their short movement story to everyone.

**Inclusive Tip:** Encourage participants to communicate and improvise within their comfort zones—seated gestures count just as much as full-body motion!



#### 4. Cool Down & Reflection (5–7 Minutes)

**Purpose:** Gently bring energy levels down, promote mindfulness, and reflect.

**How:**

- Guide a slow cool-down with deep breathing, stretching arms up and out, gentle shoulder rolls, and “shaking off” any tension.
- Invite participants to place hands over their hearts and smile at someone across the circle.
- Encourage each person to share one word or gesture that reflects how they feel (e.g., “happy,” “calm,” thumbs-up, smiles).

#### USEFUL TIPS

- **Volume & Tempo:** Use music with a steady, moderate tempo that’s easy to follow.
- **Be Flexible:** If energy is high, you can extend the creative section; if participants seem tired, bring in seated games.
- Have a clear plan but be flexible in the moment.
- Use **visual cues, simple language, and mirroring.**
- Focus on **positive reinforcement and joy**—it’s about connection, not performance.
- Watch body language for signs of fatigue or confusion, and adjust accordingly

#### WHO ARE THE FACILITATORS AND WHAT IS THEIR ROLE

The **facilitators** in intergenerational movement sessions are key to creating a safe, inclusive, and enjoyable experience for everyone. Depending on your setting, facilitators can include a variety of roles.

#### Primary Facilitators

These individuals **lead the session**, manage flow, and ensure that activities are engaging and accessible.

##### 1. Movement or Arts Facilitator / Creative Practitioner

- **Background:** May have experience in dance, drama, music, or expressive arts therapy.
- **Role:**
  - Designs and leads the session
  - Demonstrates movements and offers adaptive options
  - Encourages participation and emotional expression

## 2. Therapeutic Facilitator (e.g., Occupational Therapist or Recreational Therapist)

- **Background:** Knowledge of physical limitations, mobility adaptations, and inclusive programming.
- **Role:**
  - Ensures movements are safe and suitable for older adults or individuals with disabilities
  - Offers seated or alternative movement options
  - Supports physical wellness and engagement

## Supportive Co-Facilitators

These people assist with individual needs and help foster intergenerational connections.

### Youth Leaders / Volunteers

- **Background:** Teens or young adults trained to engage respectfully with older adults.
- **Role:**
  - Act as buddies or partners during activities
  - Demonstrate movements alongside older participants
  - Promote communication and build bonds between generations

### Care Staff or Activity Coordinators (if in a care setting)

- **Role:**
  - Provide one-on-one assistance to individuals with higher support needs
  - Help with mobility aids, seating, hydration, etc.
  - Encourage continued participation throughout the session

### Peer Facilitators (Beneficiaries as Leaders)

- You can empower a few participants (both younger and older) to lead small segments of the activity, such as:
  - Leading a movement
  - Suggesting a dance move
  - Choosing a song
  - Co-telling a movement story

This promotes **ownership, inclusion, and confidence**.

## TEMPLATE 2

### Evaluation of the session

Evaluating an intergenerational movement session helps you understand **what worked, what could improve, and how participants felt**. A well-rounded evaluation includes both **participant feedback** and **facilitator observations**.

Please make sure you always get back to the personalized plan of intervention (PPI) for each of the beneficiary!

A **Personalized Plan of Intervention (PPI)** is a tailored, goal-oriented document that outlines **specific strategies, activities, and supports** designed to meet the **unique needs, abilities, and interests** of an individual—especially in settings like health care, education, therapy, or community programs.

In the context of **intergenerational arts or movement-based activities**, a PPI helps ensure **each participant—regardless of age, mobility, or cognitive ability—can engage meaningfully and safely** in the program.

### 1. Objectives of Evaluation

- Measure **engagement, satisfaction**, and **suitability** of the session.
- Assess **inclusivity**, particularly for those with limited mobility.
- Identify **emotional, social, and physical responses**.
- Gather ideas for **future improvements or adaptations**.

### 2. Tools & Methods of Evaluation

#### A. Participant Feedback (Simple & Inclusive Methods)

##### ✓ **Verbal Check-In (End of Session – 5 minutes)**

Ask open, friendly questions:

- *“How did that feel for your body?”*
- *“What part did you enjoy the most?”*
- *“Would you like to do something like this again?”*

**Tip:** For participants with communication challenges, use gestures or expressions (e.g., thumbs up/down, smiley face cards, pointing to a happy/sad scale).

### ✓ Visual Feedback Tools

- **Emotion Faces Board:** Invite participants to point to a face that matches their mood (happy, calm, tired, etc.).
- **Movement Meters:** Use colors or symbols to represent energy and enjoyment (green = “loved it”, yellow = “okay”, red = “not for me”).

### **B. Facilitator Observation Checklist**

Create a simple form to complete after the session. Include questions like:

- Were participants engaged and active throughout?
- Did the adaptations meet the needs of those with limited mobility?
- Did younger and older participants interact or collaborate?
- Were there any safety concerns or moments of confusion?
- Any signs of increased joy, confidence, or relaxation?

### **C. Quick Written Survey (for able/willing participants or caregivers)**

Example questions (use smiley scales or tick boxes):

1. I enjoyed the movement activities. 😊 😃 😕
2. I felt included and able to participate.
3. The music and pace were right for me.
4. I would like to do this again.
5. Any suggestions or favorite parts?

### **3. Post-Session Reflection (Facilitator Debrief)**

Gather your team briefly to review:

- What went well?
- What surprised you (positively or negatively)?
- What would you change next time (e.g., duration, music, spacing)?
- Were there participants who might benefit from more support or leadership roles next time?

### **4. Optional Follow-Up**

- Share photos or stories (with permission) to celebrate the session.
- Offer short thank-you notes or feedback summaries to participants or partner organizations.
- Invite suggestions for future themes (e.g., seasons, celebrations, cultures).

## Case Studies: Funding and resources

Drawing directly from the funding mechanisms and strategies described in this Guide, here is a detailed, practical overview of how real-world projects in EU countries have navigated and combined local, national, and EU funding streams specifically for artistic activities in elderly care.

### Local Funding Opportunities

#### Community Arts Councils

- **Example:** *Artist in Residence in a Care Setting* (Ireland)
  - **How Funding Worked:** Local arts councils (like the Arts Council of Ireland) run regular open calls for projects that connect art with social care. Applicants (artists or organisations) submit a project proposal detailing the artistic concept, benefits for elderly residents, and planned outcomes. Selection is based on community relevance, inclusivity, and feasibility. Funding covers artist fees, materials, and sometimes training.
  - **Relatable Tip:** When applying, emphasize how your project bridges art and care, and how it addresses specific needs in your community.

#### Municipal Support

- **Example:** *Stories from the Well-field* (Ireland)
  - **How Funding Worked:** Municipalities can offer direct grants or in-kind support (free venues, promotion, recruitment assistance). Artists or organisations approach local cultural or senior services departments with a project outline and a request for specific support. Even if no formal grant exists, municipalities may allocate discretionary funds or resources for community-benefit projects.
  - **Tip:** Do not hesitate to ask for non-financial support—free space, help with outreach, or administrative assistance can be as valuable as cash.

#### Care Facilities & Local Businesses

- **Example:** *SMAAK Foundation Pop-up Museums* (Netherlands)
  - **How Funding Worked:** Care facilities often have small budgets for resident activities. Artists can pitch their programme as an enhancement to existing services, focusing on measurable benefits and cost-effectiveness. Local businesses (art supply stores, printers, transport companies) may sponsor materials or services in exchange for recognition.
  - **Tip:** Present a clear, professional plan with defined outcomes to care facility managers. For businesses, highlight community impact and visibility.

## European Union Funding Opportunities

### Erasmus+

- **Example:** [\*Creative Care\*](#) Project
  - **How Funding Worked:** Organisations form international consortia (up to 20 partners from different EU countries). They develop a detailed project proposal addressing Erasmus+ priorities (e.g., professional development, innovative methods in elderly care). The proposal is submitted via the Erasmus+ portal, with funding covering staff, travel, materials, and dissemination. Projects are selected based on relevance, innovation, and impact<sup>4</sup>.
  - **Tip:** Highlight how your project develops new skills, shares best practices, and creates resources for creative activities in elderly care. Use evidence and needs analysis to strengthen your application.

### Creative Europe

- **Example:** [\*PERFARE – Performing Arts to Promote Social Welfare Access in Europe\*](#)
  - **How Funding Worked:** Creative Europe supports transnational cooperation projects, with different scales (small, medium, large) depending on the number of partners and budget. Applicants form a consortium, submit a proposal under the Culture strand, and must demonstrate European dimension, cultural diversity, and social impact. Funding can cover residencies, workshops, and pilot actions in care settings. The process includes open calls, transparent selection, and clear reporting requirements.
  - **Tip:** Emphasise how your project fosters cultural diversity, intergenerational understanding, and aligns with EU goals on inclusion and well-being. For small-scale projects, a minimum of 3 organizations from 3 countries is required<sup>9</sup>.

### Horizon Europe

- **Example:** [\*CultureForHealth\*](#)
- **How Funding Worked:**

CultureForHealth was funded under Horizon 2020 (the predecessor to Horizon Europe) as a research and innovation project. The project brought together universities, NGOs, and cultural organisations from multiple EU countries. Partners responded to a specific Horizon call focused on the role of culture and the arts in health and well-being. They submitted a detailed research proposal, outlining objectives, methodologies, and expected impacts. Funding was awarded competitively and covered research staff, coordination, pilot activities (including artistic interventions in elderly care), and dissemination of findings. The project emphasized evidence-based policy recommendations and cross-sectoral collaboration.
- **Tip:** To maximise your chances with Horizon Europe, partner with universities or research institutions, and design a project that combines robust research with practical artistic interventions. Focus on measurable impact, policy relevance, and the scalability of your findings.

Tips and tricks for approaching different funding bodies:

<b>Funding Source</b>	<b>How to Approach (Based on Real Projects)</b>	<b>What to Emphasize in Your Application</b>
Community Arts Councils	Submit a clear, locally relevant proposal; show art-care connection	Local needs, social impact, inclusivity, professional delivery
Community Foundations	Highlight intergenerational/community benefits; concise, outcomes-focused	Lasting community connections, well-being, bridging generations
Municipal Support	Request in-kind or financial support; present a practical plan	Accessibility, community outreach, cost-effectiveness
Care Facilities	Pitch as service enhancement; show clear benefits and outcomes	Resident well-being, measurable impact, cost-effectiveness
Local Businesses	Offer sponsorship or partnership opportunities; highlight visibility	Community impact, recognition, mutual benefit
Erasmus+	Build a strong consortium; detailed, innovative proposal	Professional development, exchange of practices, innovative methods, training
Creative Europe	Form a transnational consortium; align with EU priorities	Cultural diversity, intergenerational understanding, inclusion, European dimension
Horizon Europe	Partner with research bodies; focus on innovation and evidence	Methodology development, impact studies, collaboration, societal benefit

## Summary of Key Steps for Applicants

1. **Identify the right funding stream** for your project's scope (local for smaller, immediate projects; EU for larger, transnational or research-focused ones).
2. **Build strong partnerships**—local care facilities, businesses, and, for EU grants, international organisations.
3. **Develop a clear, outcome-driven proposal**—showing how your artistic activities will benefit elderly participants and the wider community.
4. **Demonstrate sustainability and impact**—how will your work create lasting change or inform future practice?
5. **Use evidence and needs analysis**—draw on research or local data to show the necessity and potential of your project.

Start local, build partnerships, and scale up to national or EU funding as your project grows. Each funding stream has its own requirements, but all value clear objectives, community benefit, and partnership. Use the strategies and examples above to tailor your approach and maximize your chances of success.

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