AD-ARTS

GUIDELINES TO CO-DESIGN & CO-CREATE A TRAINING-MUSIC SHOW with PwAD

Main issues to be addressed when working with PwAD

- People with dementia can not be treated in the frame of predetermined tasks. We should be ready to improvise.

- Adapt the activities to each individual on a daily basis!

- Be aware that a person with dementia is not capable adapting to us so we need to adapt to their needs.

- In spite of some difficulties we only support them in activities and not do them instead of them which happens often.

Main issues to be addressed when working with PwAD

Sometimes people with dementia
will not wish to participate
or they may quit midway (concentrations drops),
they get tired or
they simply cannot follow the pace…

…in these cases we chat with them a bit (their feelings and moods may vary and change fast).

Then we invite them once more,
we should never force them.

Main issues to be addressed when working with PwAD

The environment should not be too noisy or crowded.

They may not be able to understand the instructions, so we need to repeat and rephrase them.

They may have difficulties in expressing themselves and it is often hard to read their facial expressions and determine their feelings, so we should be very positive, encouraging and patient.
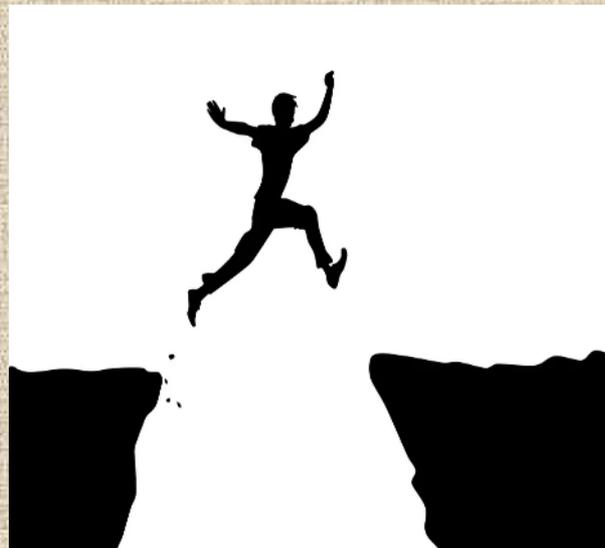

Source: https://pixabay.com/photos/snails-nature-from-the-front-macro-382992/

Main issues to be addressed - Guidelines

- LANGUAGE: positive and friendly
- TIME: not more than 45 minutes, enough breaks
- COMPOSITION: introduction, work, relaxing finish
- BE FLEXIBLE!
- ATTITUDE: respectful, kind, listening to, sharing ideas. People are encouraged always to do their best and be proud of their work.

"Hints and tips" when working with PwAD

- In some cases (like: progression of dementia), it is recommended that a person with dementia has a relative with them to support and assist them.

- If the participant has any difficulties expressing his / her ideas, it can be useful to encourage him / her by asking different questions.

- Trainer should give ONE instruction at a time.

Source: https://depositphotos.com/stock-photos/old-people.html?qview=5118399

"Hints and tips" when working with PwAD

- Choose topics that best illustrate
  examples from everyday life.
- Workshop should be performed
  without disturbing factors.
- Read and demonstrate every step of the activity.

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"Hints and tips" when working with PwAD

- <u>No</u> writing or reading abilities: carer can read or write for person with dementia.

- Verbal language difficulties: use more gestures and non-verbal expressions.

- Visual problems: Trainer should adapt materials for participants with poor eye-sight, for example using bigger letters, more contrast shades. Picture can be presented on the projector and zoomed as well.

How to engage PwAD's relatives in the show

- They are asked to read the guidelines for trainers and explain PwAD the procedure.
- They ask PwAD what they think the activity is about.
- They can help deciding PwAD on the preferred story (an existing one or new one).
- They can let the trainers know more about PwAD likes or dislikes.
- They can practice with PwAD at home.
- They can remind PwAD to come to the workshop.

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How to engage PwAD's relatives in the show

- They can take part in the activities as much as needed and can even have a side role in the play.

- They can give PwADs hints and tips to make it easier.

- They can be good spectators and can praise PwAD.

- They can motivate PwAD and improve PwAD's socialization.

- They can express their unconditional belief in PwAD abilities.

'I'm still me inside'. Ayelet-keshet/Shutterstock.com

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How to promote participation

Be very specific and make sure your instructions are understood.

Be clear about the intention of the workshop.

Foster participation – positively reinforce contributions and
build sense of collectivism.

Talk about different topics

that PwAD feels close to
(like: childhood, work, family, hometown, school times, hobbies).

How to promote participation

- Teach trainers the skills needed to participate.

  Discussion about characteristics of effective participation can reveal undeveloped areas of expertise in trainers.

- Divide activities that elicit participation.

  Discussion - based activities such as case-study analyses, role playing, and jigsaws may encourage participants to talk with one another and with the trainer.

How to promote participation

- Consider your position in the room - moving away from the front of the classroom can sometimes promote better participation. Trainer should try to move to the side or even the back of the room and see how PwADs respond.

- Ask PwAD and their relatives to assess their own participation - Giving participants a sense of responsibility for their participation can be very motivating.

- Ensure that everyone's contributions are audible – participants need to be encouraged to speak loudly and clearly.

How to promote participation

- Consider the use of an anonymous poll before the class discussion. Participants may be more willing to participate in debates and discussions if they can see that other participants share their views.

Developing the script and the characters

„SELECT IT" or „CREATE IT" or MIX OF BOTH

Source: http://www2.arnes.si/~oskpdb2s/rdeca_kap.htm

Source: https://domzalec.si/kultura/kamisibaj-pod-slamnikom/attachment/dsc_0518-3/
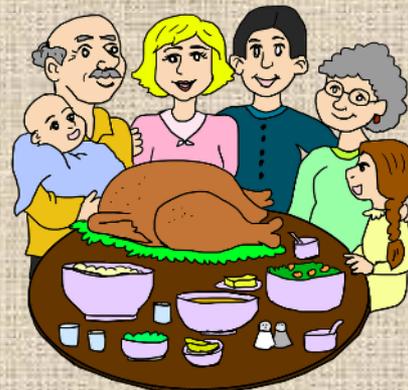
Developing the script and the characters

„SELECT IT" – Choosing one of the existing story titles suggested by the trainer.

- Trainers prepare some stories in advance. Stories from times when PwADs were young or evergreen stories, so participants can feel connected to them.
- Participants choose one story – trainers write all the headlines of the stories on a white board and participants vote for the one they prefer the most.
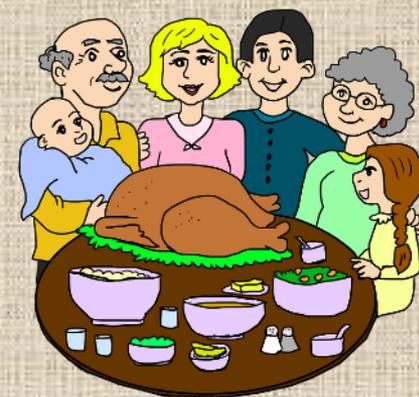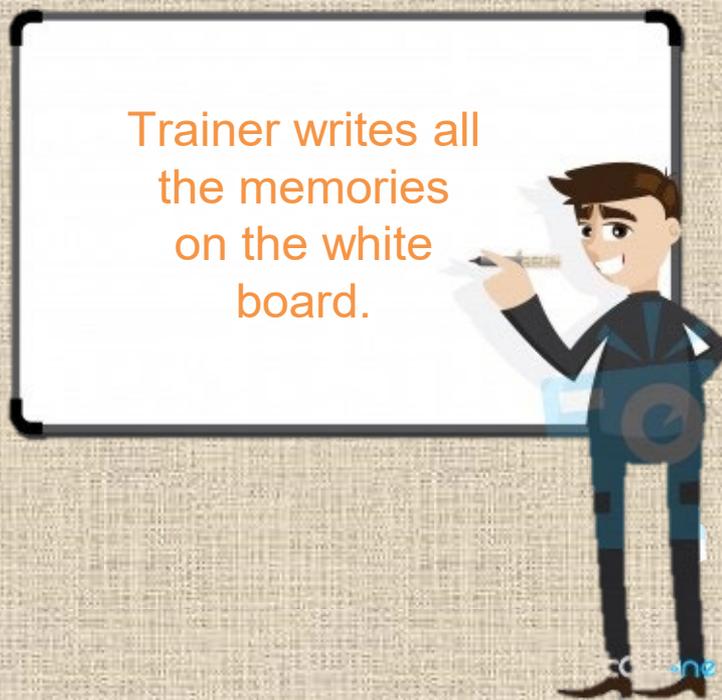

Source: http://www2.arnes.si/~oskpdb2s/rdeca_kap.htm

Developing the script and the characters

"CREATE IT" - we made up a story together – create a unique, new story based on memories, experience, feelings of PwAD – participants think about their memories that they would share with others through storytelling

Trainer writes all the memories on the white board.

Developing the script and the characters

"CREATE IT" - we made up a story together

Representation of the chosen story according to the principles of Kamishibai

- Each participant tells their part of the story to others.
- The trainer / relative can help and encourage the participant if they see they get confused.
- The trainer makes sure that the story takes place in the order they set at the beginning.

www.knjigca.si/kamisibaj

Developing the script and the characters

MIX OF BOTH

participants combine their own story with existing story

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Frame for Kamishibai

The activity consists of drama story telling named kamishibai. Kamishibai is a form of Japanese street theatre and storytelling.

In our adaptation, participants will be able to tell stories freely with the help of pictures. Each participant will be able to tell their own story. This way, participants will not be burdened with having to memorize the scenario. The event will be led by an expert in the field of art therapy, who also knows the specifics of dementia.

https://en.wikipedia.org/wiki/Kamishibai#/media/File:Kamishibai_artist_at_kyomi zudera_1.jpg

Frame for Kamishibai

Competences to be trained:

- Willingness to learn.
- Attention training.
- Memory training.
- Ability to tell stories.
- Talk about memories.
- The ability to create new stories.
- Group work training.

Frame for Kamishibai - structure

1. Kamishibai stories can be made individually, in pairs, in small groups or as a class project.
2. The sources for participants kamishibai are unlimited: original ideas, topics related to the curriculum, the retelling of an existing story or some item of current events.
3. Kamishibai stories do not have to be a specific length.
4. Some prefer to start by drawing illustrations; others by creating the text, either way works.
5. When composing the text for a kamishibai story, remember the characters use dialogue.

Frame for Kamishibai - structure

6. Divide the text with the cooperation of the participants into sections and make sketches for each one. Some prefer working on and completing the illustrations before the text.
7. Check to see that the sketches correlate with the text. Reread and edit the text. Work on the final illustrations.
8. Arrange the illustrated cards in order and write the number for each card in sequence in the front, lower left-hand corner.
9. Tape the text for illustrated card #1 to the back of the last illustrated card. Tape the text for illustrated card #2 to the back of card #1 and so forth.
10. Now participants have their own kamishibai story.

Kamishibai equipment

OPENING:

In opening part trainers should read guidelines written before on how to make people with AD cooperate in a Group Dynamic and how to communicate with PwAD, because they will have to answer different questions as what they think they will do or what they think the activity is about. There should also be guidelines for trainers as: ideas on how to prepare the action(s) and an example of how to create the pictures for Kamishibai storytelling or an example of how the pictures should be.

Needed equipment for this part is also laptop/computer, internet access and projector.

Kamishibai equipment

DECIDING TOGETHER WHAT OUR PLAY/SHOW IS ABOUT.

For this part it is important that professionals / relatives read **hints and tips** to make it easier for participants to make decisions or choose things.

Then trainer explains to users that we are going to perform a show and we need a story for it and that there are a few options on how to perform a show.

It is possible to create a story, select it or both.

> "Create it" means we made up a story together; "select it" means that the participants under supervision of a professional choose one of the stories the professional prepared in advance. We can also mix both methods.

Kamishibai equipment

Equipment:

- Laptop or computer
- Projector
- Paper sheets
- Drawing accessories
- (Kamishibai) equipment for the storytelling
- White board
- Sticky notes

<u>Kamishibai equipment</u>

Representation of CREATEd story based on memories of PwAD, SELECTed story or MIXed story
Participants already decided about the topic they prefer the most and now the professional explains to participants that it would be great if they would draw their memory and give them paper sheets and drawing accessories. Trainer will also need laptop or computer, projector, drawing materials and kamishibai equipment.
Kamishibai is usually created from 12 pictures. That means that maybe participants will have to draw more than one paper sheet.

Let us be flexible!

A Document with Links:

ICTs or Apps that can help to develop a script by storytelling are for instance, Websites. BUBBLR or App. PUPPET PALS HD:

https://www.youtube.com/watch?v=v6URceEr_zc
https://www.youtube.com/watch?v=O_Ugic0n49M&t=458s
https://www.youtube.com/watch?v=idD7Qbcqwv4
https://www.youtube.com/watch?v=VK__CYU6KN8

How to Draw – Easy Lessons: This application contains a series of drawing lessons.

https://play.google.com/store/apps/details?id=com.artelplus.howtodraw&hl=en

A Document with Links

Examples of Kamishibai pictures can be found on:

https://www.pinterest.es/hrgarey/kamishibai/

Examples of Kamishibai tales can be found on:

http://www.kamishibai.com/store/stories.html#Princess

Examples of Kamishibai (in Spanish)

http://kamishibai.educacion.navarra.es/kamishibais/descargar-kamishibais/

Guidelines for trainers

An example of how to create the pictures for Kamishibai storytelling or an example of how should the pictures be

HOW TO CREATE PICTURES / STORYTELLING
- Trainer should think about memories that could bring good feelings to PwAD (for example: favourite event from childhood, wedding day, birthday party, birth of a child, etc.).
- Trainer should be prepared to divert attention if PwAD would start to be too emotional and would think about events that make them feel unhappy.
- Each participant shortly presents favorite memories to others.

Example of the picture that will be used for storytelling

(for "select it " method)

- Pictures for the show can be simple.
- Images can be symbolic, as users will present the story next to the image. That means it is only important that the one that is presenting knows the meaning of the pictures.
- PwAD can also add some text, if it would be easier for them.

https://pixabay.com/illustrations/chef-character-cook-gourmet-1417239/

https://pixabay.com/vectors/pianist-piano-music-melody-musical-6084749/

https://pixabay.com/illustrations/summer-clipart-nature-storytelling-5350229/

https://pixabay.com/vectors/evergreen-forest-landscape-2025158/

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A recap: a brief description of the story

(for "select it " method)

TRAINERS SHALL TALK ABOUT STORIES

THAT MAKE THE PARTICIPANTS FEEL CONNECTED TO,

STORIES THAT EVOKE CERTAIN EMOTIONS IN THEM, STORIES

THAT MAKE THEM FEEL GOOD

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Presenting a story with "select it" method

- The professional takes the story and places it in the order for storytelling. On the back professional writes the name of the participant who will present each part (to encourage him/her to tell the story when it is his/her turn).

- Each user tells a story next to a certain picture, the next one continues the story with a new picture. That means that the professional invites the storyteller of the picture in front of others. If a participant doesn't want that, he / she can present their part of the story from where they are sitting.

Presenting with "select it" method

- Relatives and professional's role is encouraging users throughout the storytelling. That means they help them if the participant gets confused or doesn't know how to start/continue.

Presenting story with "create it" method

Professionals encourage participants to tell their story, share memories… take their drawings and place them in the order (previously agreed). On the back professional writes the name of the participant who drew the picture so the professional can encourage him/her to tell the story when it is his/her turn.

Each user tells a story next to a certain picture, the next one continues the story with a new picture.

Encourage!

A recap: a brief description of the story

(for "mix it" method)

Trainer leads participants through the process of choosing the topic, related to story he / she has chosen:

- writes all the suggested topics on a white board;
- participants choose / asks the participants about their opinion; they can vote …
- writes all the memories on the white board / prepares some scenarios with the memories in a certain order and participants vote for the one they preferred the most.

Selecting PwAD roles in the show adjusted to their capabilities and likes

Professionals take into account that users have different abilities and preferences.

Professionals adapt the method to suit the users. Puppets can be used, narrated through singing, etc.

We don't force any of the users to do anything (for example, if they don't like drawing, we involve them more in storytelling or we find another way of cooperation that they like).

Designing the stage and selecting the costumes

TOGETHER: Determination of the start/stop times and rules of the task
for each participant that will perform it/them at the show.
TRAINER: The responsibilities (whisperer, support with simple cards or
other).
TOGETHER: Studying Scenarios
select important points in the story;
examine elements of the script
(people, event or situation, place, time, actors, other).
Studying Rules and expectations for each Role.
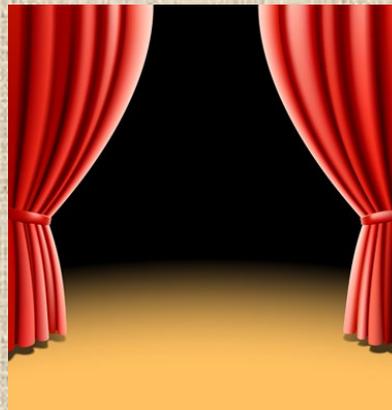
Guidelines for trainers: Some ideas on how to prepare the action(s)

PREPARATION AND SCOPE

- The trainer prepares a short story and adapts it to Kamishibai theatre.
- The goal is to present the participants what Kamishibai is about and how their storytelling should look like.

Guidelines for trainers: Some ideas on how to prepare the action(s)

INVOLVING THE USERS

- Presentation of the story: participants sit in a semicircle, so everybody sees the Kamishibai frame.

- Invite the participants to discuss about the story and the representation.

  - What did the story tell them?

  - Did the story trigger some memory in them?

  - Would they represent the story with different motives, what should the pictures tell the audience about the story?

Guidelines for trainers: Some ideas on how to prepare the action(s)

MOTIVATING THE USERS

- Invite the participants to think about a story they would like to present in similar way.

- Invite the participants to describe (draw) an event they would like to talk about.

- Ask them to look for stories, photos, pictures, movies or theatre plays and bring the material to the next session.

Main suggestions to develop the rehearsals properly

SETTING UP

- The participants should see if the story and casting they have developed reflects what they wanted to express. The best way is through the experience of the story they have created.

- Trainer explains to participants they will be using Kamishibai theatre and assist the participants during the rehearsals.

- If they all agree they can record the session and review it later on.

Main suggestions to develop the rehearsals properly - ACTIONS

- Each user presents a part of the story with one sheet of paper – drawing (selected or created story).

- Trainers are in charge of moving the sheets of paper and connecting the story if users would not be able to.

- Trainer invites each participant to storytelling when it is his/her part. Trainers should use encouraging words for motivation.

- Trainers and relatives encourage participants to present their part of the story.

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Main suggestions to develop the rehearsals properly

- Trainers/relatives can start the story and encourage the participant to continue.

- They can help a participant if he/she gets confused, forget what to tell or similar.

- The trainer has to know when to stop the participant if he/she begins to become too entangled in the story and when unpleasant emotions begin to show.

- The trainer should assist the participant to express everything he/she wanted.

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'I'm still me inside'. Ayelet-keshet/Shutterstock.com

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Comments and questions