|  |  |  |
| --- | --- | --- |
| **Time** | **Activity** | **Elder’s Condition** |
| 8:00 AM | Bath and heavy breakfast | A little tired |
| 10:30 AM | Tea with biscuits | Alert |
| 1:30 PM | Lunch and rest | Tired and sleepy |
| 5:00 PM | Evening tea and reading | Alert |
| 7:00 PM | Watching TV | Alert |
| 8:30 PM | Dinner | Tired and sleepy |

**Activity 1--------------The participants are divided into groups of two. One participant is blindfolded while the other must direct the other through an obstacle path. Place chairs, desks, and other obstacles. After the participant completes the obstacle path, ask the following:**

1. How did you feel when you were walking blindfolded?

2. Now imagine the elder walking in a cluttered, poorly lit room. What do you think will happen then?

**The facilitator must draw out the importance of a clutter-free and well-lit environment for the elder.**

**Activity 2**

|  |  |  |
| --- | --- | --- |
| **Weather Forecast** | | |
| 6:00 Am-9:00 AM | 9:00 AM-2:00 PM | 2:00 PM-10:00 PM |
| Bright and Sunny | Sunny with Light Breeze | Cloudy and Rainy |

Draw the participants' attention to the tables on the screen. Explain that the table on the top shows a few activities in the daily routine of an elder and how the elder feels after that activity. The table at the bottom shows the weather prediction for a day. Read out the question aloud - "Observe the elder's routine and weather prediction for a day and identify a suitable time for the elder to exercise outdoors."

Invite responses from the participants and discuss them with the group based on following facts:

Best time to exercise for the elder: 11:00 AM – 12:00 Noon

Reasons: The elder’s condition is alert, weather is moderate and the timing is a little while after a light meal

Before 10:30 AM: Not suitable since the elder feels tired after having a bath and heavy breakfast

10:30 Am – 11:00 Am: Not suitable as timing is immediately after a meal

12:00 Noon – 1:30 PM: Not suitable as by then the elder might start feeling hungry again

1:30 Pm – 2:00 PM: Not suitable as timing is immediately after a meal and the elder feels tired and sleepy after having lunch

After 2:00 PM: Not suitable as the weather is expected to become cloudy and rainy

**Activity 3**

* **Divide the class into two groups.**

**Dementia Case Study:**

Harry is an 85 year old man who has been suffering from dementia for a year. He lives with his wife, Alice, in their own home. Harry’s forgetfulness started around the age of 70. Since then, the dementia has been worsening. It has reached a point where he has difficulty recognizing his wife. He becomes restless when he cannot remember who his wife is and why is she there in the house. He has difficulties in basic activities like introducing himself as he forgets his own details, recognizing food items, and wearing clothes. He has been shifted to a care home and you are his caregiver.

A: What information will you seek from his wife? Also give hypothetical answers for the questions.

B: Take the questions and answers from group A and make a list of activities you, as a caregiver, would like to carry out around Harry and a list of activities which you would involve Harry in.

A’s activity: the questions should be around Harry’s favorite food, hobbies, favorite people, favorite time of the day, sleeping pattern, allergies, favorite colors, general mood, etc.

B’s activity: once group B has received answers from group A, they can plan activities for themselves as caregivers and activities for Harry to participate in.

**Post-Module Activity 4**

**EXERCISES**

* Objective: Demonstrate and practice some exercises for partially dependent elders.
* Invite a physiotherapist. Arrange for a sturdy wooden chair with backrest but no armrests or wheels.
* Click the link on the screen to open the webpage (http://www.nhs.uk/Tools/Pages/Exercises-for-older-people.aspx) showing different chair and wall support exercises. For each exercise, invite participants to sit on the chair and perform the exercise correctly under the supervision of the physiotherapist.
* Note: If Internet is not available, invite the physiotherapist to demonstrate some exercises for partially dependent elders (using a chair).

**post-Module Activity 5**

**Happy to Help!**

Arrange for the following props in the presentation room: An adult walker/walking stick, a wheel chair, a pullover, and a recliner.

Introduce the activity by its title – Happy to Help! Ask for two volunteers from the participants. Assign the role of a caregiver to one person and the other one plays the role of the elder. Make sure that both the volunteers are of the same gender, that is either both are males or both are females. If required, another volunteer can be called upon to play the role of a doctor or family member of the person under care. The person under care sits on a chair. The task of the caregiver is to persuade the person under care to accept help using one of the props.

The tasks will be:

1. To make the person accept using a walker/walking stick
2. Take help from the caregiver to shift to a wheelchair
3. Take help from the caregiver to wear a pullover
4. Take help from the caregiver to walk up to the recliner and lie down

For each task, explain the condition of the person under care. The profile of the person under care for the above tasks will be:

1. A person who often falls while walking
2. A person who has lost use of one or both feet
3. A person with severe pain in shoulders and hand joints
4. A person with severe pain in knees

The person under care refuses help and it is up to the person playing the role of caregiver to make the other person agree to take help.

Explain to the participants that in real life situation they may have more time, but for the sake of demonstration, each participant playing caregiver will be allowed 5-10 minutes to complete the task.

If one person playing the caregiver fails to complete the task, invite another volunteer to complete the task. If a task is completed, invite another pair of volunteers for the next task. After each successful or unsuccessful attempt, briefly discuss what the caregiver did right or wrong.

**Post-Module Activity 6**

**Guess the Problem!**

Objective: Role play activity to help the participants identify symptoms and related them with ailments such as heart attack, paralysis, and appendicitis/gall bladder issues

Ask three participants to volunteer to act. Give the following instructions to each volunteer:

1. Act that you have chest pain, sweating, breathlessness.
2. Act that one of your limb is not moving
3. Act that you have a severe abdominal pain (no other symptoms)

As each participant acts, you can ask the class what they think may be happening to the person

Correct answers:

1. Heart attack
2. Paralysis
3. Appendicitis/gall bladder issues

**Post-Module Activity 7**

**Assistive Devices for the Elder**

Arrange for a human dummy, a bed, a chair and following assistive devices: a pair of spectacles, dentures, oxygen machine, walking stick, walker, wheelchair, enema can, catheter, spinal belt, chest belt, neck collar, kneecap, and pressure stockings. Begin with a demonstration conducted by a trained caregiver about proper use of each of the assistive devices mentioned before using the human dummy in lying as well as sitting position. The demonstration should also include key steps in maintenance of each of these assistive devices.

Later the participants should be invited one by one to handle each assistive device and practice its proper use on the human dummy.

For an elder, you can use:

* + Spectacles – care includes cleaning with damp cloth and safe storage when not in use
  + Dentures – care includes regular cleaning and storing in water when not in use
  + Oxygen machine – care includes following manufacturer’s guidelines for use and keeping it away from open flames
  + Walking stick or walker – care includes checking for wobbly handles and putting rubber tips on ends
  + Wheelchair – care includes keeping it clean and checking for loose wheels or handles

Enema can – care includes cleaning and sterilizing the equipment after every use

**Post activity 8 Communicating Effectively**

Explain the following case study to the class.

ABC is a caregiver and takes care of an elder who is 80 years old. The elder is mostly very rude to the caregiver. The elder refuses to take his medicines on time and shouts at the caregiver.

The caregiver tries explaining this to the family, but the family members change the topic of conversation. And so, the caregiver is not able to explain the elder’s behavior to them.’

For the role-play, you can be the family member and ask one volunteer to play the role of the caregiver.

Since you are playing the role of family member, act accordingly and try and interrupt caregiver’s conversation two or three times. The caregiver has to be firm and follow the steps from the module to talk to you.

The rest of the class can be asked for inputs at the end of the role-play about what went right and what could be improved.

**Listening Effectively**

Tell the group that you will be asking questions on what they are about to hear.

Start by saying you are the bus driver.

You then read out a bus route, for example: You are the bus driver at stop no 1, three people got on the bus, one of them was wearing a red hat.

At stop 2, four people got on and one got off.

At stop 3, two people got on, one person was carrying a bag and the person with the red hat got off.

Continue with this detailed theme.

When you have finished you ask the question: What is the bus drivers age? The majority of people will not have heard the opening line: "you are bus driver".

Divide the class into two groups. Share the case study. Give each group the handouts with the case study and the two questions. Give them 10 minutes to read the case study and discuss their thoughts based on the questions asked. Ask a person from each group to present their thoughts. Discuss with class after both groups finish.

**Story 1**

The female caregiver takes care of a one and half year old boy. A few guests come to visit the family. The female caregiver goes to the child’s room and continues with her work. When the baby is asleep, the female caregiver goes to the mother’s room and talks about her days in college. Later, she walks into the hall and sees that the parents of the child are talking. She puts the baby and a few toys on the ground and joins in the conversation.

Keeping in mind what you have learned about giving privacy to the care receiver’s family, answer the following:

Q1. What did the female caregiver do wrong? What should she have done instead?

Q2. What did she do right?

Answers:

Q1. What did the female caregiver do wrong? What should she have done instead?

A.

1. The caregiver shares personal information with family members. In this story, she talks about her college days to the family members. Her focus should always be on her work.
2. The caregiver should give the family members privacy. In this story, she intrudes on a personal conversation.

Q2. What did she do right?

1. When the guests visited, she stayed away and continued her own work. This is a great example of giving privacy to the care receivers family.

Post-Module Activity

Yes or No

mark a yes for only those pieces of information which could be required by a doctor.

|  |  |
| --- | --- |
| **Information** | **Yes/No** |
| The care receiver has not been eating properly for past two days |  |
| The care receiver specifically wanted to wear their favorite blue shirt |  |
| The care receiver had a mild fever last night |  |
| The care receiver has been sleeping more than 14 hours every day |  |
| The care receiver wants to go for a walk every day |  |
| The care receiver wanted to eat an ice-cream. |  |
| The care receiver suddenly became very violent |  |
| The care receiver prays for two hours everyday |  |

Answer:

* The care receiver has not been eating properly for past two days
* The care receiver specifically wanted to wear their favorite blue shirt
* The care receiver had a mild fever last night
* The care receiver has been sleeping more than 14 hours every day
* The care receiver wants to go for a walk every day
* The care receiver wanted to eat an ice-cream.
* The care receiver suddenly became very violent
* The care receiver prays for two hours everyday

|  |  |
| --- | --- |
| **Information** | **Yes/No** |
| The care receiver broke an allergy after eating a new chocolate. |  |
| The care receiver is very fond of their new toy. |  |
| The care receiver had loose motions the previous night. |  |
| The care receiver likes sweets more than salty food. |  |
| The care receiver reads a lot and does not talk much. |  |
| The care receiver fell down and got hurt, but not very major apparently |  |
| The care receiver has a birthmark on the tummy |  |
| The care receiver wets the bed sometimes |  |

* The ideal answers should be:
  + The care receiver (child) broke an allergy after eating a new chocolate. - Yes
  + The care receiver (baby) is very fond of their new toy. - No
  + The care receiver (baby) had loose motions the previous night. - Yes
  + The care receiver (elder) likes sweets more than salty food. - Yes
  + The care receiver (elder) reads a lot and does not talk much. - No
  + The care receiver (child) fell down in the school and hurt their head two days ago. - Yes
  + The care receiver (baby) has a birthmark on the tummy. - No
  + The care receiver (child) wets the bed sometimes. - Yes