# Sharing the activity

## Educating (future) cultural mediators

Dementia in Cultural Mediation

# Sharing the activity
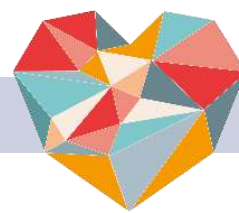
As a cultural mediator or a cultural organisation, you might have an activity that you have organised several times for people who are living with dementia and that is well received by them. Maybe you even want to share the activity so more people can enjoy it?

Perhaps you just want your own colleagues to be able to organise and host the activity besides yourself, but also think of people who work at community centres who provide services and activities for people with dementia. Or care organisations that focus on people with dementia.
Even relatives or informal care givers might be interested to know how to organise an activity so they can provide the best quality of life possible for their loved one.
Together with the extensive description of the activity, you can use this document to organise a training to educate (future) cultural mediators inside or outside your organisation to organise the activity by themselves.

# The trainer
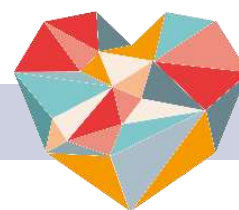
Being good at your job as a cultural mediator is one thing. Transferring or educating your knowledge to others is something else.
As you shift to your role as a trainer who is going to educate others on how to organise a specific activity, you are your own instrument. Who you are, how you behave, how you act toward others, you take it all with you in your role as a trainer. Be aware of your qualities and use them vigorously!

Anyone who provides a training or workshop can use some help and guidelines to make sure the best learning situation for participants is created.
In this part we provide more information and tips on how to prepare your training using the principles of the Didactic Analysis Model by Leon van Gelder (1971).
This model of didactics is used to ensure that all factors important to learning and development are taken into consideration and provides guidance for the preparation, performance and actual teaching of the activity.

With every training, look at the people attending and make sure they feel comfortable and welcome. Insert your own personal input and creative additions to make the training as interactive and motivating as possible!

# Setting up the training

**Determine the initial situation**

What do the (future) cultural mediators that will participate in the training know and what are their current skills? Do they already have knowledge about dementia or some experience with this topic or people living with dementia? What is their background and motivation to participate?
Often you already know who will be participating prior to the training. If not, you can use the beginning of the training to gain insight into the initial situation and any existing knowledge.

**Learning goals**

What do you want to achieve with this training and what is it that you want those attending to learn? New concepts about organizing activities or maybe better skills on how to engage with people with dementia? What do the participants want to learn and what is the goal of this training?
Formulate clear learning objectives: what should the (future) cultural mediators know and/or be able to do at the end of this training? By formulating learning objectives, it is easier to make choices about which content you want to include in the training and what not. Be SMART in your goals! *Read more in Appendix I.*

Setting SMART goals, or making existing goals SMART, is a useful way to formulate exactly what you want to achieve. Great goals are well-defined and focused.

**SMART goals are:**
- **S**pecific, is the goal or result that I want to achieve concrete and clear enough?
- **M**easurable, how do I know exactly when I have achieved the goal? Do I use specific criteria to measure the progress?
- **A**chievable, is the goal justified and not impossible to achieve? (and for others)?
- **R**ealistic, is the goal realistic, within reach and relevant?
- **T**ime-bound, when do I want to achieve the goal? Use a clearly defined timeline.

# Determine the program of the training

Make sure you design the program according a logical structure and choose suitable working methods. The following components are important here:

- ➢ **What will you offer the (future) cultural mediators?** Which new knowledge and/or skills will you offer them so they learn what they wished to learn?
- ➢ **How are you going to let them work with the material?**
  **Which didactic method(s) do you choose?**

The didactic method (teaching way) must be in line with the topic and take into account possible differences between the participants and the learning activity.

The trainer decides in advance which form is most suitable for transferring the knowledge and information. This can be an interview, a brainstorm, through role play, etc. The trick is to choose the right method with the right educational session.

You can think of many different teaching forms, and maybe even use Design Thinking principles to make the process more creative. *Read more about Design Thinking principles in Appendix II.*

Examples of didactic methods are:

Instruction form
Suitable for passing on basic knowledge or explaining difficult subjects to (large) groups in a short time. Teacher gives a presentation, demonstration, tells a story or gives tasks.

Interaction form
Teacher and participant are equally active. Think of: discussion, asking questions, listening to others, expressing experiences and opinions.

Assignment form
Carried out independently by the participants as much as possible. Doing their own research to find answers to the questions. Good process and structure is important.

Collaborative form
Participants must work together to achieve answers. Often in small groups. Keywords: face-to-face interaction, positive interdependence, collaboration, skills, group processes.

Playful / Game form
Presenting information in a playful way with active steps. Like: structured discussion, role playing, board games, drama play, simulations, etc.

> **Learning activities.** What activities/actions do you do as a trainer during the training and what should the participants do?

> **What is needed for this training, what materials and tools?** E.g. a book, paper, pencils, sticky notes, laptop, Wi-Fi, etc. If it is necessary for participants to bring their own items, make sure to let them know well in advance.

> **The location where the training will take place.** What kind of location is preferred? Should it be well accessible with public transport? Don't forget the facilities, is everything available what you need?
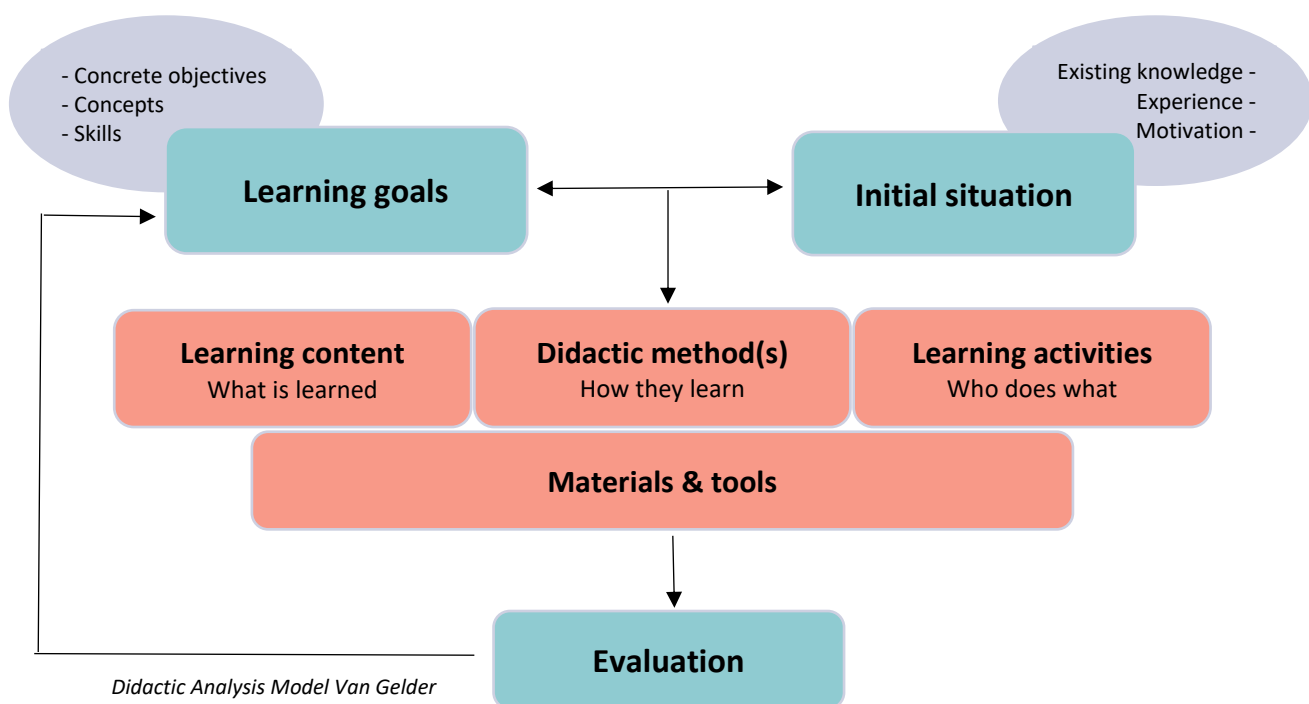
# Evaluation > the results

Have you achieved your goal? Have the (future) cultural mediators learned what you wanted them to learn and how will you check that?

Maybe you want to use a questionnaire to evaluate their progress at the end of the training or by an individual or group test?
It's good to remember that evaluation is not only done after the training. Also check several times during the session if everyone understands the subject matter to have continuous monitoring of the learning process. Ask questions and let the participants formulate the information and subject matter in their own words.

Although didactic models mostly focus on the learning process of the student or participant, it is important to realize that everyone in a learning situation learns. The learning cycle the 'student' goes through is also experienced by the trainer, although at a different level and with different content. As a trainer you also have your own initial situation, your own goals and evaluate your own actions afterwards.
*Attached as appendix III is a training preperation form which can be used to prepare and/or evaluate your training.*

- Concrete objectives
- Concepts
- Skills

Existing knowledge -
Experience -
Motivation -

**Learning goals**

**Initial situation**

**Learning content**
What is learned

**Didactic method(s)**
How they learn

**Learning activities**
Who does what

**Materials & tools**

**Evaluation**

*Didactic Analysis Model Van Gelder*

# The use of videos

The use of film and video can enrich the learning environment and have a positive value in various ways when added to a training. The most common didactic application is to provide instruction via a video, but you can also use a video to illustrate the learning content. Using video can have benefits for the participant as well as the trainer, as long as you think carefully about how you use the video.

Use video to activate any prior knowledge about the topic or provide new information and knowledge. And of course video can be used for inspiration. The video can be used to show, for example, the application of the new knowledge in practice and daily life. The video can be used at the start of the training as preparation or somewhere during the training.

Using a video didactically correct, requires that you think carefully about which activities you want to support in a learning process and what you want to achieve with using it.
Think carefully about which didactic method you use during your training in order to optimally stimulate and support the active acquisition of knowledge and skills by the participants. Be aware that a video never stands alone but should always be linked to other activities that happen in and outside the training.

Alongside every activity in the Dementia in Cultural Mediation project, a supporting video is developed. Use these videos in your training to make everything more lively!

# Setting SMART Goals
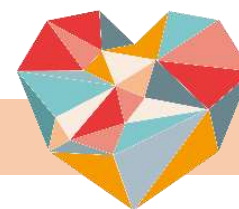
### SMART Goal – <span style="color:red">Specific</span>

Goals that are specific have a significantly greater chance of being accomplished. To make a goal specific, the five "W" questions must be considered:

1.  **Who: Who is involved in this goal?**
2.  **What: What do I want to accomplish?**
3.  **Where: Where is this goal to be achieved?**
4.  **When: When do I want to achieve this goal?**
5.  **Why: Why do I want to achieve this goal?**

### SMART Goal – <span style="color:red">Measurable</span>

A SMART goal must have criteria for measuring progress. If there are no criteria, you will not be able to determine your progress and if you are on track to reach your goal. To make a goal measurable, ask yourself:

1.  **How many/much?**
2.  **How do I know if I have reached my goal?**
3.  **What is my indicator of progress?**

### SMART Goal – <span style="color:red">Achievable</span>

A SMART goal must be achievable and attainable. Ask yourself:

1.  **Do I have the resources and capabilities to achieve the goal? If not, what am I missing?**
2.  **Have others done it successfully before?**

### SMART Goal – <span style="color:red">Realistic</span>

A SMART goal must be realistic in that the goal can be realistically achieved given the available resources and time. Ask yourself:

1.  **Is the goal realistic and within reach?**
2.  **Is the goal reachable, given the time and resources?**
3.  **Are you able to commit to achieving the goal?**

### SMART Goal – <span style="color:red">Time-bound</span>

A SMART goal must be time-bound in that it has a start and finish time or date. Ask yourself:

1.  **Does my goal have a deadline?**
2.  **By when do you want to achieve your goal?**

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# Design Thinking Principles
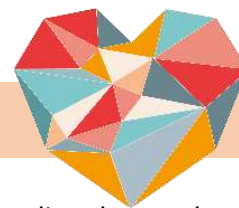
Design Thinking is a way to come up with original and creative solutions by understanding the needs involved and by re-framing a potential problem.

The 5-stage model of Design Thinking was originally proposed by the Hasso-Plattner Institute of Design at Stanford with the following stages: Empathize, Define, Ideate, Prototype and Test.

1. Empathize: Understanding the needs involved and learn about for whom you are designing.
2. Define: Re-framing and defining the problem based on the needs and insights.
3. Ideate: Brainstorm and come up with new ideas and creative solutions.
4. Prototype: Create a representation of one or more of your ideas to show to others.
5. Test: Test your ideas with the user group for feedback.

## Empathize

This first stage is to gain a better and an empathic understanding of the problem you are trying to solve. The Empathy stage allows to gain insight into the needs regarding the issue along with setting aside personal assumptions regarding it. A significant amount of information is gathered here and carried on to the next stages to help *define* the issue and understand how to deal with it.

## Define

During this stage you put together the information gathered during the Empathize stage. You then analyse your observations and gather ideas in order to define the core problems that the team has identified up to this point. Define the problem in a human-centred manner.

## Ideate

During the third stage, Ideate, design thinkers start to use the information from the previous stages to generate logical ideas. You have grown to understand various needs in the Empathize stage, analysed and synthesised your observations in the Define stage, and ended up with a human-centred problem statement. From here, start thinking "out of the box" or brainstorm about ideas that may normally be skipped over. Generate various ideas to choose from when starting the next phase.

## Prototype

This is an experimental phase where you identify the best possible solution for the issues that were identified the earlier stages. Some inexpensive, simple prototypes are created to be tested within the team itself or in a small group of people outside the design team. By the end of this stage, the team should have a better idea of possible constraints of the prototypes and a clearer view of what works.

## Test

During this fifth and final stage the prototypes are tested. Even during this step, the team can and will make alterations and refinements to solve the problem or challenge as best as possible.

*The five stages of Design Thinking are not always sequential – they do not have to follow any specific order and they can often occur in parallel and be repeated iteratively.*

# Training preparation form

**Title:**

**Name of the trainer:**

**Number of participants:**

**Date:**

**Time:**

**Location/Room:**

**Topic of this training session:** . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . .

**Goals: at the end of this session the (future) cultural mediators will know or will be able to do …. (skills/concepts)**

**1.** . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . .
**2.** . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . .
**3.** . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . .

**Expected starting point. What is the initial situation regarding the existing knowledge and skills.**

. . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . .

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# Training

| Section | Time (duration) | Content (reference to training goal) | Trainer activity (didactic method?) | Participant activity | Materials needed | Check How will you check if you've achieved your goal? |
|---|---|---|---|---|---|---|
| Introduction | | | | | | |
| Flow of the training (incl. specific exercises, videos & assignments) | | | | | | |
| Ending | | | | | | |

**Room set-up**

. . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . .

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# Training evaluation

| | |
|---|---|
| **Achievement of goals** | |
| **Timing** | |
| **Proposed improvements** | |
| **Self-reflection & evaluation** | |
| **Other comments** | |

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