



TRAINING ACTIVITY 2

WHAT A WONDERFUL WORLD. SETTING THE STAGE

The European Commission's support for the production of this publication does not constitute an endorsement of the contents, which reflect the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

Description of the activity

Objectives:

Art therapy is a form of psychotherapy that uses art media as its primary mode of communication, where the main concern is not making an aesthetic image, but to enable a PwAD to change and grow on a personal level through the use of art materials in a safe and facilitating environment. Arts-based therapies are generally considered as interventions managing manifestations of dementia, therefore the objectives are:

- To help to slow cognitive deterioration, address symptoms related to psychosocially challenging behaviours;
- Improve quality of life;
- To improve socialization of PwAD and their caregivers;
- To work the dimension areas through fine art;
- To activate reminiscence of PwAD;
- To encourage autonomy of PwAD and therefore lessen the burden of their caregivers.
- To improve interpersonal relationships and help create bonds.

Participants:

- People with Mild-Moderate Alzheimer
- Relatives
- Professionals

Competences to be trained (relatives and professionals):

- Having an ability to communicate with PwAD;
- Working in a team;
- Ability to deal with difficult or embarrassing situations.
- Knowledge of ICT tools;
- Support by professionals from CATs;
- Knowledge of dementia;
- Maturity and respectful manner;
- Willingness to learn new things about art therapy;

Competences to be trained (People with Mild-Moderate Alzheimer):



- non-verbal channel of communication;
- self-expression;
- attention;
- social skills;
- object recognition;
- perception of the spatial position of objects;
- fine motor functions;
- the hand-brain interaction which also helps develop coordination;
- Perception of colour, shape, space, proportion.

Training contents: Art Therapy for PwAD

- Impacts on cognitive, behavioural and emotional symptoms;
- Main methodologies and tools to use fine art as therapy for PwAD;
- Application in domiciliary environments;
- Digital tools to enhance fine art therapy.

Estimated duration:

- F2F: 13 hours.
- Online: 4 hours.

Implementation

<p style="text-align: center;">ACTIONS</p> <p style="text-align: center;">F2F/ONLINE</p>	<p style="text-align: center;">EXPLANATION, TIMING AND RESOURCES NEEDED</p>
<p>Opening- Introduction of Participants & Activity</p>	<p>Step 1.</p> <p>First of all, group members introduce themselves to each other:</p> <p>Acquaintance Game “Name Chain” is applied:</p> <p>Participants stand in a circle, facing in, and the moderator becomes the locomotive.</p> <p>The locomotive walks around the inside of the circle and introduces herself/himself to the participant standing across her/him: “Hi, I’m Mary.”</p> <p>The participant standing facing her/him introduces herself/himself in return: “Hi, I’m Bob.”</p> <p>Mary, the locomotive, repeats Bob’s name then cheers “Bob! Bob!” Mary then turns to another participant to introduce themselves.</p> <p>Timing: 15 minutes (15 minutes to introduce each participant to the rest of the group).</p> <p>Training Materials and resources:</p> <p>A board/flip board to write names of all participants</p> <p>Step 2.</p> <p>Professionals/relatives should read guidelines for trainers:</p> <ul style="list-style-type: none"> - How to make PwAD cooperate in a Group Dynamic. - Some ideas on how to prepare the action(s). - How to communicate with PwAD.

	<p>After that professional/relative starts the activity asking users what the title of the activity evokes or reminds them (a musical, a poster, a stage, a costume, etc) or what they think the activity is about... after that carrying out an introduction explaining the activity.</p> <p>The activity consists of learning material for designing a stage and costumes for any selected musical show.</p> <p>Timing: 40 minutes (40 minutes to read the guidelines).</p> <p>Training Materials and resources:</p> <ul style="list-style-type: none"> ▪ Guidelines for trainers: how to make PwAD to cooperate in a Group Dynamic. ▪ Guidelines for trainers: Some ideas on how to prepare the action(s). ▪ Guidelines for trainers how to communicate with PwAD. ▪ Laptop/computer
<p>GD. Designing the stage (scenography elements). Taking into account the aspects related to reminiscence</p>	<p>Step 1.</p> <p>Explanation of the purpose of the task and making common decisions:</p> <ul style="list-style-type: none"> ▪ Determination of the start/stop times and rules of the task; ▪ Resolution of the expectations of the managers/trainers/members; ▪ The responsibilities and promises of the participants to achieve the goal of the task and comparison of those offers with the expectations, making decisions to overcome discrepancies that result from this comparison. ▪ Studying Scenarios: <ul style="list-style-type: none"> ○ How to select the Scenario;

	<ul style="list-style-type: none"> ○ Which elements of the script to examine: People, event or situation, place, time, actors, director, audience: <ul style="list-style-type: none"> ▪ <u>People</u>: The event, which is the subject of the scenario, happens to a person or a group. People are divided into first degree and second degree people based on their relevance to the event. ▪ <u>Event or Situation</u>: Any event that may happen to a person, any situation that a person may encounter can be a theme. The plot arises from the hero's conflict with himself or his environment. It develops and reaches a result with the support of his feelings such as liking, desire, longing, passion, anger, fear, etc. ▪ <u>Location</u>: Anywhere in the world can materialise as the location. ▪ <u>Time</u>: There is no problem in giving time in the script, chronological time, time initiated from node, time initiated from result can be used. ▪ <u>Actors</u>: Conversation is very important in scenarios; they affect the success of the script. Players wear makeup to match the personality they portray; they wear costumes suitable for their roles and use accessories. ▪ <u>Director</u>: It is the director who always supervises the actors and ensures that the link between events is not broken. A script can only achieve stage success with a good director. ▪ <u>Viewers</u>: The audience must go in time to watch the game; they should not disturb their environment. ▪ Studying Rules and expectations: <ul style="list-style-type: none"> ○ As in all kinds of group work, some rules must be followed in order to achieve positive, satisfactory results in our working group.
--	--

	<p>These rules are specific to this group, created by the suggestions from all participants, e.g.:</p> <ul style="list-style-type: none">○ To comply with the time,○ Not to disturb others,○ To inform in advance, If the participant will be absent in the study,○ To criticize in a positive and acceptable way, If there are any criticisms,○ Pay attention and respect personal boundaries. <p>This list may be extended in line with the opinions of the participants.</p> <p>Timing: 30 minutes (15 minutes with users and 15 minutes to make the common decisions).</p> <p><u>Training Materials and resources:</u></p> <ul style="list-style-type: none">▪ Guidelines for trainers: “Rules and Expectations”.▪ Laptop/computer. <p>Step 2.</p> <p>Questions/Answers/Brainstorming;</p> <p>Questions & Answers is very important for the active engagement of the participants and their embracing the project; additionally, it helps build the trust between the manager/trainer and trainees which end up in devotion of the participants.</p> <p>Scenario, scenario elements such as people, event or situation, place, time can be debated. The actors, director, audience and distribution of roles can be discussed to get the opinions of the participants about the scenario. After a brainstorming, the place and task of each of the participant in the study can be determined, each situation needs to be handled one by one, taking notes of the views of the participants.</p>
--	---

	<p><u>Timing:</u> 10 minutes (10 minutes for Questions & Answers).</p> <p><u>Training Materials and resources:</u></p> <ul style="list-style-type: none">▪ Guidelines for trainers: “Rules and Expectations”.▪ Laptop/computer. <p>Step 3.</p> <p>Wrap up the schedule/draft/daily routine of the task</p> <ul style="list-style-type: none">▪ All participants declare when and how long they can work on this task;▪ A weekly/monthly calendar is prepared. <p><u>Timing:</u> 30 minutes (10 minutes recording availability of each participant, 20 minutes to prepare the calendar).</p> <p><u>Training Materials and resources:</u></p> <ul style="list-style-type: none">▪ A board/ flip board to write names availabilities of all participants▪ Laptop/computer. <p>Step 4.</p> <p>Watching professional production of the show done previously, with all participants together and interpreting it.</p> <p><u>Timing:</u> 60 minutes (60 minutes to watch the professional production of the show).</p> <p><u>Training Materials and resources:</u></p> <ul style="list-style-type: none">▪ Laptop/computer to present the show▪ A digital copy of the selected show to present
--	---

Step 5.

Analysis of the show:

The following questions are asked and answered:

- Who is the author of the play?
- What is the story in the play?
- What is the theme of the play?
- What is the target group of the play?
- What is the dramatical logic of the play?
- What is the approach of the play?
- What is the type of the play?
- Where does the story take place?
- When does the story take place?
- What are the conflicts of the play?
- What are the technical details of the play?

Timing: 40 minutes (40 minutes to ask PwD and families the above-questions and get their answers and inform them on the topics they do not know.)

Training Materials and resources:

- Laptop/computer to present the show
- A digital copy of the selected show to present
 - A board/ flip board to write the answers to the questions

Step 6.

	<p>The characters in the show and their impersonations are analyzed; while analyzing the characters these questions may be asked: Who, what, where, when, why, how, etc.</p> <p><u>Timing:</u> 30 minutes (30 minutes to discuss the characters.)</p> <p><u>Training Materials and resources:</u></p> <ul style="list-style-type: none"> ▪ Laptop/computer to present the show ▪ A digital copy of the selected show to present <ul style="list-style-type: none"> ▪ A board/ flip board to write the prominent features of the characters <p>Step 7.</p> <p>Getting into the state of the mind of the show, analyzing the impressions and feelings and reactions of the participants.</p> <ul style="list-style-type: none"> ▪ The professional presents the show selected. ▪ The professional/relative then asks the PwAD about their opinions of the show presented. ▪ The professional/relative motivates spirit and passion. <p><u>Timing:</u> 40 minutes (20 minutes to present the show to the users and 20 minutes to collect their feedback).</p> <p><u>Training Materials and resources:</u></p> <ul style="list-style-type: none"> ▪ Laptop/computer to present the show ▪ A digital copy of the selected show to present ▪ A board/ flip board to write feelings/emotions/responses of all participants <p>Step 8.</p> <p>Determining the components of the play and listing components needed for the design and staging a show.</p>
--	---

	<p>Asking which topics, they were inclined to while designing and staging a show and putting those topics on the board (e.g. script, casting, music, stage-setting, etc.)</p> <p>Timing: 30 minutes (30 minutes with users discussing the components of the show).</p> <p>Training Materials and resources:</p> <ul style="list-style-type: none"> ▪ A board/ flip board to write the components of the show. <p>Training Materials and Resources</p> <ul style="list-style-type: none"> ▪ Sheets of paper and pencils. ▪ Guidelines for trainers: examples of this action. ▪ Guidelines for trainers how to communicate with PwAD. ▪ Guidelines for using ICT
<p>PA. Development of main scenography elements through several techniques (painting, sculpture, etc.)</p>	<p>Step 1.</p> <p>Analysis of the stage-setting of the show:</p> <ul style="list-style-type: none"> ▪ Discussing the details present in the stage-setting. ▪ Discussing what needs to be done. ▪ Discussing what can be done. <p>Timing: 30 minutes (20 minutes with users and 10 minutes to prepare everything before and after the action finishes).</p> <p>Training Materials and resources:</p> <ul style="list-style-type: none"> ▪ Laptop/computer/tablet, etc. ▪ A digital copy of the selected show to present. <p>Step 2.</p>

	<p>Analysis of the music of the show:</p> <ul style="list-style-type: none">▪ Discussing the music/songs/melodies used in the show.▪ Discussing what needs to be done.▪ Discussing what can be done (sing live/playback, etc.). <p>Timing: 30 minutes (20 minutes with users and 10 minutes to prepare everything before and after the action finishes).</p> <p><u>Training Materials and resources:</u></p> <ul style="list-style-type: none">▪ Laptop/computer/tablet, etc.▪ A digital copy of the selected show to present.▪ A CD player.▪ Copy of the show music. <p>Step 3.</p> <p>Analysis of the lighting of the show:</p> <ul style="list-style-type: none">▪ Discussing the lighting used in the show.▪ Discussing what needs to be done.▪ Discussing what can be done. <p>Timing: 30 minutes (20 minutes with users and 10 minutes to prepare everything before and after the action finishes).</p> <p><u>Training Materials and resources:</u></p> <ul style="list-style-type: none">▪ Laptop/computer/tablet, etc.▪ A digital copy of the selected show to present
--	---

	<p>Step 4.</p> <p>Analysis of the makeup of the show:</p> <ul style="list-style-type: none">▪ Discussing the makeup used in the show.▪ Discussing what needs to be done.▪ Discussing what can be done. <p>Timing: 30 minutes (20 minutes with users and 10 minutes to prepare everything before and after the action finishes).</p> <p><u>Training Materials and resources:</u></p> <ul style="list-style-type: none">▪ Laptop/computer/tablet, etc.▪ A digital copy of the selected show to present <p>Step 5.</p> <p>Analysis of the poster/brochure for the show:</p> <ul style="list-style-type: none">▪ Discussing what kind of a poster/brochure can be prepared to announce the show.▪ Discussing what needs to be done.▪ Discussing what can be done. <p>Timing: 30 minutes (20 minutes with users and 10 minutes to prepare everything before and after the action finishes).</p> <p><u>Training Materials and resources:</u></p> <ul style="list-style-type: none">▪ Laptop/computer/tablet, etc.▪ A digital copy of the selected show to present <p>Step 6.</p>
--	---

	<p>Actual development of the main scenography through painting, sculpture etc. based on the analysis and decisions made in the above steps.</p> <p>Timing: 150 minutes (10 minutes to prepare everything before and after the action finishes, 20 minutes with users explaining things to do, 3 sessions each one 40-minute-long for production).</p> <p>Training Materials and resources:</p> <ul style="list-style-type: none"> ▪ Laptop/computer/tablet, etc. ▪ A digital copy of the selected show to present ▪ Material to build the stage-setting such as paint, canvas, clay, cloth, etc.
<p>EA. Selection/making of the costume of the play”</p>	<p>Step 1.</p> <p>Analysis of the costumes of the show</p> <ul style="list-style-type: none"> ▪ Discussing the details of the costumes used in the show ▪ Discussing what needs to be done ▪ Discussing what can be done <p>Timing: 30 minutes (20 minutes with users and 10 minutes to prepare everything before and after the action finishes).</p> <p>Training Materials and resources:</p> <ul style="list-style-type: none"> ▪ Laptop/computer/tablet, etc. ▪ A digital copy of the selected show to present <p>Step 2.</p>

	<p>Actual development/procurement of the costumes. Based on the analysis and decisions made in the above step.</p> <p>The costume is a tool that includes clothes that can reflect the mood, occupation, status, age, gender and culture of the character to the audience, as well as all accessories such as underwear, hats, umbrellas, fans, jewelry, socks, shoes, etc.</p> <p>The determination of the costumes for each role is discussed with the team members participating in the project and is decided in line with the opinions of the participants.</p> <p>The following points are taken into consideration in the costume decision process:</p> <ul style="list-style-type: none">● It should be consistent with the whole production as a whole, especially with other visual elements,● It should be sufficient to describe the character,● It should not outshine the character, but complete it,● It should support the theme, concept and mood of the game, the subject of the scenario, time, place, etc.● It should provide information,● It should match the type of play,● It should be suitable for the structure of the stage,● It should offer comfort that allows the actor/actress to easily perform body movements (weight, high, etc.),● It should be suitable for the physical structure of the actor as well as the character,● It should be easy to wear and take off during stage transitions,● It should be durable, easy to store and transport,● Its cost must be within the specified budget.
--	---

	<p>In the light of the above information</p> <ul style="list-style-type: none"> - The harmony between the costume and the play to be staged is determined; - Costumes matching the characters are determined; - Then accessories for the costumes are selected. <p>Support can be requested from the assigned team, volunteers, NGOs and municipalities, environmental cultural centers and theaters for the procurement of costumes and accessories.</p> <p>Timing: 150 minutes (10 minutes to prepare everything before and after the action finishes, 20 minutes with users deciding which ones to procure and which ones to produce, 3 sessions each one 40-minute-long for production).</p> <p><u>Training Materials and resources:</u></p> <ul style="list-style-type: none"> ▪ Laptop/computer/tablet, etc. ▪ A digital copy of the selected show to present ▪ Material to make the costumes such as cloth, scissors, needles, thread, etc.
<p>EA. ICTs or Apps that can help to develop the Stage</p>	<p>https://www.kitchentableclassroom.com/printable-paper-doll-templates/</p> <p><u>DesignMyRoom</u></p> <p>Design My Room is a free app in which users can design all kinds of room interior, houses and decoration. The game is very intuitive and includes a lot of templates and objects, such as furniture, decoration and colours. The app can be used to stimulate the creativity of PwAD to design the scenarios and the stage of the activity.</p>

	<p><u>Script Rehearser</u></p> <p>This app is a useful tool to prepare and memorize the scripts of the show. Text can be written, imported from PDF or directly recorded from the voice of the users. The app also includes a voice synthesizer that reads the written texts. Script Rehearser can be configured to support four types of learning style: Listen Along to let the app read all the script, Wait for me in which the app pauses for each of the lines until the user is ready to continue, Repeat for Confirmation, which leaves a gap for to say the line, then automatically speaks the line for confirmation and carries on and lastly, Run through which just leaves the gap for the user text.</p> <p>The app has very good ratings but some negative points related to errors in the automatic reading of the text.</p> <p><u>MyTheater</u></p> <p>This app allows users to set-up and design the implementation of the audio-visual artistic work that can be used in theatre, cinema or radio. The user has to select the repertoire, background music and sound effects to assemble a panel of sounds ready to play exactly as it was designed to play during the show. The app has a payment version (0.99€) with no ads and more sound elements.</p> <p>The app has very positive comments.</p> <p><u>Fashion Design Makeover</u></p> <p>This app is somehow children oriented but it enables costume designs including several complements. The app contains advertisements and in-app purchases.</p>
<p>Closure</p>	<p>Exhibition of the work done throughout the activity (preferably open to public in the Day Care Center)</p> <p>Prepare an exhibition with the pieces, paintings, costumes, etc. done/attempted.</p> <p><u>Timing:</u> 60 minutes.</p>



	<p><u>Training Materials and resources:</u></p> <p>Flip board</p> <p>Laptop/computer.</p>
--	--